



Curriculum Aligned Competency Based Test Items English (Honeycomb) Class - 7

Central Board of Secondary Education

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Curriculum Aligned Competency Based Test Items

Class 7

Foreword

The National Education Policy (2020), Government of India, envisions transforming school education by equipping students with 21st century skills. The endeavour is to shift focus from rote-learning to acquisition of competencies with a resolve to make education more meaningful and relevant.

The Central Board of Secondary Education (CBSE) in its continuous endeavour to improve the quality of education has already introduced some initiatives in this direction. Strengthening these efforts, the Board had signed an MoU with Sri Aurobindo Society (SAS), Pondicherry in November 2019. As a part of this initiative, SAS is supporting CBSE to develop resource materials, train teachers and take other measures that would facilitate adoption of Competency Based Education in schools. SAS has engaged with Australian Council for Educational Research (ACER) as its knowledge partner for this project.

CBSE, in collaboration with SAS and ACER, has prepared this resource material- ***Curriculum Aligned Competency Based Test Items (Class 7)*** in February, 2022 which is a compilation of assessment items in English that are aligned to the NCERT/CBSE curriculum. These tasks based on authentic real life situations focus on developing critical understanding among learners in the discipline. Each test covers about 10 questions from a chapter. The assessments, useful for students' practice, are also exemplars for teachers who with their ingenuity can develop many similar items.

— Team CBSE

About CBSE

The Central Board of Secondary Education (CBSE) is a national Board under the Ministry of Education, Government of India. The Board has more than 27,000 schools affiliated to it in India and overseas, in 25 countries. These include the Kendriya Vidyalayas, the Jawahar Navodaya Vidyalayas, Central Tibetan Schools, schools run/aided by the State Governments and private schools. The Board's mission is to encourage quality of education focussed on holistic development of learners. It motivates schools and teachers to adopt learner centric enquiry-based pedagogies and use innovative methods to achieve academic excellence. The Board is committed to providing a stress-free learning environment to develop competent and confident students who emerge as enterprising citizens of tomorrow, promoting harmony and peace in the world.

About SAS

Sri Aurobindo Society (SAS) is an international, spiritual, and cultural, not-for-profit NGO. SAS has been recognised by the Government of India as a Charitable Organisation, a research institute and an institute of national importance. Sri Aurobindo Society has more than 300 centres and branches across the country, with its head office in Puducherry. SAS is setting up models, centers of excellence and training institutions that are sustainable, scalable and replicable in the country.

About ACER

Australian Council for Educational Research (ACER) is a leading and pioneer international organization working in the field of competency based learning. ACER has been instrumental in coordinating a consortium of international organizations for the implementation of the Programme for International Students Assessment survey in 2000, 2003, 2006, 2009 and 2012.

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Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 1A – Three Questions

SAS21E07HC01A01

- 1 Why did the king send messengers?
- A. To search for wise men
 - B. To announce the reward
 - C. To locate the hermit's house
 - D. To find answers to his questions

SAS21E07HC01A02

- 2 According to the wise men, magicians were needed
- A. To avoid distractions
 - B. To prepare timetables
 - C. If the matter needed sudden action
 - D. If the council failed to arrive at a decision

SAS21E07HC01A03

- 3 Why did the king leave his horse and bodyguard behind?
-
-

SAS21E07HC01A04

- 4 *'I came to you, wise man, for an answer to my questions. If you can give me no answer, tell me so and I will return home.'*

How is the king most likely feeling when he says this?

- A. Betrayed
- B. Confused
- C. Frustrated
- D. Embarrassed

SAS21E07HC01A05

5 Which decision protected the king's life?

- A. Helping the hermit
- B. Forgiving the injured man
- C. Seizing the brother's property
- D. Seeking answers from the hermit

SAS21E07HC01A06

6 Was the king vengeful? Circle YES or NO.

YES NO

Give a reason for your answer

SAS21E07HC01A07

7 How did the hermit answer the king's questions?

- A. By creating an opportunity to help another
- B. By illustrating the importance of hard work
- C. By showing the value of forgiveness
- D. By referring to a shared experience

SAS21E07HC01A08

8 Based on the hermit's answer to the king's questions, which of these is true?

- A. Time is the most valuable asset
- B. Every person we meet is important
- C. There is no right or wrong, only actions matter
- D. While living in the present, we should also think about the future

SAS21E07HC01A09

9 Do you think the hermit realised his visitor was a king? Circle YES or NO.

YES NO

Give a reason for your answer.

SAS21E07HC01A10

10 Which of these best describes the king?

- A. Humble and capable
- B. Foolish and impulsive
- C. Smart and courageous
- D. Arrogant and fearsome

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 1B – The Squirrel

SAS21E07HC01B01

1 What does the poem mainly do?

- A. Advise
- B. Narrate
- C. Instruct
- D. Describe

SAS21E07HC01B02

2 In the poem, what does 'question mark' refer to?

SAS21E07HC01B03

3 What does the line 'An overcoat of gray' indicate?

SAS21E07HC01B04

4 Which line from the poem suggests that the squirrel was friendly with the poet?

SAS21E07HC01B05

5 Which of these best describes the squirrel in the poem?

- A. Calm
- B. Clever
- C. Affectionate
- D. Mischievous

SAS21E07HC01B06

6 What does the poet do in the first three lines?

- A. Explain what makes the squirrel special
- B. Discuss the squirrel's eating habits
- C. Compare the squirrel to a person
- D. Admire the squirrel's beauty

SAS21E07HC01B07

7 What do the last three lines talk about?

- A. How the squirrel acts
- B. Where the squirrel lives
- C. How the squirrel moves
- D. What the squirrel looks like

Read the given stanza and answer the following questions:

He wore a question mark for tail,
An overcoat of gray,
He sat up straight to eat a nut.
He liked to tease and play,
And if we ran around his tree,
He went the other way.

SAS21E07HC01B08

8 '*He went the other way*'
According to the poet, why did the squirrel go the other way?

- A. He felt shy
- B. He felt threatened
- C. He liked to taunt the poet
- D. He wanted to show his agility

SAS21E07HC01B09

9 '*An overcoat of gray*'
What does the line above indicate?

- A. The squirrel's fur is gray in colour.
- B. The squirrel was eating a gray nut.
- C. The squirrel wears a gray overcoat.
- D. The squirrel found a gray overcoat in the courtyard.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 2A – A Gift of Chappals

SAS21E07HC02A01

1 According to Meena, who did not like kittens?

- A. Paati
- B. Amma
- C. Paddu Mama
- D. Music-master

SAS21E07HC02A02

2 Which of these is true about Ravi?

- A. He is dishonest.
- B. He does not obey elders.
- C. He has the habit of stealing food.
- D. He likes to show off his knowledge.

SAS21E07HC02A03

3 What is Lalli's music compared to?

SAS21E07HC02A04

4 Why did Rukku Manni most likely ask the beggar to leave?

- A. He was eating all their food.
- B. He was aggressive and demanding.
- C. He was lying about his poor condition.
- D. He was making a habit of visiting them.

SAS21E07HC02A05

5 Is the music-master truthful? Circle YES or NO.

YES NO

Give a reason to support your answer.

SAS21E07HC02A06

6 The music-master's reaction to the new pair of chappals shows his

- A. Pride
- B. Shame
- C. Jealousy
- D. Shrewdness

SAS21E07HC02A07

7 Ravi's mother was firm but loving. Give evidence from the story to support the statement.

SAS21E07HC02A08

8 Based on the last paragraph, which of these is likely to be true about Rukku Manni?

- A. She was not as angry as she seemed to be.
- B. She approved of the children's actions.
- C. She respected the music-master.
- D. She was afraid of her husband.

SAS21E07HC02A09

9 What does the story do?

- A. Solve a mystery
- B. Provides a moral
- C. Narrate an incident
- D. Describe an adventure

SAS21E07HC02A10

10 The main purpose of the story is to contrast

- A. Charity towards humans and compassion for animals.
- B. The innocence of children and practicality of adults.
- C. The talent of skilled and unskilled artists.
- D. The lifestyles of the rich and the poor.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 2B – The Rebel

SAS21E07HC02B01

1 What word best describes does the rebel mentioned in the poem?

- A. Contrary
- B. Confused
- C. Indifferent
- D. Courageous

SAS21E07HC02B02

2 When does the rebel keep quiet during a class?

SAS21E07HC02B03

3 Which of these best matches the description of a rebel in the poem?

- A. A tall man who lives among short people.
- B. A man who fights against the government.
- C. A man who does not spend money in the company of friends.
- D. A man who goes to the right when the entire crowd is going left.

SAS21E07HC02B04

4 In a class, the students were studying for a test.
Based on the poem, which image shows the rebel?



SAS21E07HC02B05

5 What does the rebel do when everyone goes for a meeting?

SAS21E07HC02B06

6 *'The rebel dresses soberly.'*
What does the word 'soberly' mean in the line above?

- A. Formally
- B. Cheaply
- C. Smartly
- D. Simply

SAS21E07HC02B07

7 What does the poet mainly do till the last two lines of the poem?

- A. Suggests why people don't like rebels
- B. Teaches how to behave in society
- C. Describes how a rebel behaves
- D. Explains why he dislikes rebels

SAS21E07HC02B08

8 What makes the poet say that you may not like being a rebel?

SAS21E07HC02B09

9 What is the tone of the last two lines of the poem?

- A. Stern
- B. Sarcastic
- C. Cautionary
- D. Condescending

SAS21E07AH0110

10 What word best describes the language of the poem?

- A. Plain
- B. Harsh
- C. Flowery
- D. Picturesque

Read the given stanzas and answer the following questions:

*When everybody has short hair,
The rebel lets his hair grow long.
When everybody has long hair,
The rebel cuts his hair short.*

*When everybody talks during the lesson,
The rebel doesn't say a word.
When nobody talks during the lesson,
The rebel creates a disturbance.*

SAS21E07HC02B11

11 What does the rebel do when everybody has short hair?

- A. He grows his hair long.
- B. He cuts his hair shorter.
- C. He keeps his hair the same.
- D. He tries to imitate their haircuts.

SAS21E07HC02B12

12 Why do you think the rebel does the opposite of what others do? SAS21E07HC02B12

- A. He likes it
- B. It is in his nature and he likes to draw attention to himself
- C. He does not like following anyone or any rules and shows it by behaving differently from most people
- D. He does not know what he is doing

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 3A – Gopal and the Hilsa Fish

SAS21E07HC03A01

- 1 Why was everyone talking about Hilsa fish?
- A. Because it was tasty
 - B. Because it was cheap
 - C. Because the king liked Hilsa
 - D. Because it was the season of catching Hilsa fish

SAS21E07HC03A02

- 2 Which of the following adjectives best describes the king?
- A. Compassionate
 - B. Humorous
 - C. Humble
 - D. Clever

SAS21E07HC03A03

- 3 What did the king want?
- A. For Gopal to prove his intelligence.
 - B. To get a huge Hilsa fish for himself.
 - C. For people to stop talking about Hilsa fish.
 - D. To make his courtiers improve their manners.

SAS21E07HC03A04

- 4 What was the king's challenge to Gopal?
-
-

SAS21E07HC03A05

5 Gopal's behaviour most likely made his wife feel _____.

- A. Misunderstood
- B. Disappointed
- C. Confused
- D. Terrified

SAS21E07HC03A06

6 What conclusion did Gopal's wife arrive at?

SAS21E07HC03A07

7 People's reactions to Gopal show that they were _____.

- A. Startled
- B. Agitated
- C. Offended
- D. Provoked

SAS21E07HC03A08

8 For what possible reason did Gopal dance and sing outside the court?

- A. To display his annoyance
- B. To prove that he was mad
- C. To try to please the guards
- D. To catch the king's attention

SAS21E07HC03A09

9 Based on the courtiers' reaction to Gopal's appearance, what is most likely true?

- A. They resented Gopal.
- B. Gopal's behaviour was always eccentric.
- C. Gopal had a habit of indulging in practical jokes.
- D. They believed that Gopal was an attention-seeker.

SAS21E07HC03A10

10 What did Gopal do to succeed in the challenge?

Refer to the passage and answer the questions given below:

And in the palace too the courtiers could discuss nothing but Hilsa-fish. Your Majesty, you should have seen the huge hilsa I have caught. It was....

Stop it...

Are you courtier or a fisherman?

The courtier felt silent with downcast eyes. The king felt guilty. I am sorry. I lost my temper. It is the season for Hilsa-fish and no one.... Not even Gopal can stop anyone from talking about Hilsa-fish, not even for five minutes.

SAS21E07HC03A11

11 Are you a courtier or a fisherman?
The question above shows the king's

- A. Regret
- B. Shame
- C. Confusion
- D. Frustration

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 3B – The Shed

SAS21E07HC03B01

- 1 What does the speaker hear when he is in bed?
- A. The sound of the window panes cracking.
 - B. The sound of the shed's door creaking in the wind.
 - C. The sound of someone opening the door to the shed.
 - D. The sound of someone walking to the bottom of the garden.

SAS21E07HC03B02

- 2 Which lines show that the speaker was affected by the shed?
-
-

SAS21E07HC03B03

- 3 What mood does the second stanza of the poem convey?
- A. Anxiety
 - B. Mystery
 - C. Confusion
 - D. Desperation

SAS21E07HC03B04

- 4 According to the speaker's brother, what would happen if the speaker entered the shed?
-
-

SAS21E07HC03B05

5 What does the third stanza of the poem mainly talk about?

- A. What hides inside the shed
- B. The appearance of the shed
- C. The story the speaker's brother told him
- D. Why the speaker's brother feared the shed

SAS21E07HC03B06

6 *I know that there isn't really a ghost*
Was the speaker sure that there was no ghost? Justify your answer.

SAS21E07HC03B07

7 According to the speaker, what did his brother want?

SAS21E07HC03B08

8 What happens in the last stanza of the poem?

- A. The speaker reveals his fears unintentionally.
- B. The speaker describes the things inside the shed.
- C. The speaker tries to describe his brother's real character.
- D. The speaker tries to show why the shed remained unused.

SAS21E07HC03B09

9 What best describes the speaker's attitude in the poem?

- A. Bitter but hopeful
- B. Clever but confused
- C. Fascinated but scared
- D. Embarrassed but bold

SAS21E07HC03B10

10 What best describes the poet's writing style?

- A. High-sounding
- B. Humorous
- C. Passionate
- D. Narrative

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 4A – The Ashes that Made Trees Bloom

SAS21E07HC04A01

- 1 What does the first paragraph mainly talk about?
- A. What the couple fed the dog
 - B. The way the dog treated other animals
 - C. Why the couple decided to keep a dog
 - D. The relationship between the couple and the dog

SAS21E07HC04A02

- 2 When the dog started running and whining, initially the man was _____.
- A. Unconcerned
 - B. Mistrustful
 - C. Confused
 - D. Annoyed

SAS21E07HC04A03

- 3 Did the couple tell people about how they became rich? Justify your answer.
-
-

SAS21E07HC04A04

- 4 Why did the cruel couple carry a spade and a hoe?
- A. To kill the dog
 - B. To dig for treasure
 - C. To plant a pine tree
 - D. To dig up the dead cat

SAS21E07HC04A05

5 What do the old man's actions on the night of his pet's death show?

- A. He was a religious man.
- B. He treated him like a family member.
- C. He wished to hide his grief from others.
- D. He did not believe that the dog had died.

SAS21E07HC04A06

6 Which adjective best describes the wicked couple's behaviour when they saw the old woman was grinding beans? (Page 59)

- A. Pretentious
- B. Neglectful
- C. Eccentric
- D. Prying

SAS21E07HC04A07

7 Why did the cruel couple burn the mill?

SAS21E07HC04A08

8 What was the main purpose of the restrictions during the daimio's procession?

- A. To demonstrate his capability as a ruler
- B. To test the loyalty of the people towards him
- C. To prove the daimio's concern for his subjects
- D. To establish his superiority over common people

SAS21E07HC04A09

9 What does the shepherd's attitude towards the blanket show?

- A. Good times don't last forever.
- B. Your actions determine your rewards.
- C. You have to act fast to get what you want.
- D. Good things happen to those who are patient.

SAS21E07HC04A10

10 The dog remained loyal to his owners even after death. Support the statement with evidence from the story.

Read the given passage and Answer the following Question below:

In the good old days of the daimios, there lived an old couple whose only pet was a little dog. Having no children, they loved it as though it were a baby. The old dame made it a cushion of blue crape, and at mealtime Muko—for that was its name—would sit on it as snug as any cat. The kind people fed the pet with tidbits of fish from their own chopsticks, and all the boiled rice it wanted. Thus treated, the dumb creature loved its protectors like a being with a soul.

SAS21E07HC04A11

11 Why did the old couple love the little dog?

- A. It guarded them.
- B. It was their only friend.
- C. It had the qualities of a baby.
- D. It played the role of a baby in their life.

SAS21E07HC04A12

12 State the reason why the dog loved its protectors like a being with a soul?

- A. Because the protectors provided the dog with a shelter.
- B. Because the protector kept the dog in their own house.
- C. Because the protectors fed the pet with tidbits of fish from their own chopsticks, all the boiled rice it wanted.
- D. Because the protectors let the dog snug a cat.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 4B – Chivvy

SAS21E07HC04B01

- 1 Based on the first stanza, what was the poet asked to do?
- A. To raise his voice while talking.
 - B. To not interrupt others while talking.
 - C. To not talk to others while they are eating.
 - D. To ask for permission from his parents before talking.

SAS21E07HC04B02

- 2 What does the poet do in the first stanza of the poem?
- A. Express his doubts about something
 - B. Provide the main idea of the poem
 - C. Exaggerate an incident in his life
 - D. Argue that his position is correct

SAS21E07HC04B03

- 3 What is true about the first stanza?
- A. It uses sounds to create drama.
 - B. It describes some events vividly.
 - C. It compares two different objects.
 - D. It repeats the same word for emphasis.

SAS21E07HC04B04

- 4 According to the second stanza, what do the grown-ups expect from the poet?
- A. To be polite
 - B. To be pleasant
 - C. To be hard-working
 - D. To be compassionate

SAS21E07HC04B05

- 5 What do the last lines of the poem indicate?
- A. The poet's arrogant attitude towards others
 - B. The inability of grown-ups to make correct decisions
 - C. How the words and actions of grown-ups do not match
 - D. How the poet's mischievous nature affects the grown-ups

SAS21E07HC04B06

- 6 What is the poem mainly about?
- A. The instructions that adults give kids.
 - B. The need for parents to control their kids .
 - C. The relationship between parents and their children.
 - D. The different ways in which children try to please adults.

SAS21E07HC04B07

- 7 The poet imitates other people in the poem. Justify the statement.
-
-

SAS21E07HC04B08

- 8 On the basis of the poem, which of the following words best describes the poet?
- A. Confused
 - B. Annoyed
 - C. Worried
 - D. Scared

SAS21E07HC04B09

- 9 Which of these words best describes the poet's tone?
- A. Angry
 - B. Curious
 - C. Irritated
 - D. Amused

SAS21E07HC04B10

- 10 Why is the poem titled 'Chivvy'?
- A. It recounts how adults chivvy the poet.
 - B. It describes the poet's chivvying nature.
 - C. It shows how grown-ups constantly chivvy each other.
 - D. It explains why grown-ups dislike the poet's chivvying.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 5A – Quality

SAS21E07HC05A01

- 1 And his answer, given with a sudden smile from out of the redness of his beard: "Id is an ardt!"
Why did Mr Gessler smile?

- A. He felt shy when he was spoken to.
- B. He found the writer's question funny.
- C. He was reminded of his youth.
- D. He was pleased that his talent was appreciated.

SAS21E07HC05A02

- 2 Why didn't the writer visit Mr Gessler more often?

SAS21E07HC05A03

- 3 Mr Gessler treated boots as though they had a life of their own. Support your answer using evidence from the story.

SAS21E07HC05A04

- 4 Which of these words best describes Mr Gessler's attitude towards large firms?

- A. Jealous
- B. Ignorant
- C. Resentful
- D. Indifferent

SAS21E07HC05A05

5 What was Mr Gessler's opinion about the large firms?

- A. They did not hire talented artists like him.
- B. They succeeded because they advertised a lot.
- C. They robbed workers like him of their self-respect.
- D. They earned more by stealing small workers' ideas.

SAS21E07HC05A06

6 *But his face and voice made so deep an impression that during the next few minutes I ordered many pairs.*
How is the writer likely feeling in the line above?

- A. Embarrassed
- B. Sympathetic
- C. Worried
- D. Grateful

SAS21E07HC05A07

7 What is true about the young Englishman the writer saw at the shop?

- A. He believed that Mr Gessler was not good at his work.
- B. He disapproved of how Mr Gessler treated his customers.
- C. He acknowledged Mr Gessler's talent but did not like how he led his life.
- D. He felt that Mr Gessler could have succeeded if he had more faith in his ideas.

SAS21E07HC05A08

8 *"That may be a bit flowery, as the saying is—..."*
What does the speaker suggest in the line above?

- A. He was shocked by the news of Mr Gessler's death.
- B. Mr Gessler's talent was recognised even after his death.
- C. The reasons for Mr Gessler's death were never fully revealed.
- D. The doctors may have exaggerated the cause of Mr Gessler's death.

SAS21E07HC05A09

9 *"Yes," I said, "he made good boots."*
What best describes the writer's tone in the line above?

- A. Thoughtful
- B. Remorseful
- C. Sympathetic
- D. Appreciative

SAS21E07HC05A10

10 What is the main idea in the story?

- A. We realise the value of people only after losing them.
- B. Talent and sincerity may not be sufficient for success.
- C. Many talented artists fail to be recognised during their lifetime.
- D. People who do not reveal their personal struggles often lead a harsh life.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 5B – Trees

SAS21E07HC05B01

1 How do trees help children in their games?

SAS21E07HC05B02

2 What is the one problem the poet has with trees?

SAS21E07HC05B03

3 Trees act as both a passage and an obstacle. Support this statement using evidence from the poem.

SAS21E07HC05B04

4 *Trees are to make cool shade in summer.*
Trees are to make no shade in winter.
What do the above lines refer to?

- A. How people cut trees during winters
- B. How sunlight is absent during winters
- C. Why trees are more useful during summers
- D. Why the shade provided by trees is cooler in summers

SAS21E07HC05B05

- 5 *“What a lovely picture to paint!”*
Which word best describes the tone of the mothers in the line above?
- A. Shock
 - B. Delight
 - C. Amusement
 - D. Nervousness

SAS21E07HC05B06

- 6 What is the poet’s mother most likely to be?
- A. A poet
 - B. A writer
 - C. An artist
 - D. A gardener

SAS21E07HC05B07

- 7 *“What a lot of leaves to rake this fall!”*
Which word best describes the tone of the fathers in the line above?
- A. Proud
 - B. Sorrowful
 - C. Surprised
 - D. Complaining

SAS21E07HC05B08

- 8 What does the poem mainly do?
- A. Narrates the childhood memories of the poet around trees
 - B. Describes the ways in which trees play a role in others’ lives
 - C. Instructs the readers on how to protect trees in a better way
 - D. Explains the reasons why children enjoy the presence of trees

SAS21E07HC05B09

- 9 Which statement is true about the poem?
- A. The poet says trees are useful only for children.
 - B. The poet talks about why adults don’t like trees .
 - C. The poet does not mention how trees are useful for birds.
 - D. The poet does not mention how trees are useful for children.

SAS21E07HC05B10

- 10 Which word best describes the poet’s attitude towards trees?
- A. Sincere
 - B. Positive
 - C. Admiring
 - D. Sympathetic

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 6A – Expert Detectives

SAS21E07HC06A01

1 Why did Seven find it hard to believe that Mr Nath was a criminal?

- A. He was injured.
- B. He looked weak.
- C. He was always polite.
- D. He did not have a job.

SAS21E07HC06A02

2 Why did Maya believe that Mr Nath had hidden money?

SAS21E07HC06A03

3 Why did Seven go to Girgaum?

- A. To meet Mr Nath
- B. To meet his school friend
- C. To accompany his mother
- D. To celebrate his mother's birthday

SAS21E07HC06A04

4 "Seven was generous towards Mr Nath." Justify the statement using evidence from the story.

SAS21E07HC06A05

5 What did the conversation with Ramesh reveal about Mr Nath?

- A. He had a regular visitor.
- B. He had a trunk in his room.
- C. He did not like Ramesh's food.
- D. He was under treatment for burns.

SAS21E07HC06A06

6 What best describes Mr Nath?

- A. Careless
- B. Cowardly
- C. Miserable
- D. Mysterious

SAS21E07HC06A07

7 Maya talks about the Hyderabad housebreaker to show that

- A. He resembled Mr Nath.
- B. Mr Nath could be a criminal.
- C. Criminals often wear disguise.
- D. There are more criminals around than we imagine.

SAS21E07HC06A08

8 Maya is a more suspicious person than Seven. Do you agree? Justify your answer.

SAS21E07HC06A09

9 What best describes the children's attitude towards Mr Nath?

- A. Fearful
- B. Curious
- C. Friendly
- D. Arrogant

SAS21E07HC06A10

10 What is true about Maya's behaviour towards Seven?

- A. She is jealous of Seven.
- B. She is protective of Seven.
- C. She acts superior to Seven.
- D. She acts playful around Seven.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 6B – Mystery of the Talking Fan

SAS21E07HC06B01

1 What does 'chatter' refer to?

SAS21E07HC06B02

2 What was the problem the poet faced?

- A. Others could not hear what the poet said.
- B. Many people tried to repair the fan but could not.
- C. The poet could not hear others because of the fan.
- D. The poet could not understand what the fan tried to say.

SAS21E07HC06B03

3 *And I hope it doesn't matter*
Why does the poet say this?

- A. The fan is now silent.
- B. The fan has been replaced.
- C. The fan's motor was damaged.
- D. The poet is annoyed by the fan.

SAS21E07HC06B04

4 What happened after the motor was oiled?

- A. People stopped using the fan.
- B. The fan did not work anymore.
- C. The poet lost interest in the fan.
- D. The poet could not hear the fan.

SAS21E07HC06B05

5 *And all the mystery was spoiled —*
What was the mystery?

- A. When did the fan make the noise?
- B. What was the fan talking about?
- C. Who tried to oil the fan's motor?
- D. Why did the fan stop moving?

SAS21E07HC06B06

6 *His little whirling motor.*
Which line in the poem rhymes with the line above?

SAS21E07HC06B07

7 *He ran as still as water*
Who is 'He' in the line above?

SAS21E07HC06B08

8 What does the poem mainly discuss?

- A. The poet's love for fans.
- B. The poet's need to solve mysteries.
- C. The poet's experience of trying to repair a fan.
- D. The poet's memories of a fan that made noise.

SAS21E07HC06B09

9 What does the poet do?

- A. Give human qualities to an object
- B. Describe people and places vividly
- C. Repeat certain words to convey a message
- D. Use words that have several different meanings

SAS21E07HC06B10

10 What best describes the poet's attitude towards the fan?

- A. Calm
- B. Irritated
- C. Curious
- D. Passive

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 7A – The Invention of Vita-Wonk

SAS21E07HC07A01

1 What is the problem Willy Wonka is facing at the beginning of the text?

- A. He wants to make people disappear.
- B. He wants to make Wonka-Vite less strong.
- C. He wants to reverse the effects of Wonka-Vite.
- D. He wants to invent a solution to make people young.

SAS21E07HC07A02

2 According to Willy, what is special about the Bristlecone pines?

SAS21E07HC07A03

3 What best describes Willy Wonka's attitude when he talks about trees?

- A. Playful
- B. Relaxed
- C. Enthusiastic
- D. Encouraging

SAS21E07HC07A04

4 Based on the text, what seems to be the purpose of the Great Glass Elevator?

- A. It is a vehicle for travel.
- B. It is a machine to collect special items.
- C. It helps Willy to spot the oldest living things.
- D. It is the place where Willy conducts his experiments.

SAS21E07HC07A05

5 What are the special items in the list for?

SAS21E07HC07A06

6 Why did Willy track down ancient animals?

- A. To understand how they grew old
- B. To collect something from their bodies
- C. To enjoy the excitement of the adventure
- D. To persuade them to volunteer for his experiment

SAS21E07HC07A07

7 Was the process of making Vita-Wonk easy or hard? Justify your answer using evidence from the text.

SAS21E07HC07A08

8 How did Willy test the effect of his invention?

SAS21E07HC07A09

9 Did Vita-Wonk work? Justify using evidence from the text.

SAS21E07HC07A10

10 What is the main theme of the text?

- A. The unusual life of Willy Wonka.
- B. The interesting effects of Vita-Wonk.
- C. Willy's adventures to make Vita-Wonk.
- D. Willy Wonka's reasons for inventing medicines.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 7B – Dad and the Cat and the Tree

SAS21E07HC07B01

- 1 Dad said, "Right, just
Leave it to me."
What does dad say he will do?

SAS21E07HC07B02

- 2 Why was Mum afraid that Dad might fall?
- A. Because he had not climbed the tree in a long time
B. Because the tree was tall and shaky
C. Because the ladder was not strong
D. Because dad was afraid of the cat

SAS21E07HC07B03

- 3 Dad believed that he was a good climber. Support using evidence from the poem.

SAS21E07HC07B04

- 4 What was plan B?
- A. Using the ladder
B. Jumping on the wall
C. Swinging on to a branch
D. Scaring the cat to make it jump

SAS21E07HC07B05

- 5** *So it's smiling and smirking,
Smug as can be*
The lines above try to show
- A. The cat's amusement at Dad's actions.
 - B. The cat's relief at landing without injuries.
 - C. The cat's happiness at having fooled Dad.
 - D. The cat's affection towards Dad for saving it.

SAS21E07HC07B06

- 6** What happened at the end of Plan C?
-
-

SAS21E07HC07B07

- 7** What best describes dad's responses towards Mum's warnings?
- A. Hateful
 - B. Arrogant
 - C. Embarrassed
 - D. Disinterested

SAS21E07HC07B08

- 8** What best describes Mum's behaviour?
- A. Modest
 - B. Worried
 - C. Impatient
 - D. Optimistic

SAS21E07HC07B09

- 9** The poem can be best described as
- A. Thrilling
 - B. Inspiring
 - C. Complex
 - D. Humorous

SAS21E07HC07B10

- 10** What is the main idea of the poem?
- A. The family's love for a cat.
 - B. The attempts to help a cat.
 - C. The importance of helping animals.
 - D. The dangers of being overconfident.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 8A – Fire: Friend and Foe

SAS21E07HC08A01

1 Why does the writer suggest that fire puzzled early humans?

- A. The cause of fire was unknown.
- B. It was both destructive and useful.
- C. They did not know how to prevent fire.
- D. They were unsure where it would occur.

SAS21E07HC08A02

2 *That is why, when you blow on smouldering paper, it often bursts into flame.*
What is the fuel in the above case?

- A. Paper
- B. Breath
- C. Oxygen
- D. Matchstick

SAS21E07HC08A03

3 What does the writer **NOT** discuss?

- A. Methods to stop fire.
- B. The process that creates fire.
- C. Dangers associated with fire.
- D. Ways in which early humans used fire.

SAS21E07HC08A04

4 How does throwing a damp blanket prevent fire?

- A. It cuts off oxygen.
- B. It cools the fuel down.
- C. It stops the fuel supply.
- D. It raises the amount of carbon dioxide.

SAS21E07HC08A05

5 Water can stop fire in two ways. How?

SAS21E07HC08A06

6 Water is always the most effective way to fight fire. Do you agree? Justify your answer.

SAS21E07HC08A07

7 What does the writer think about regulations to control fire?

- A. They are cheap.
- B. They have evolved over time.
- C. People often ignore the regulations.
- D. Firefighters create awareness about the regulations.

SAS21E07HC08A08

8 What is the main purpose of the text?

- A. To narrate the history of how humans discovered fire
- B. To describe the various ways to produce fire
- C. To explain how to avoid fire hazards
- D. To share general facts about fire

SAS21E07HC08A09

9 What is the writer's attitude towards fire?

- A. Eager
- B. Reverent
- C. Cautious
- D. Indifferent

SAS21E07HC08A10

10 Why does the writer use a lot of examples in the text?

- A. To make the text more believable
- B. To create curiosity about the topic
- C. To make the text easier to understand
- D. To show the writer's knowledge about the topic

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 8B – Meadow Surprises

SAS21E07HC08B01

1 According to the poet, how can we find the surprises in meadows?

- A. By sitting beside the brook
- B. By walking on the grass
- C. By watching carefully
- D. By moving softly

SAS21E07HC08B02

2 What is special about the butterfly in the poem?

- A. It is flying close to the poet.
- B. It is preparing to drink honey.
- C. It visits the same flower every day.
- D. It has been living on the meadow for long.

SAS21E07HC08B03

3 Which line from the poem suggests that it is not easy to spot a rabbit?

SAS21E07HC08B04

4 When is it easier to spot a rabbit?

*A dandelion whose fuzzy head
Was golden days ago
Has turned to airy parachutes
That flutter when you blow.*

SAS21E07HC08B05

7 What is the main idea of the stanza above?

- A. The dandelion blooming in summer
- B. The shape of a dandelion flower
- C. The dandelion growing old
- D. The beauty of a dandelion

SAS21E07HC08B06

6 *Explore the meadow houses*
What are ‘the meadow houses’?

- A. The dwellings of creatures in the meadow
- B. The special shelters built for meadow animals
- C. The houses of people who lived in the meadow
- D. The dwellings imagined by the poet in the meadow

SAS21E07HC08B07

7 Who lives beneath the tall grasses?

SAS21E07HC08B08

8 What is true about the poem?

- A. The language is complex
- B. The ending is similar to the beginning
- C. The poet uses humour to convey a message
- D. The animals in the poem are given human qualities

SAS21E07HC08B09

9 What is the main purpose of the text?

- A. To explain why the poet loves meadows
- B. To suggest various things to do at meadows
- C. To persuade the reader to explore meadows
- D. To describe the various animals at a meadow

SAS21E07HC08B10

10 According to the poet, what is special about the sights in the poem?

- A. They are rare.
- B. They are beautiful.
- C. They teach us about nature.
- D. They require close observation.

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 9A – A Bicycle in Good Repair

SAS21E07HC09A01

1 Why did the writer get up early?

SAS21E07HC09A02

2 The writer was protective of his bicycle. Justify the statement using evidence from the story.

SAS21E07HC09A03

3 “It doesn’t if you don’t wobble it.”
How is the writer likely feeling when he says the above line?

- A. Annoyed
- B. Confused
- C. Concerned
- D. Threatened

SAS21E07HC09A04

4 Why did the writer agree to bring the hammer?

- A. He was afraid of the man.
- B. He completely trusted the man.
- C. He was curious to see what the man would do.
- D. He thought the man knew how to repair cycles.

SAS21E07HC09A05

- 5 I put them for safety in my hat. It was not a sensible thing to do, I admit. (Page 128)
Was the writer correct? Justify using evidence from the story.

SAS21E07HC09A06

- 6 Why did the writer not want the man to take off the gear-case?

- A. Because it belonged to his friend
- B. Because they are expensive to replace
- C. Because he was planning to sell the cycle
- D. Because he knew the man was not experienced

SAS21E07HC09A07

- 7 The writer tried to dissuade the man from taking off the gear-case.
What best describes the man's response?

- A. Embarrassed
- B. Emotional
- C. Arrogant
- D. Irritated

SAS21E07HC09A08

- 8 Why did the writer continue to allow the man to work on his cycle?

SAS21E07HC09A09

- 9 What best describes the writer?

- A. Naive
- B. Gloomy
- C. Reckless
- D. Sarcastic

SAS21E07HC09A10

- 10 'A Bicycle in Good Repair' is a tale of

- A. Humour
- B. Friendship
- C. Adventure
- D. Coincidences

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 9B – Garden Snake

SAS21E07HC09B01

1 What was the poet's initial feeling towards snakes?

- A. Fear
- B. Hate
- C. Disgust
- D. Irritation

SAS21E07HC09B02

2 What did the poet know of snakes?

SAS21E07HC09B03

3 *But mother says that kind is good,*
What does the line above refer to?

- A. We must be kind to snakes.
- B. Most kind of snakes are good.
- C. Mother was always kind to snakes.
- D. The kind of snake the poet met was harmless.

SAS21E07HC09B04

4 What reason does mother give to support her claim?

- A. The snake eats insects
- B. The snake stays on the grass
- C. The snake moves without noise
- D. The snake waits for people to pass by

SAS21E07HC09B05

5 Which line from the poem describes the snake's movement?

SAS21E07HC09B06

6 At the end of the poem, what does the poet do when he sees the snake?

SAS21E07HC09B07

7 What best describes the poet's attitude towards the snake in the end?

- A. Enthusiastic
- B. Affectionate
- C. Thoughtful
- D. Admiring

SAS21E07HC09B08

8 What is the main theme of the poem?

- A. Different kinds of snakes
- B. The habits of a garden snake
- C. What makes a snake harmless
- D. The poet's meeting with a garden snake

SAS21E07HC09B09

9 What is true about the poem?

- A. Every pair of lines rhyme.
- B. It uses complex language.
- C. It uses humour to convey a message.
- D. There are several comparisons between things.

SAS21E07HC09B10

10 Who is the speaker in the last two lines?

Curriculum Aligned Competency Based Test Items

English

Class 7 – Honeycomb

Unit 10 – The Story of Cricket

SAS21E07HC01001

- 1 Why were the early cricket bats shaped like hockey sticks?
- A. The balls used were lighter.
 - B. The bowling technique was different.
 - C. The batsman had to move around with the ball.
 - D. The bats were also used to play other stick-and-ball games.

SAS21E07HC01002

- 2 In the second paragraph, why does the writer talk about football and baseball?
- A. To prove that cricket is longer than most team sports
 - B. To show the variation in duration among team sports
 - C. To highlight the average duration of team sports in general
 - D. To provide examples of team sports that are as long as cricket

SAS21E07HC01003

- 3 According to the writer, what is interesting about the rules regarding cricket grounds?
-
-

SAS21E07HC01004

- 4 Based on the text, what is the reason for cricket's peculiar features?
- A. Umpires could not agree on common rules.
 - B. Many of the features were specific to rural England.
 - C. The game evolved a lot after the rules were codified.
 - D. The cricket clubs developed new techniques over time.

SAS21E07HC01005

5 What aspect of cricket shows that it has changed with the times?

- A. Use of handmade balls
- B. Introduction of protective equipment
- C. Manufacturing bat handles from canes
- D. Change from the single-piece to the modern bat

SAS21E07HC01006

6 Based on the text, what was one likely reason for Indian cricket to originate among Parsis?

- A. They lived in Bombay.
- B. They were good businessmen.
- C. They were more connected to the British.
- D. They were supported by white cricketers.

SAS21E07HC01007

7 What was the happy ending for the Parsis in their rivalry with Bombay Gymkhana?

SAS21E07HC01008

8 How could India play Test cricket even before Independence?

SAS21E07HC01009

9 What is the main idea of Part III?

- A. Why India has the largest cricket viewership
- B. The change in social status of cricket players
- C. The role of visual media in popularising cricket
- D. Why Indian cricketers are more talented than others

SAS21E07HC01010

10 What is the main purpose of the text?

- A. To provide information about cricket
- B. To identify important cricket players in history
- C. To describe the equipment used to play cricket
- D. To argue that cricket is more popular than other team sports

Item Number	Question 1
Question Code	SAS21E07HC01A01
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. To announce the reward
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC01A02
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. If the matter needed sudden action.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC01A03
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that shows the understanding that the king did not want his identity to be revealed because the hermit met with only simple people.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • The king did not want the hermit to recognise him. • Horse and bodyguard would show he was a king. • He wanted the hermit to think he was a simple man.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC01A04
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Frustrated
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC01A05
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Helping the hermit
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC01A06
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Selects 'no' and provides the justification that he forgave his enemy. Sample responses: <ul style="list-style-type: none"> • No. He forgave the man even though he tried to kill him. • No. He was happy to make peace with his enemy.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC01A07
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. By referring to a shared experience.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC01A08
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Every person we meet is important.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC01A09
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Chooses 'yes' and mentions that the hermit might have realised that the visitor was a king based on the confession of the injured man. Sample responses: <ul style="list-style-type: none"> • Yes, from the bearded man's story. • Yes, the injured man recognised the king.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC01A10
Grade & Unit Name	Grade 7 Three Questions
Theme Sub-Theme	Wisdom Acceptance, Kindness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Humble and capable
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC01B01
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Response
Full Credit (Full Score)	D. Describe
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC01B02
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that mentions the squirrel's tail. Sample responses: <ul style="list-style-type: none"> • The squirrel's tail looks like a question mark. • Squirrel's tail
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC01B03
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that implies or states that the squirrel's body or fur is grey. Sample responses: <ul style="list-style-type: none"> • The squirrel is grey in colour. • It refers to the squirrel's coat of fur.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC01B04
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Directly quotes the line 'He liked to tease and play'. Or Mentions that the squirrel played with and teased the poet. Sample responses: • He liked to tease the poet.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC01B05
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Mischievous
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC01B06
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Compare the squirrel to a person
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC01B07
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. How the squirrel acts?
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC01B08
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. He liked to taunt the poet.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC01B09
Grade & Unit Name	Grade 7 The Squirrel
Theme Sub-Theme	Nature Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The squirrel's fur is gray in colour.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC02A01
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Access & Retrieve
Item Type	Multiple Choice Response
Full Credit (Full Score)	A. Paati
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC02A02
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Response
Full Credit (Full Score)	D. He likes to show off his knowledge.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC02A03
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that indicates that Lalli's music is compared to a derailed train. Sample responses: <ul style="list-style-type: none"> • Derailed train • Train going off the rails
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC02A04
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. He was making a habit of visiting them.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC02A05
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Selects 'no' and states or implies that the master lied about his shoes being new or about being unhappy with the chappals he was given. Sample responses: <ul style="list-style-type: none"> • No. His chappals were not new. • No. The lost chappals were shabby-looking and old. • No. He pretended to not like the new pair of chappals.
Partial Credit (Half score)	Selects 'no' and provides no justification or provides a justification different from the ones mentioned above. Sample responses: <ul style="list-style-type: none"> • No. He called Ravi a monkey. • No. He said he spent a lot of money on the chappals.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC02A06
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Shrewdness
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC02A07
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Reflect & Evaluate
Item Type	Constructed Response Question
Full Credit (Full Score)	<p>Any answer indicates that while she was firm in handling the children and their mischief, she was also protective and did not like the master being rude towards her son.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • She scolded Ravi but did not like it when the master called him a monkey. • She was angry at Ravi but did not like the master’s unpleasant attitude.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC02A08
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. She was not as angry as she seemed to be.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC02A09
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Narrate an incident
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC02A10
Grade & Unit Name	Grade 7 A Gift of Chappals
Theme Sub-Theme	Mischievousness and Simplicity of Children Care and Compassion
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The innocence of children and practicality of adults.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC02B01
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Contrary
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC02B02
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies when other students are talking. Sample responses: <ul style="list-style-type: none"> • When others are talking • When others are not quiet
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC02B03
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. A man who goes to the right when the entire crowd is going left
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC02B04
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Image
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC02B05
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that the rebel stays at home. Sample responses: <ul style="list-style-type: none"> • He stays at home • He does not go
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC02B06
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Simply
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC02B07
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Describes how a rebel behaves
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC02B08
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that people do not like rebels. Sample responses: <ul style="list-style-type: none"> • He is unpopular • People do not like the rebel
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC02B09
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Cautionary
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC02B10
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Plain
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E07HC02B11
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Access & Retrieve
Item Type	Multiple choice question
Full Credit (Full Score)	A. He grows his hair long.
No Credit (No Score)	Any other response or missing response

Item Number	Question 12
Question Code	SAS21E07HC02B12
Grade & Unit Name	Grade 7 The Rebel
Theme Sub-Theme	Individual Freedom and Societal Acceptance Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple choice question
Full Credit (Full Score)	C. He does not like following anyone or any rules and shows it by behaving differently from most people.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC03A01
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Because it was the season of catching Hilsa fish
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC03A02
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Humble
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC03A03
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. For people to stop talking about Hilsa fish
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC03A04
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that he wanted Gopal to bring a Hilsa fish to the palace without people talking about it Sample responses: <ul style="list-style-type: none"> • He challenged Gopal to buy a huge Hilsa fish and bring to the palace without people talking about it • He challenged Gopal to get a huge Hilsa fish to the palace without anyone asking about it
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC03A05
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Confused
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC03A06
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that she thought Gopal had lost his sanity Sample responses: <ul style="list-style-type: none"> • She thought he had gone mad. • She felt he had gone insane.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC03A07
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Startled
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC03A08
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. To catch the king's attention
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC03A09
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Gopal had a habit of indulging in practical jokes.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC03A10
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that states or implies that he distracted people from the fish using his appearance</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • He shaved half his face, smeared ash on his face and wore tattered clothes. People only paid attention to his strange appearance and did not notice the fish. • He dressed ridiculously to draw attention away from the fish.
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E07HC03A11
Grade & Unit Name	Grade 7 Gopal and the Hilsa Fish
Theme Sub-Theme	Folk Tale Significance of Culture
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Frustration
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC03B01
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The sound of the shed's door creaking in the wind.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC03B02
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	Any answer that directly quotes or paraphrases the lines: <i>I often think there's someone staring at me</i> <i>Each time that I pass</i> Sample responses: <ul style="list-style-type: none"> • He thought there was someone inside the shed. • He often felt someone was looking at him from inside the shed.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC03B03
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Mystery
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC03B04
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that his brother said that a ghost would attack him Sample responses: <ul style="list-style-type: none"> • The ghost would jump out and chop off his head. • The ghost hiding under the floorboards would jump out and attack him.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC03B05
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The story the poet's brother told him.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC03B06
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Reflect & Evaluate
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that he was not sure and justifies by stating or implying that he never entered the shed Sample responses: <ul style="list-style-type: none"> • No. He never went into the shed. • No. He had never even peeped inside the shed.
No Credit (No Score)	Any response that states or implies that he was sure and justifies by stating or implying that he says so.

Item Number	Question 7
Question Code	SAS21E07HC03B07
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	<p>Any response that states or implies that the brother wanted to keep the shed to himself OR that he wanted stop the speaker from going into the shed</p> <p>Sample responses:</p> <ul style="list-style-type: none"> • He wanted to keep the shed for his den. • The brother lied to stop the speaker from going into his den which was in the shed. • He wanted to keep the speaker out so that only he could use it.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC03B08
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The speaker reveals his fears unintentionally.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC03B09
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Fascinated but scared
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC03B10
Grade & Unit Name	Grade 7 The Shed
Theme Sub-Theme	Curiosity Fear, Insecurity
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Narrative
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC04A01
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The relationship between the couple and the dog.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC04A02
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Unconcerned
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC04A03
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that the couple told people about how they became rich and justifies by stating or implying that the wicked couple tried to use their dog to find gold Sample responses: <ul style="list-style-type: none"> • Yes, the wicked couple knew about the dog. • They told people. The cruel couple asked the dog to find gold.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC04A04
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. To dig for treasure
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC04A05
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He treated him like a family member.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC04A06
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Prying
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC04A07
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that states or implies that they burnt the mill because it did not give them gold Sample responses: <ul style="list-style-type: none"> • They were angry because the pastry and sauce turned into worms. • The burned the mill because it did not turn the sauce did not turn into gold.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC04A08
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. To establish his superiority over common people.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC04A09
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Your actions determine your rewards.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC04A10
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that the dog's spirit continued to give advice that helped the old couple. Sample responses: <ul style="list-style-type: none"> • The dog appeared in the old man's dream and made him rich. • The dog told the man to use the ashes to bloom withered trees.
No Credit (No Score)	Any other response or missing response

Item Number	Question 11
Question Code	SAS21E07HC04A11
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. It played the role of a baby in their life.
No Credit (No Score)	Any other response or missing response

Item Number	Question 12
Question Code	SAS21E07HC04A12
Grade & Unit Name	Grade 7 The Ashes that Made Trees Bloom
Theme Sub-Theme	Folk Tale Care and Thoughtfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Because the protectors fed the pet with tidbits of fish from their own chopsticks, all the boiled rice it wanted.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC04B01
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. To raise his voice while talking
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC04B02
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Provide the main idea of the poem
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC04B03
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. It repeats the same word for emphasis.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC04B04
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. To be polite
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC04B05
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. How the words and actions of grown-ups do not match.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC04B06
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The instructions that adults give kids
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC04B07
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that justifies the statement by stating or implying that the poet repeats the instructions given by grown-ups. Sample responses: <ul style="list-style-type: none"> • He is showing how grown-ups talk. • His parents talk to him like this.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC04B08
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Annoyed
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC04B09
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Irritated
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC04B10
Grade & Unit Name	Grade 7 Chivvy
Theme Sub-Theme	Importance of Quality Etiquette Development
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. It recounts how adults chivvy the poet.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC05A01
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. He was pleased that his talent was appreciated.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC05A02
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that his boots lasted long Sample responses: <ul style="list-style-type: none"> • He did not buy new boots because they lasted long. • His boots lasted terribly.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC05A03
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any answer that refers to either or both of the following dialogues: <i>"You god dem wed before dey found demselves."</i> <i>"Zome boods," he continued slowly, "are bad from birdt..."</i> Sample responses: <ul style="list-style-type: none"> • He told the writer that the boots got wet before they found themselves. • He said that some boots are bad from birth.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC05A04
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Resentful
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC05A05
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. They succeeded because they advertised a lot.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC05A06
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Sympathetic
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC05A07
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. He acknowledged Mr Gessler's talent but did not like how he led his life.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC05A08
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The doctors may have exaggerated the cause of Mr Gessler's death.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC05A09
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Thoughtful
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC05A10
Grade & Unit Name	Grade 7 Quality
Theme Sub-Theme	Commitment and Dedication Struggles of Life
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Talent and sincerity may not be sufficient for success
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC05B01
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that trees help in swinging swings AND hiding during hide and seek Sample responses: <ul style="list-style-type: none"> • Trees are to swing swings on. Trees are to hide behind in 'Hide and Seek'. • Swings are put on trees and we can hide behind trees during hide and seek
Partial Credit (Half Score)	Any response that states or implies that trees help in swinging swings OR hiding during hide and seek Sample responses: <ul style="list-style-type: none"> • Swings are put on trees. • Trees are to hide behind in 'Hide and Seek'.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC05B02
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that kites get caught in trees Sample responses: <ul style="list-style-type: none"> • Trees are for kites to get caught in. • Kites get caught in trees.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC05B03
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that trees allow wind to blow through but the kites get caught in them Sample responses: <ul style="list-style-type: none"> • Trees are for the wind to blow through. Trees are for the kites to get caught in. • Kites get caught in trees but winds blow through them.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC05B04
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. How sunlight is absent during winters
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC05B05
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Delight
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC05B06
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. An artist
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC05B07
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Complaining
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC05B08
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Describes the ways in which trees play a role in others' lives.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC05B09
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The poet does not mention how trees are useful for birds.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC05B10
Grade & Unit Name	Grade 7 Trees
Theme Sub-Theme	Beauty of Nature Significance of Trees
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Positive
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC06A01
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. He looked weak.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC06A02
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that Mr Nath did not have a job but could afford food. Sample responses: <ul style="list-style-type: none"> • He did not work but bought meals from Ramesh. • He bought food.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC06A03
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Access & Retrieve
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. To accompany his mother
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC06A04
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that Seven gave him a chocolate. Sample responses: <ul style="list-style-type: none"> • Seven thought he was hungry and gave him chocolate. • He gave him his chocolate. • He gave him food.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC06A05
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. He had a regular visitor.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC06A06
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Mysterious
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC06A07
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Mr Nath could be a criminal.
No Credit (No Score)	Any other response including the response that they were angry or missing response.

Item Number	Question 8
Question Code	SAS21E07HC06A08
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that Maya suspected Mr Nath was a criminal while Seven did not think so. Sample responses: <ul style="list-style-type: none"> • Maya interpreted Mr Nath’s actions negatively while Seven was sympathetic towards him. • Seven wanted to be Mr Nath’s friend but Maya thought he was a crook.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC06A09
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Curious
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC06A10
Grade & Unit Name	Grade 7 Expert Detectives
Theme Sub-Theme	Curiosity Playfulness
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. She acts superior to Seven.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC06B01
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that it refers to the noise made by the fan. Sample responses: <ul style="list-style-type: none"> • The noisy fan. • The fan sounded like it was chattering.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC06B02
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	D. The poet could not understand what the fan tried to say.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC06B03
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Access & Retrieve
Item Type	Multiple Choice Questions
Full Credit (Full Score)	A. The fan is now silent.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC06B04
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	D. The poet could not hear the fan.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC06B05
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	B. What was the fan talking about?
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC06B06
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Reflect & Evaluate
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies the line ' <i>He ran as still as water.</i> ' Sample responses: <ul style="list-style-type: none"> • He ran as still as water. • The last line.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC06B07
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that it refers to the fan. Sample responses: <ul style="list-style-type: none"> • The noisy fan. • The fan's motor.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC06B08
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	D. The poet's memories of a fan that made noise.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC06B09
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Reflect & Evaluate
Item Type	Multiple Choice Questions
Full Credit (Full Score)	A. Give human qualities to an object.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC06B10
Grade & Unit Name	Grade 7 Mystery of the Talking Fan
Theme Sub-Theme	Mystery Imagery
Competency	Reflect & Evaluate
Item Type	Multiple Choice Questions
Full Credit (Full Score)	C. Curious
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC07A01
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	C. He wants to reverse the effects of Wonka-Vite.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC07A02
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that it is the oldest of all the trees. Sample responses: <ul style="list-style-type: none"> • It is the oldest living thing. • It lives longer than anything else.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC07A03
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Reflect & evaluate
Item Type	Multiple Choice Questions
Full Credit (Full Score)	C. Enthusiastic
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC07A04
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	A. It is a vehicle for travel.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC07A05
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that they were used to make Vita-Wonk. Sample responses: <ul style="list-style-type: none"> • They were added to Vita-Wonk. • They were used to make people old.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC07A06
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Access & Retrieve
Item Type	Multiple Choice Questions
Full Credit (Full Score)	B. To collect something from their bodies
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC07A07
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states OR implies that it was hard AND justifies by stating or implying the difficulties faced by Willy to collect items from animals or making Vita-Wonk in the Inventing Room. Sample responses: <ul style="list-style-type: none"> • He had to find the oldest animals. • It was hard. There was lot of testing to be done.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC07A08
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that he gave it to a volunteer to test the effects. Sample responses: <ul style="list-style-type: none"> • He gave four drops to an Oompa-Loompa volunteer. • He tested it on a volunteer.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC07A09
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states OR implies YES AND justifies by stating that the volunteer grew old after taking Vita-Wonk. Sample responses: <ul style="list-style-type: none"> • Yes, the Oompa-Loompa became seventy-five. • The brave volunteer became old and withered.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC07A10
Grade & Unit Name	Grade 7 The Invention of Vita Wonk
Theme Sub-Theme	Adventure Humour
Competency	Integrate & Interpret
Item Type	Multiple Choice Questions
Full Credit (Full Score)	C. Willy's adventures to make Vita-Wonk.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC07B01
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that dad wanted to help the cat climb down from the tree. Sample responses: <ul style="list-style-type: none"> • Help the cat • Bring the cat down
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC07B02
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Because the tree was tall and shaky
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC07B03
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Integrate & Interpret
Item Type	Constructed Rresponse
Full Credit (Full Score)	Any response that states or implies dad refers to himself as a good climber. Sample responses: <ul style="list-style-type: none"> • He says <i>'A climber like me?'</i> <i>Easy as winking</i> <i>To a climber like me!"</i>
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC07B05
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The cat's relief at landing without injuries.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC07B06
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that the cat landed safely while dad got stuck in the tree. Sample responses: <ul style="list-style-type: none"> • Cat was on the ground and dad was on the tree. • Cat escaped but dad got stuck.
Partial credit (Half score)	Any response that states or implies that the cat landed safely OR that dad got stuck in the tree. Sample responses: <ul style="list-style-type: none"> • Cat escaped. • Dad got stuck on the tree.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC07B07
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Arrogant
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC07B08
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Worried
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC07B09
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Reflect & evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Humorous
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC07B10
Grade & Unit Name	Grade 7 Dad and The Cat and the Tree
Theme Sub-Theme	Humour Determination
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The attempts to help a cat.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC08A01
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The cause of fire was unknown
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC08A02
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Paper
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC08A03
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Ways in which early humans used fire
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC08A04
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. It cuts off oxygen.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC08A05
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that water cools the fuel AND cuts off oxygen supply. Sample responses: <ul style="list-style-type: none"> • It lowers the temperature and reduces oxygen. • It absorbs heat and blocks oxygen.
Partial Credit (Half score)	Any response that states or implies that water cools the fuel OR cuts off oxygen supply. Sample responses: <ul style="list-style-type: none"> • It lowers the temperature. • It stops oxygen.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC08A06
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies NO AND/OR justifies by stating or implying that water is not effective against EITHER oil fires OR electrical fires. Sample responses: <ul style="list-style-type: none"> • Oil fires will not stop. • No, Water can cause shock when sprayed on electrical appliances.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC08A07
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. They have evolved over time.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC08A08
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. To share general facts about fire
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC08A09
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Cautious
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC08A10
Grade & Unit Name	Grade 7 Fire: Friend or Foe
Theme Sub-Theme	Discovery of Fire Relevance of Fire
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. To make the text easier to understand .
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC08B01
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. By watching carefully
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC08B02
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. It is preparing to drink honey.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC08B03
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies the line ' <i>Though at first you may not see him</i> ' Sample responses: <ul style="list-style-type: none"> • Quotes the line directly - <i>Though at first you may not see him</i> • We may not see him first
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC08B04
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that it can be spotted when it moves. Sample responses: <ul style="list-style-type: none"> • When it hops • When it is scared and runs
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC08B05
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The dandelion growing old
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC08B06
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The dwellings of creatures in the meadow.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC08B07
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Access & Retrieve
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies the ant. Sample responses: <ul style="list-style-type: none"> • The ant's mound. • The ant lives there.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC08B08
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The ending is similar to the beginning.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC08B09
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. To persuade the reader to explore meadows
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC08B10
Grade & Unit Name	Grade 7 Meadow Surprises
Theme Sub-Theme	Nature's Appreciation Nature's Exploration
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. They require close observation
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC09A01
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that he got up early to go on a long bicycle ride. Sample responses: <ul style="list-style-type: none"> • For the bicycle ride with the man • To ride his bicycle
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC09A02
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that refers to the writer's response to the man shaking his bicycle. Sample responses: <ul style="list-style-type: none"> • He felt only he should shake the bicycle. • He did not want the man to hurt the cycle. • He felt like the man beat his dog.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC09A03
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Annoyed
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC09A04
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. He thought the man knew how to repair cycles.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC09A05
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that the writer was correct AND justifies by stating or implying that he later lost some of the balls. Sample responses: <ul style="list-style-type: none"> • He could find only eleven later. • Yes, he was right. His hat fell off.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC09A06
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Because they are expensive to replace
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC09A07
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Arrogant
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC09A08
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that he was afraid of hurting the man's feelings. Sample responses: <ul style="list-style-type: none"> • He was weak at hurting feelings. • He thought it would hurt the man. • He was very polite.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC09A09
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Sarcastic
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC09A10
Grade & Unit Name	Grade 7 A Bicycle In Good Repair
Theme Sub-Theme	Humour Patience
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Humour
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC09B01
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Fear
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC09B02
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that he knew some of them were dangerous. Sample responses: <ul style="list-style-type: none"> • Some snakes are dangerous • Dangerous
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC09B03
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The kind of snake the poet met was harmless.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC09B04
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The snake eats insects.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC09B05
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that refers to the line ' <i>So when he wiggles in the grass.</i> ' Sample responses: <ul style="list-style-type: none"> • He wiggles. • Wiggles in the grass.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC09B06
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that he stood aside and let it pass. Sample responses: <ul style="list-style-type: none"> • Let him pass. • Wait for him to pass.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC09B07
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Thoughtful
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC09B08
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. The poet's meeting with a garden snake.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC09B09
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Every pair of lines rhyme.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC09B10
Grade & Unit Name	Grade 7 Garden Snake
Theme Sub-Theme	Perception Acceptance, Tolerance
Competency	Integrate & Interpret
Item Type	Constructed Response
Full Credit (Full Score)	Any response that states or implies that the poet is the speaker. Sample responses: <ul style="list-style-type: none"> • The poet. • Muriel
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21E07HC01001
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The bowling technique was different.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21E07HC01002
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. To prove that cricket is longer than most team sports
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21E07HC01003
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Integrate & Interpret
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that the dimensions of the cricket ground have not been laid down. Sample response: <ul style="list-style-type: none"> • The size and shape is not fixed • Some are round, some are oval
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21E07HC01004
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The game evolved a lot after the rules were codified.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21E07HC01005
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Introduction of protective equipment
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21E07HC01006
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. They were more connected to the British.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21E07HC01007
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Access & Retrieve
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that the Parsi team beat Bombay Gymkhana. Sample responses: <ul style="list-style-type: none"> • They beat the Bombay team in cricket. • They won in cricket in 1889.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21E07HC01008
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Access & Retrieve
Item Type	Constructed response
Full Credit (Full Score)	Any response that states or implies that it was initially played between different parts of British empire and not independent countries. Sample responses: <ul style="list-style-type: none"> • It was not played between sovereign nations. • India was a part of British Empire.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21E07HC01009
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Integrate & Interpret
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The role of visual media in popularising cricket
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21E07HC01010
Grade & Unit Name	Grade 7 The Story of Cricket
Theme Sub-Theme	Sports Evolution of Cricket
Competency	Reflect & Evaluate
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. To provide information about cricket
No Credit (No Score)	Any other response or missing response