Computer-Based Released Items
Grade 7 English Language Arts
Spring 2018

The spring 2018 grade 7 English Language Arts (ELA) 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. The computer-based released items are collected in a mini test called an ePAT (electronic practice assessment tool). Items in the ePAT are displayed in TestNav 8, the testing platform for the computer-based tests.

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

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.

A Note about Testing Mode

Most of the operational items on the grade 7 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

Grade 7 English Language Arts
Spring 2018 Computer-Based Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

CBT Item No.*	ePAT Item No.*	Reporting Category	Standard	Item Type**	Description	Correct Answer***
8	1	*Reading*	RI.7.2	SR	Identify evidence from an article to support a given trait of a historical figure.	C
9	2	*Reading*	RI.7.3	SR	Analyze why an event happens in the life of a historical figure in an article.	D
10	3	*Reading*	RI.7.3	SR	Determine the effects of a historical figure's actions in an article.	B
11	4	*Language*	L.7.4	SR	Use context to determine the correct meaning of a word with multiple definitions; select evidence from provided details from the passage to support the definition.	C;B
12	5	*Reading*	RL.7.5	SR	Analyze the purpose of descriptive sentences in a passage.	D
13	6	*Reading*	RL.7.1	SR	Make an inference about a character in a passage.	B
14	7	*Reading*	RI.7.8	SR	Analyze the argument of an article; identify evidence from details provided from a related literary passage to support analysis.	B;C
15	8	*Language, Writing*	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay identifying and analyzing the development of a main idea in an article and passage on the same topic; cite evidence from both the article and the passage to support the essay.	

*"CBT Item Number" refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item. "ePAT Item Number" refers to the position of the item in the 2018 released item set for grade 7 ELA, found online at mcas.pearsonsupport.com/released-items.

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

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

Grade 7 English Language Arts
Spring 2018 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

CBT Item No.*	Reporting Category	Standard	Item Type**	Description
1	*Reading*	RL.7.5	SR	Analyze how specific paragraphs in a passage establish an important contrast.
2	*Reading*	RL.7.6	SR	Analyze how details in an internal monologue help readers understand a character in a passage; select evidence from provided details from the passage to support the analysis.
3	*Reading*	RL.7.3	SR	Make an inference about a character based on his actions in a passage.
4	*Reading*	RL.7.5	SR	Analyze how specific paragraphs contribute to the meaning of a passage.
5	*Reading*	RL.7.1	SR	Select evidence from a passage to support an analysis of characters' traits.
6	*Language*	L.7.4	SR	Use context to determine the meaning of a word.
7	*Language, Writing*	L.7.1, L.7.2, L.7.3, W.7.3, W.7.4	ES	Write a narrative that continues the story from the point of view of a character other than the narrator; use details from the passage to support the narrative.
16	*Reading*	RL.7.1	SR	Make an inference about a character in a passage from evidence in an internal monologue.
17	*Reading*	RL.7.3	SR	Analyze details that describe characters in two different passages.
18	*Reading*	RL.7.6	SR	Analyze how specific sentences from a passage reveal a character's point of view.
19	*Reading*	RL.7.2	SR	Select evidence from a passage that supports a given central idea.
20	*Language*	L.7.5	SR	Use context to determine the connotation of a word with multiple meanings in a passage.
21	*Reading*	RL.7.1	SR	Make an inference about how characters from two different passages are similar.
22	*Reading*	RL.7.6	SR	Determine how the points of view of characters in two different passages are similar.
23	*Reading*	RL.7.2	SR	Identify a common theme of two passages.
24	*Language, Writing*	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay that analyzes the effect that one character has on two other characters in different passages from the same source; cite evidence from both passages and explain how it supports the essay.

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

Scoring Rubric for CBT Items #7, #15, and #24: Essays

	Idea Development
	• **QUALITY AND DEVELOPMENT OF CENTRAL IDEA*** • **SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS*** • **ORGANIZATION** • **EXPRESSION OF IDEAS** • **AWARENESS OF TASK AND MODE**
5	• Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	• Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
3	• Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task and mode
2	• Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the task and mode
1	• Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
0	• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

	Standard English Conventions
	• **SENTENCE STRUCTURE** • **GRAMMAR, USAGE, AND MECHANICS**
3	• 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
2	• 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
1	• 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.