

Grade 7 Quiz – Reading Comprehension Supports (Special Education)

Duration: 45 minutes

Total Marks: 75

Exam type: Blend Quiz – multimedia stimuli, collaborative planning tasks, performance-product prompts, and peer-review rubrics included. Printable. Write all answers in the spaces provided.

Special education accommodations and scaffolds allowed (select as needed)

- Extra time (+50%) or breaks
- Read-aloud of instructions and stimuli (by human or text-to-speech)
- Printed infographic and transcript in large font (18 pt)
- Highlighted key words and sentence stems
- Graphic organizer templates (provided or student-created)
- Sentence starters and answer frames
- Scribe or speech-to-text for written responses
- Calculator (not required)
- Frequent check-in prompts (teacher proctor only)

Use only the accommodations listed here; record which were used on your submission.

Exam instructions

- Answer all 15 questions. Total marks shown per question.
- Use evidence from the two provided stimuli (Infographic and Transcript) when asked to cite sources.
- Some items are auto-graded (multiple choice/true-false); others require written responses and will be scored with rubrics.
- Collaborative planning items require individual submission of roles/steps you would assign/do.
- When a rubric is provided, score will follow that rubric. Show your work or cite lines/pages when applicable.
- Write legibly. Indicate which accommodations you used.

Stimulus materials (print both for reference)

Infographic (text transcription – preserve for annotation)

Title: Reading Comprehension Supports for Middle School Students

- Why supports matter
 - 68% of middle school students benefit from explicit comprehension strategy instruction.
 - Supports reduce frustration and increase independence.

- Key strategies (short descriptions)
 1. Preview & Predict – scan headings, images; make predictions.
 2. Activate Prior Knowledge – connect to personal experiences.
 3. Graphic Organizers – story maps, cause/effect charts, question webs.
 4. Question Stems – who/what/when/where/why/how; infer, summarize, clarify.
 5. Think-Alouds – teacher models internal questions and decisions.
 6. Chunking Text – break long passages into manageable parts.
 7. Vocabulary Maps – define, synonyms, picture, example sentence.
 8. Repeated Readings – read multiple times for fluency and meaning.
 9. Text-to-Speech & Read-Aloud – audio supports comprehension.
 10. Peer Summarizing – students retell in pairs and give feedback.

- When to use which support
 - Struggling with vocabulary -> Vocabulary Maps, Pre-teach words.
 - Losing main idea -> Graphic Organizer, Chunking Text.
 - Limited engagement -> Peer Summarizing, Interactive questions.

- Quick teacher checklist
 - Provide clear goal for reading (one sentence).
 - Model the strategy once, then scaffold practice.
 - Use visuals and consistent signals for transitions.

Transcript (short classroom excerpt; lines numbered for reference)

Lines:

1. Teacher: "Today we'll read a short article about urban gardens. First, I want you to preview the headings and predict what each section will be about."
2. Student Aisha: "I think one part will be about how gardens help the environment."
3. Teacher: "Good. Next, as we read, listen for keywords and make a quick note of anything you don't know. Because vocabulary can block comprehension, we'll use a vocabulary map for tough words."
4. Student Jamal: "Can we work in pairs for the summarizing part?"
5. Teacher: "Yes – after chunk one, you and a partner will summarize aloud. However, if someone needs more support, we'll have a small guided group to practice the think-aloud strategy."

6. Student Miguel (quietly): "I like when the teacher reads it first – I understand better."
 7. Teacher: "Okay. I'll do a read-aloud of the first chunk while modeling a think-aloud. Next, you'll try it in your pairs. If the chunk is long, we'll pause and make a cause/effect chart together."
 8. Student Aisha: "Will we have time to share with the class?"
 9. Teacher: "Yes; we'll share one or two strong summaries, and peers will give feedback focused on main idea and one supporting detail."
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Peer-review rubric (use for Question 6 before crafting your own response)

Criteria (0–2 points each; total 6)

- Focus & Main Idea: 2 = clear main idea stated and focused; 1 = main idea present but vague; 0 = no clear main idea.
- Use of Evidence/Details: 2 = cites specific, relevant evidence from sources; 1 = some evidence but weak; 0 = no evidence.
- Organization & Clarity: 2 = logical order, clear sentences; 1 = some organization issues; 0 = disorganized.

Exemplar response to evaluate (for Question 6)

"Main idea: Using strategies helps students understand texts better. The article and classroom show that teachers should model think-alouds and use vocabulary maps. For example, the teacher in the transcript models think-alouds (line 7), and the infographic lists vocabulary maps as key (point 7). The class then summarizes in pairs."

Question 1 (Multiple choice – 3 marks)

According to the infographic, which support is the most appropriate when a student repeatedly misunderstands the main idea of a passage?

- A. Repeated Readings
- B. Vocabulary Maps
- C. Graphic Organizers
- D. Peer Summarizing

Answer: _____

Scoring: 3 marks for correct answer.

Question 2 (True/False – 2 marks)

The transcript indicates the teacher refuses to allow pairs for summarizing; students must work alone.

True / False

Answer: _____

Scoring: 2 marks (2 for correct, 0 for incorrect).

Question 3 (Short answer – 5 marks)

Annotate the infographic: state its main idea in one sentence and list two specific supporting details from the infographic (use direct phrases or short quotes). Indicate the lines/points you used.

Main idea: _____

Supporting detail 1 (point#: _____): _____

Supporting detail 2 (point#: _____): _____

Scoring rubric (5 marks)

- Main idea clearly stated (2)
 - Two relevant supporting details cited (1.5 each)
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Question 4 (Multiple choice – 3 marks)

What is the teacher's primary purpose in the transcript excerpt?

- A. To lecture on the causes of urban gardening
- B. To introduce and scaffold reading strategies for a class activity
- C. To test students' prior knowledge with a quiz
- D. To assign homework about vocabulary maps

Answer: _____

Scoring: 3 marks for correct answer.

Question 5 (Collaborative scenario planning – 5 marks)

You are assigned to a 4-student collaborative group (including yourself) for a classroom summarizing activity described in the transcript. Individually write:

- The four roles you would assign (one role per student) with a one-sentence responsibility for each role. (3 roles for peers + your role)
- Two step-by-step peer-feedback steps the group will use after each summary (explicit, sequential). (2 steps)

Roles:

- 1.
- 2.
- 3.
- 4.

Peer-feedback step 1: _____

Peer-feedback step 2: _____

Scoring rubric (5 marks)

- Roles clear and appropriate (3 marks: 1 per role)
 - Peer-feedback steps are sequential, actionable, and specific (2 marks, 1 each)
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Question 6 (Apply peer-review rubric to exemplar – 6 marks)

Using the provided Peer-review rubric, score the exemplar response (give each criterion 0–2) and write one sentence justification per criterion.

Focus & Main Idea (0–2): ____

Justification: _____

Use of Evidence/Details (0–2): ____

Justification: _____

Organization & Clarity (0–2): ____

Justification: _____

Scoring: sum of three criteria (0–6). Use rubric above to justify.

Question 7 (Performance task – Podcast outline – 15 marks)

Create an outline for a 3-minute podcast episode titled "Reading Supports that Work." The podcast must:

- Name the target audience (teachers, peers, parents, or students).
- Include: 3 short segments (each with title, 1–2 sentences describing content), one direct quote or paraphrase from the transcript or infographic (cite line number or point), and one explicit accessibility/scaffold suggestion for students with reading comprehension difficulties.
- Include a one-line plan for how listeners can share feedback (peer-review or digital comment).

Podcast outline:

Target audience: _____

Segment 1 title & content (1–2 sentences): _____

Segment 2 title & content (1–2 sentences): _____

Segment 3 title & content (1–2 sentences): _____

Quoted/paraphrased line (cite source): _____

Accessibility/scaffold suggestion: _____

Feedback plan (one line): _____

Scoring rubric (15 marks)

- Content accuracy and use of sources (6): clear main points and at least one correct citation from stimuli (3 marks), claims supported by evidence (3).
- Structure & clarity (4): segments well organized and time-appropriate.
- Engagement & accessibility (3): includes a realistic scaffold and audience-appropriate language.
- Mechanics & citation (2): correct citation and concise outline.

Question 8 (Case study analysis – 8 marks)

Case: Talia (Grade 7) has good decoding but struggles to infer main ideas and make connections. Her teacher uses whole-class lectures only. Parent requests more supports. Using perspectives

of three stakeholders (teacher, parent, student), describe one concern and one equitable action/solution per stakeholder that references at least one item from the infographic and one from the transcript. Use short paragraphs (one sentence per perspective for concern; one sentence per perspective for action).

Teacher concern: _____

Teacher action (cite infographic/transcript): _____

Parent concern: _____

Parent action (cite infographic/transcript): _____

Student concern (Talia): _____

Student action (cite infographic/transcript): _____

Scoring (8 marks)

- Each stakeholder: 1 mark for concern (3 total), 1.67 marks for actionable solution tied to sources ($3 \times 1.67 = 5.01$ -> round to 5 marks). Total 8.

Question 9 (Checkpoint – Evidence synthesis – 4 marks)

Make a claim about which two strategies (choose from the infographic list) combined would best support Talia and justify your claim by citing at least two different sources from the stimuli (name the infographic point number and the transcript line number). Use 2–3 sentences.

Claim: _____

Justification with citations: _____

Scoring (4 marks)

- Clear claim (1)
- Two strategies named and relevant (1)
- Uses at least two distinct citations correctly (2)

Question 10 (Multimedia annotation task – 4 marks)

Locate three signal/connective words or phrases in the transcript (list the word/phrase and line number) that show sequencing or cause/effect (e.g., "first," "because," "however"). Then write one sentence explaining how two of those words help a reader follow the teacher's instructions.

1. Word/phrase & line #: _____

2. Word/phrase & line #: _____

3. Word/phrase & line #: _____

Explanation sentence: _____

Scoring (4 marks)

- Three correct signal words with correct line numbers (3 marks, 1 each)
 - Clear explanation linking words to comprehension (1 mark)
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Question 11 (Choice board – pick ONE – 6 marks)

Choose A or B. Circle your choice and provide a one-paragraph response (3–5 sentences). Then write one sentence explaining why you chose this prompt (rationale).

A. Design a one-day adaptation for the "read-aloud + think-aloud" lesson in the transcript to better support a student with limited working memory. Include two specific scaffolds.

B. Create a 5-sentence script excerpt that a student could use during peer summarizing to give constructive feedback focusing on main idea and one supporting detail.

Selected (A or B): _____

Response: _____

Rationale for choice (one sentence): _____

Scoring (6 marks)

- Quality of adaptation or script (4)
 - Rationale clarity and alignment (2)
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Question 12 (Multiple choice – 3 marks)

Which of the following is NOT listed as a "Key strategy" on the infographic?

- A. Chunking Text
- B. Graphic Organizers
- C. Peer Summarizing
- D. Eye-tracking Exercises

Answer: _____

Scoring: 3 marks correct.

Question 13 (Short constructed response – 5 marks)

Student profile: Omar reads fluently but often cannot recall details after a 10-minute silent reading. Propose two scaffold modifications (brief) a teacher should use the next day, each with a one-sentence rationale connecting to a specific strategy from the infographic.

Modification 1 & rationale: _____

Modification 2 & rationale: _____

Scoring (5 marks)

- Each modification clear and practical (2 marks each)
 - Each rationale ties to infographic strategy (1 mark total for both)
-

Question 14 (Prototype critique – 4 marks)

Below is a short description of a classroom tool. Critique it in two sentences: one sentence stating a strength and one suggesting an improvement to make it equitable for diverse learners. Use the 2-point rubric.

Tool description: "A laminated one-page 'Reading Helper' with space to write one main idea and three supporting details; teacher circulates and stamps when complete."

Strength (one sentence): _____

Improvement (one sentence): _____

Rubric (4 marks)

- Strength quality (0–2)
 - Improvement equity-focused and specific (0–2)
-

Question 15 (Reflection – 2 marks)

Write one brief reflection (2–3 sentences) connecting how completing this quiz (collaboration planning, podcast outline, annotations) would prepare you for making a digital or collaborative classroom resource. Include one concrete next step you would take to involve peers in creation.

Reflection: _____

Scoring (2 marks)

- Reflection connects to collaborative/digital expectations (1)
 - Concrete next step included (1)
-

Answer Key and Scoring Guide (detailed explanations)

Total marks: 75

Question 1 (3 marks)

Correct answer: C. Graphic Organizers

Explanation: Infographic explicitly lists graphic organizers for when students are losing the main idea. Award full 3 marks for C.

Question 2 (2 marks)

Correct answer: False

Explanation: The transcript shows Student Jamal asking to work in pairs (line 4) and teacher agreeing (line 5), so teacher does not refuse pairs. Full 2 marks for False.

Question 3 (5 marks)

Model answer:

- Main idea: Explicit comprehension strategies and supports improve middle school students' reading understanding.
(2 marks)
- Supporting detail 1: "Graphic Organizers – story maps, cause/effect charts" (Key strategies #3)
(1.5 marks)
- Supporting detail 2: "Text-to-Speech & Read-Aloud – audio supports comprehension" (Key strategies #9) (1.5 marks)
Scoring: 2 marks main idea clear; 1.5 +1.5 for two appropriate details. Partial credit for less precise wording.

Question 4 (3 marks)

Correct answer: B. To introduce and scaffold reading strategies for a class activity

Explanation: Teacher outlines preview, vocabulary maps, read-aloud/modeling think-aloud, and

pairing – clearly scaffolding strategies. Full 3 marks for B.

Question 5 (5 marks)

Model roles (examples):

1. Summarizer (student 1): Reads the chunk aloud and states the main idea. (1 mark)
 2. Detail Finder (student 2): Lists one supporting detail and line reference. (1 mark)
 3. Clarifier/Questioner (student 3): Asks one clarifying question and notes unknown words. (1 mark)
 4. Feedback Recorder / Presenter (you): Notes peer feedback using rubric and presents summary to the class. (1 mark)
Peer-feedback steps:
 5. Positive-start: One peer states one strength (main idea present), then one suggestion about a missing supporting detail. (1 mark)
 6. Evidence-check: Peers ask for a line or word reference supporting the main idea; summarizer revises accordingly. (1 mark)
- Scoring: 1 mark per clear role (3) and 1 each for two specific feedback steps (2).

Question 6 (6 marks)

Using rubric to score exemplar:

Exemplar: "Main idea: Using strategies helps students understand texts better. The article and classroom show that teachers should model think-alouds and use vocabulary maps. For example, the teacher in the transcript models think-alouds (line 7), and the infographic lists vocabulary maps as key (point 7). The class then summarizes in pairs."

Focus & Main Idea (0–2): 2

Justification: Main idea is explicit and focused on strategies improving comprehension.

Use of Evidence/Details (0–2): 2

Justification: Cites transcript line 7 and infographic point 7, specific references.

Organization & Clarity (0–2): 2

Justification: Logical progression: statement, supporting examples, concise.

Total: 6/6

Question 7 (15 marks) – Podcast outline rubric applied

Model checklist of required elements and sample scoring guidance:

- Target audience named: (1 of 15)
- Three segments each with title + content: (6 of 15; 2 per segment for clarity & relevance)
- One direct quote/paraphrase cited correctly: (3 of 15)
- One explicit accessibility/scaffold suggestion: (3 of 15)
- One-line feedback plan: (1 of 15)
- Mechanics & timing realism (1 of 15)

Sample model answer (full-credit example):

Target audience: Middle school teachers and teacher aides.

Segment 1 ("Why Strategy Matters"): Define why explicit supports work and cite infographic statistic (point: "68% benefit").

Segment 2 ("Modeling: Think-Alouds"): Explain teacher modeling from transcript (line 7) and how to demonstrate think-alouds.

Segment 3 ("Classroom Tips & Quick Scaffolds"): Offer two quick scaffolds—vocabulary maps and graphic organizer usage for main idea.

Quoted/paraphrased line: Paraphrase transcript line 7 ("I'll do a read-aloud of the first chunk while modeling a think-aloud").

Accessibility suggestion: Provide a printed graphic organizer and audio recording of the chunk; allow pair summarizing.

Feedback plan: Listeners post one classroom example in the shared doc and give two prompts-based comments.

Scoring rationale: award marks per rubric components above. Partial credit if missing or weak citation, or scaffold not specific.

Question 8 (8 marks)

Model responses and scoring (per stakeholder):

Teacher concern (1): Whole-class lecture may not provide scaffolds for students who need modeling and pausing.

Teacher action (1.67): Use read-aloud plus modeled think-aloud and small guided groups as in the transcript (lines 5–7) and follow checklist (infographic).

Parent concern (1): Parent worries Talia isn't getting individualized strategies at home.

Parent action (1.67): Collaborate with teacher to use vocabulary maps at home and school (infographic point 7); suggest short read-and-retell practice like peer summarizing (infographic point 10).

Student concern (1): Talia feels overwhelmed and loses the main point during long passages.

Student action (1.67): Offer chunked texts and a graphic organizer to capture main idea after each chunk (infographic points 3 & 6) and guided think-aloud sessions (transcript line 7).

Scoring: 1 per concern (3), ~1.67 per action (5) totaling 8. Round partial marks as indicated by teacher.

Question 9 (4 marks)

Model claim and evidence:

Claim: Combining Graphic Organizers (infographic #3) with Think-Aloud modeling (infographic #5; transcript line 7) will best support Talia by making main ideas explicit and modeling inference processes.

Justification: Graphic organizers help capture main idea and structure (infographic #3), while teacher modeling (transcript line 7) demonstrates inferential thinking and strategies.

Scoring: 1 mark claim, 1 mark named strategies, 2 marks for two correct distinct citations (infographic point #3 and transcript line 7) – full 4.

Question 10 (4 marks)

Expected answers:

Signal words/phrases:

1. "First" – line 1 (sequencing)

2. "Because" – line 3 (cause/explanation)

3. "However" – line 5 (contrast/conditional)

Explanation (1 mark): Example: "First (line 1) signals initial action to preview text; because (line 3) explains why vocabulary maps are needed, helping students connect rationale to strategy."

Scoring: 1 mark each for correct words/line numbers (3), 1 mark for explanation.

Question 11 (6 marks)

Model scoring examples:

If choice A selected, full credit if adaptation includes: brief working-memory-friendly steps (chunking, external memory aids like sticky notes), two specific scaffolds (e.g., numbering steps, SRS: short recaps), with rationale referencing transcript or infographic.

If choice B selected, full credit if script provides sentence starters for constructive feedback focusing on main idea + one supporting detail (e.g., "I heard your main idea as ___; one sentence that supported it was ___." A suggestion: add a clearer linking phrase.") and the rationale explains alignment with peer-summarizing practice.

Scoring: 4 marks for quality of main product, 2 marks for rationale alignment.

Question 12 (3 marks)

Correct answer: D. Eye-tracking Exercises

Explanation: Not listed in the infographic's key strategies. Full 3 marks for D.

Question 13 (5 marks)

Model modifications for Omar:

Modification 1: After reading, have Omar complete a 3-box graphic organizer (main idea, two supporting details) immediately; rationale: external organizer reduces memory load and ties to infographic #3. (2 marks + 0.5 rationale)

Modification 2: Pair Omar with a peer summarizer for immediate retell within 2 minutes; rationale: peer summarizing reinforces recall and rehearsal (infographic #10). (2 marks + 0.5 rationale)

Scoring: 2 marks per clear modification (4), 1 mark total for rationales that reference infographic strategies. Partial credit for reasonable but less specific scaffolds.

Question 14 (4 marks)

Model critique:

Strength: The tool provides a focused visual prompt to capture main idea and details, useful for explicit practice. (2 marks)

Improvement: Add sentence stems, an example completed model, and an option for audio response or image cue to support diverse learners (1–2 sentences). (2 marks)

Rubric: 0–2 for strength quality, 0–2 for equity improvement. Full credit only if suggestion is specific and equity-focused.

Question 15 (2 marks)

Model reflection:

"A quiz with collaborative planning and a podcast outline helps me see how to create shareable digital resources that include scaffolds like audio and graphic organizers. Next step: invite two peers to co-create a short podcast episode draft and gather their feedback using the peer-review rubric."

Scoring: 1 mark for connecting to collaborative/digital expectations, 1 mark for a concrete next step.

End of exam and answer key.