

Grade 7 English Language Arts Computer-Based Released Items

The spring 2017 grade 7 English Language Arts test was administered in two formats: a computer-based version and a paper-based version.

Released items from the **computer-based version** of the test are available online at mcas.pearsonsupport.com/released-items. This document provides information about each released item from the computer-based test, including: reporting category, standard(s) covered, item type, item description, and correct answer (for selected-response items only). Information about unreleased operational items is also presented here, along with scoring rubrics for essay questions.

Released items from the **paper-based version** of the test are available on the Department’s website at www.doe.mass.edu/mcas/testitems.html.

Grade 7 English Language Arts Spring 2017 Computer-Based Released Operational Items: Reporting Categories, Standards, Item Descriptions, and Correct Answers

Item No.	Reporting Category	Standard	Item Type*	Description	Correct Answer (SR)**
1	<i>Reading</i>	RL.7.5	SR	Analyze the purpose of a poem’s form.	A
2	<i>Reading</i>	RL.7.5	SR	Analyze what is emphasized by contrast in lines in a poem.	C
3	<i>Reading</i>	RL.7.4	SR	Determine the main effect of words in a poem.	D
4	<i>Reading</i>	RL.7.4	SR	Determine the meaning of words in a poem.	B
5	<i>Reading</i>	RL.7.MA.8.A	SR	Analyze symbolism in a poem.	C
6	<i>Language</i>	L.7.1.a	SR	Determine the function of punctuation used in a sentence.	D
7	<i>Reading</i>	RI.7.4	SR	Analyze the meaning of a phrase in a passage.	A
8	<i>Reading</i>	RI.7.6	SR	Determine an author’s purpose in a passage.	C
9	<i>Language</i>	L.7.4	SR	Use context to determine the meaning of a word.	B
10	<i>Writing Language</i>	W.7.2, W.7.4, L.7.1, L.7.2, L.7.3	ES	Write an essay to explain how two texts present information on a topic; use information from the texts to support your explanation.	

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

**Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department’s website later this year.

Grade 7 English Language Arts
Spring 2017 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

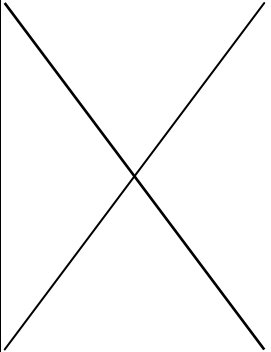
Item No.	Reporting Category	Standard	Item Type*	Description
11	<i>Reading</i>	RL.7.3	SR	Analyze the interaction of plot to character and find evidence to support the answer.
12	<i>Reading</i>	RL.7.2	SR	Determine a theme of the passage.
13	<i>Reading</i>	RL.7.2	SR	Analyze how a central idea of the passage is developed and identify supporting evidence.
14	<i>Reading</i>	RL.7.6	SR	Analyze how the points of view of characters are developed in a passage and provide evidence to support your analysis.
15	<i>Writing Language</i>	W.7.3, W.7.4, L.7.1, L.7.2, L.7.3	ES	Write a narrative that continues the story, including supporting details from the story.
16	<i>Reading</i>	RL.7.3	SR	Analyze how the setting impacts the tone of a passage.
17	<i>Reading</i>	RL.7.4	SR	Determine the meaning of a phrase, based on analysis of the passage.
18	<i>Reading</i>	RL.7.2	SR	Determine a central idea in a passage.
19	<i>Reading</i>	RL.7.3	SR	Analyze the qualities of a character in a passage.
20	<i>Reading</i>	RL.7.1	SR	Make an inference based on information from the passage.
21	<i>Reading</i>	RL.7.1	SR	Make an inference about a character based on information from the passage.
22	<i>Reading</i>	RL.7.3	SR	Analyze a character's feelings in a passage.
23	<i>Reading</i>	RL.7.6	SR	Analyze how the author develops the characters' points of view in the passage.
24	<i>Language</i>	L.7.2	SR	Determine the purpose of a punctuation symbol in a passage.
25	<i>Writing Language</i>	W.7.2, W.7.4, L.7.1, L.7.2, L.7.3	ES	Write an essay to explain what a character learns in a passage; use information from the passage to support your explanation.

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

Scoring rubric for Grade 7 items #10 and #25: Essay

Idea Development		Conventions	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA • SELECTION AND EXPLANATION OF EVIDENCE/DETAILS • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF TASK AND MODE 		<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE AND MECHANICS 	
5	<ul style="list-style-type: none"> • Central idea is insightful and fully developed • Skillful selection and explanation of evidence/details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task/mode 	3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
4	<ul style="list-style-type: none"> • Central idea is clear and well-developed • Effective selection and explanation of evidence/details • Effective organization • Clear expression of ideas • Full awareness of the task/mode 	2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence/details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task/mode 	1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
		0	Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence/details • Limited organization • Basic expression of ideas • Partial awareness of the task/mode 		
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence/details • Minimal organization • Poor expression of ideas • Minimal awareness of the task/mode 		
0	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.		

Scoring rubric for Grade 7 item #15: Essay

	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>