Computer-Based Released Items
Grade 7 MCAS English Language Arts
Spring 2019

The spring 2019 grade 7 English Language Arts test was administered in two primary formats: a computer-based version and a paper-based version. The vast majority of students took the computer-based test. The paper-based test was offered as an accommodation for students with disabilities who are unable to use a computer, as well as for English learners who are new to the country and are unfamiliar with technology.

The Department of Elementary and Secondary Education is releasing items from both versions of the test to provide information about the knowledge and skills that students are expected to demonstrate.

- Released items from the **computer-based 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 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, and scoring rubrics are provided for released essay items.

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 places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

Grade 7 English Language Arts
Spring 2019 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Language	L.7.4	SR	Use context to determine the meaning of a word.	A
2	Reading	RI.7.3	SR	Analyze how an event influenced an individual in a passage.	D
3	Reading	RI.7.1	SR	Make an inference about an individual in a passage based on information from the passage.	C
4	Reading	RI.7.3	SR	Analyze how one idea influences another idea in a passage.	*see page 4*
5	Reading	RI.7.5	SR	Analyze how the author organizes a passage and provide supporting evidence from the passage.	A;C
6	Reading	RI.7.2	SR	Determine a central idea in a passage.	A
7	Reading	RI.7.6	SR	Determine the author's purpose in a passage.	C
8	Language, Writing	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay to explain the character traits of an individual in a passage; use information from the passage to support your explanation.	*see page 5*
9	Language	L.7.4	SR	Use context to determine the meaning of a word.	D
10	Reading	RL.7.1	SR	Make an inference about a character in a passage based on information from the passage.	A
11	Reading	RL.7.2	SR	Determine a central idea in a passage.	C
12	Reading	RL.7.6	SR	Analyze how the author develops a character's point of view in a passage.	B
13	Reading	RL.7.2	SR	Analyze how specific paragraphs help to develop a central idea in a passage.	C
14	Reading	RL.7.3	SR	Analyze the qualities of a character in a passage and find evidence from the passage to support the answer.	A;B
15	Reading	RL.7.5	SR	Identify how specific paragraphs contribute to the structure of a passage.	*see page 4*
16	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 in a passage.	*see page 5*

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

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

Grade 7 English Language Arts
Spring 2019 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
17	Reading	RI.7.5	SR	Analyze how text features contribute to the development of an autobiographical poem.
18	Reading	RI.7.5	SR	Analyze how the format of specific lines contributes to the meaning of an autobiographical poem.
19	Reading	RL.7.4	SR	Identify figurative language in a poem.
20	Language	L.7.4	SR	Use Greek and Latin affixes and roots as clues to the meaning of a word.
21	Reading	RI.7.9	SR	Analyze the similar purposes of a poet writing an autobiographical poem and a poet writing a literary poem.
22	Reading	RI.7.2	SR	Determine a theme of an autobiographical poem and find support for the theme in another poem.
23	Reading	RI.7.9	SR	Identify a quality of a character in an autobiographical poem and a quality of a character in a literary poem.
24	Language, Writing	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay to explain how two poems present information on a topic; use information from both poems to support your explanation.

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

Correct Answer for CBT Item #4: Technology-Enhanced Item

Based on the excerpt, select the phrases from the drop-down menus that **best** complete the sentences.

One of Isaac Newton's most significant contributions was

| developing a type of math ⌄ | . This contribution was

Choose...
refining the sundial
improving the telescope
developing a type of math
creating a kind of medicine

One of Isaac Newton's most significant contributions was

| developing a type of math ⌄ | . This contribution was

important **mainly** because it

| allowed scientists to solve more comp ⌄ | .

Choose...
helped lengthen the lifespan of many people
showed that previous theories were inaccurate
allowed scientists to solve more complex problems
established a connection between science and everyday life

Correct Answer for CBT Item #15: Technology-Enhanced Item

Paragraph from Passage	Purpose of Paragraph
Paragraph 3	describes the setting
Paragraph 6	provides background about characters
Paragraph 22	shows a turning point

Scoring Rubric for Grade 7 Items #8 and #16: Essay

	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.