
VI. English Language Arts, Grade 7

Grade 7 English Language Arts Test

The spring 2019 grade 7 English Language Arts test was a next-generation assessment that 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.

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.

This document displays released items from the paper-based test. Released items from the computer-based test are available on the RICAS Resource Center website at ricas.pearsonsupport.com/released-items.

The Scoring Guides can be found at www.doe.mass.edu/mcas/student/. They provide the released constructed-response questions, a unique scoring guide for each question, and samples of student work at each score point.

Test Sessions and Content Overview

The grade 7 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 7 ELA test was based on 6–12 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island’s English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at www.ride.ri.gov/ricas. The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at www.doe.mass.edu/frameworks/current.html.

ELA test results are reported under three RICAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this chapter provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

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This session contains 16 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the excerpt from *With a Little Luck* about the English scientist Isaac Newton, who lived from 1642 to 1727. Then answer the questions that follow.

from *With a Little Luck*

by Dennis Brindell Fradin

- 1 As a child, Isaac attended two different schools near Woolsthorpe where he learned reading, writing, and arithmetic. For quite a while he wasn't much of a student. Instead of studying his schoolwork, he preferred to play by himself, draw, and build and invent things.
- 2 He built sundials—devices that keep time by measuring the changing angle of the sun's shadow—including two sundials he carved on the side of his house at Woolsthorpe. He put together a model windmill. On windless days, Isaac powered his miniature mill with a pet mouse he called "the miller," who set the device in motion by chasing bits of corn. Isaac also loved to build kites. In those days, many people were terrified of comets, which were believed to be omens of coming disasters. Isaac attached lanterns to the tails of sturdy kites and flew them at night. He thought it was a great joke when his neighbors spotted one of his illuminated kites in the sky and spread the alarm about the new comet. Another of his childhood inventions was a four-wheeled carriage that the driver operated by turning a handle from inside the little vehicle. It may have been the first toy car ever constructed.
- 3 At the age of twelve, Isaac was sent off to King's School at Grantham, about six miles from Woolsthorpe. Because of the school's distance from home, his mother arranged for Isaac to board with an apothecary (what we would call a pharmacist) named Mr. Clark. Isaac enjoyed living at the Clarks'. He must have had quite a time helping Mr. Clark mix medicines, for in those days it was believed that the more foul-tasting the concoction, the better its chances to drive off disease. For his living space, Isaac was given the Clarks' attic. He covered its walls with mathematical diagrams as well as with pictures he drew and framed of famous people, birds and other animals, and sailing vessels. But it took a kick in the stomach for Isaac to start applying himself at King's School.
- 4 The students at the school were ranked according to their academic achievements. Isaac quickly sank to the bottom, ranking next to last in a class of nearly a hundred students. One day as the students headed to school, the boy who ranked just ahead of him gave him an unexpected and painful kick. Infuriated, Isaac challenged the boy to meet him in

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the churchyard at the end of the day. The two fought, and Isaac won, but afterward someone reminded Isaac that the vanquished boy still stood above him in school. Isaac began concentrating on his studies so intensely that he gradually rose to the top position in his class.

- 5 Meanwhile, Isaac's stepfather, Barnabas Smith, had died and his mother had returned to Woolsthorpe. Accompanying her were two sons and a daughter that she had had with Smith. When Isaac was about fifteen, his mother informed him that his school days were over. The time had come for him to return home and help run the farm.
- 6 Isaac, who had grown to love school, was furious. He returned home as ordered but refused to do farm chores. Instead of working in the fields, he sat under a tree reading a book, or building wooden models with his tools. Instead of tending the sheep, he allowed them to wander onto a neighbor's property, causing damage that his mother had to pay for. When his mother sent Isaac to Grantham on Saturday mornings to sell the family's crops and buy supplies, he neglected his tasks and went to his old room in the Clarks' attic to read. Finally Henry Stokes, the King's School headmaster (what we would call the principal), decided to speak out for the youth who had risen from the bottom to the top of his class. Mr. Stokes visited Isaac's mother and informed her that her son had a brilliant scientific mind. He convinced her that Isaac should complete his studies at King's School and then go on to the university.
- 7 Around the time that Isaac returned to school he performed one of his first scientific experiments. On a calm day, Isaac jumped as far as he could and measured the distance. Then, during a powerful storm, he jumped first with the wind at his back, then against the wind. He could jump considerably farther with the wind's help, he found. He then invented a formula to measure the force of a storm based on how far he could jump with and against the wind.
- 8 After finishing up at King's School, eighteen-year-old Isaac entered Cambridge University in 1661. He enrolled as a sizar—a student who paid his way through college by waiting tables, running errands, and doing odd jobs. He didn't do very well in college, probably because he spent so much time studying mathematics and astronomy. He read Nicolaus Copernicus's work and became convinced that Earth orbited the sun, as the Polish astronomer had claimed. He also read the writings of Johannes Kepler, who declared that some mysterious rays bound the planets in their orbits, and of Galileo, who had observed the heavens with his telescope.

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- 9 Isaac didn't have a telescope yet, but he began making naked-eye observations of the sky. He observed a comet in late 1664, and another in the spring of 1665. He gazed at the moon and the planets by night, and hurt his eyes looking at the sun in a mirror by day. Isaac wondered: What kept the moon orbiting Earth, and Earth and the other planets orbiting the sun?
- 10 In the spring of 1665, at the age of twenty-two, Isaac Newton received his bachelor's degree from Cambridge University. He graduated without special distinction. He was planning to continue at Cambridge in pursuit of his master's degree when England suffered a severe outbreak of bubonic plague—a disease caused by bacteria transferred from rats to people by fleas. In the summer of 1665 the plague killed more than a tenth of the people in London. Among other places in England, Cambridge University was abandoned and wouldn't reopen until the spring of 1667. Isaac spent that year and a half on the family farm in Woolsthorpe.
- 11 Later in life, when asked how he had made his many discoveries, Newton said, "I keep the subject constantly before me." He meant that when working on a scientific problem he had a one-track mind. Many stories were told about Newton forgetting to eat or put on his clothes when immersed in research. He must have often gone hungry and undressed during his year and a half at Woolsthorpe, for during that time he made three of the greatest scientific discoveries in history.
- 12 During this period Newton discovered a new branch of mathematics called *calculus*. The German mathematician Gottfried Leibniz is also credited with discovering calculus at about the same time. Today calculus is an extremely important scientific tool. Physicists and astronomers use it to solve problems in which the quantities involved do not remain constant.
- 13 Newton also experimented with light and color. Using a triangular glass called a *prism*, he found that sunlight was actually made up of a variety of colors. He named the rainbow of colors produced by the prism the *spectrum*—Latin for "ghost." Today astronomers study spectra of stars to learn about their chemical composition, temperature, and speed and direction of movement.
- 14 But it was his third discovery that shook the world. For several years Newton had been thinking about the force that kept the moon and planets in orbit. In the autumn of 1665 or 1666, he was sitting in the orchard at his home in Woolsthorpe deep in thought when he noticed an

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apple fall from the branch of a tree to the ground. Isaac Newton had a sudden flash of inspiration: The same force that pulled the apple to the ground also kept the planets in their orbits around the sun and the moon in orbit around Earth. Newton then figured out many details of how this force works. The force was named *gravitation* or *gravity*, from the Latin word *gravis*, meaning "heavy."

- 15 It is often implied that, without the fall of the apple, Isaac Newton wouldn't have had his insights about gravitation. The truth is, because of the way he dwelled on a subject, he was ripe to make his discovery. Had there been no falling apple, he probably would have had the same insight watching a book slip from someone's hands, or rain fall from the sky. Still, it was an apple that inspired him, and that piece of fruit, which he may have eaten, is forever linked with Newton's discoveries concerning gravitation.

With a Little Luck: Surprising Stories of Amazing Discoveries by Dennis Brindell Fradin. Copyright © 2006 by Dennis Brindell Fradin. Republished by permission of Judith B. Fradin.

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1 Which of the following words or phrases from paragraph 3 **best** helps the reader understand the meaning of the word *concoction*?

- Ⓐ mix medicines
- Ⓑ foul-tasting
- Ⓒ chances
- Ⓓ disease

2 Read the sentence from paragraph 9 in the box.

Isaac wondered: What kept the moon orbiting Earth, and Earth and the other planets orbiting the sun?

Based on the excerpt, which of the following **best** states why the question Isaac Newton asked was important?

- Ⓐ It inspired him to concentrate on one subject.
- Ⓑ It inspired him to work harder in college.
- Ⓒ It led him to the location of new stars.
- Ⓓ It led him to the discovery of gravity.

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- 3 In paragraph 15, what does the author **mainly** suggest about Isaac Newton?
- Ⓐ Conditions had to be perfect for him to prove his scientific theories.
 - Ⓑ His background in farming gave him an advantage over other scientists.
 - Ⓒ His intense focus on scientific topics enabled him to find answers in various circumstances.
 - Ⓓ Questions around his scientific discoveries have made him a fascinating subject for researchers.

- 4 Based on the excerpt, select **one** phrase that best completes **each** sentence.

One of Isaac Newton's most significant contributions was

- Ⓐ refining the sundial.
- Ⓑ improving the telescope.
- Ⓒ developing a type of math.
- Ⓓ creating a kind of medicine.

This contribution was **mainly** important because it

- Ⓐ 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.

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5 Part A

How does the author **mainly** structure the excerpt?

- Ⓐ in chronological order
- Ⓑ through comparison and contrast
- Ⓒ as a series of problems and solutions
- Ⓓ with a main idea supported by examples

Part B

Which detail from the excerpt provides the **best** evidence for the answer to Part A?

- Ⓐ "On windless days, Isaac powered his miniature mill with a pet mouse he called 'the miller,' who set the device in motion by chasing bits of corn." (paragraph 2)
- Ⓑ "He could jump considerably farther with the wind's help, he found." (paragraph 7)
- Ⓒ "After finishing up at King's School, eighteen-year-old Isaac entered Cambridge University in 1661." (paragraph 8)
- Ⓓ "Today calculus is an extremely important scientific tool." (paragraph 12)

6 Which sentence **best** states a central idea of the excerpt?

- Ⓐ Even great thinkers may endure struggles in their youth.
- Ⓑ Goals are impossible to achieve without the support of family.
- Ⓒ Some people do not discover their true purpose until later in life.
- Ⓓ The usefulness of major advancements may not be understood for many years.

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- 7 What was the author's **most likely** reason for writing the excerpt?
- Ⓐ to persuade readers to become scientists
 - Ⓑ to convince readers of the accuracy of a prediction
 - Ⓒ to inform readers about the life of an important person
 - Ⓓ to show readers the differences between historical periods

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- **Present and develop a central idea.**
- **Provide evidence and/or details from the passage(s).**
- **Use correct grammar, spelling, and punctuation.**

- 8 Based on *With a Little Luck*, write an essay explaining the character traits that made Isaac Newton a great scientist. Be sure to use information from the excerpt to write your essay.

Write your answer on the next two pages.

A large rectangular box with a black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

In this passage from the short story "Capturing the Moment," a girl named Lisa arrives home from school and notices a change in the landscape around her house. Read the passage and answer the questions that follow.

from "Capturing the Moment"

by Gary Soto

- 1 Lisa smiled at her reflection, then made a funny face. She wore a cap, and her long hair blew in the wind. Her cheeks were pinkish from the cold and the wind, and her nose was moist. Lisa stepped away from nature's mirror and was debating what after-school snack she would fix when she spied a lake of rainwater that extended from their squat trailer to the rusting tractors parked in the back.
- 2 "Oh, wow," she remarked. The afternoon glare off the lake made her squint. *How strange*, she mused. It had rained just after lunch at school, but the downpour hadn't seemed that heavy. Had a cloud stalled above their trailer and poured out its little heart?
- 3 She strolled around the new lake, occasionally gazing back at her footprints in the soggy earth. The chickens in the yard were soggy, too, their feathers parted and showing the yellow skin underneath. Still, they scratched and pecked at the ground and left their own shallow prints in the wet earth.
- 4 *I'll draw the lake*, Lisa decided. She liked drawing birds, but had grown tired of sparrows, blue jays, and blackbirds wrapped in glossiness. These days she liked doing portraits, though she could draw objects, too. The previous week she had drawn the pile of tires behind the tractors; the drawing now adorned the front of the refrigerator.
- 5 Lisa produced a pencil and her sketch pad from her backpack. She had to capture this lake before it disappeared into the earth, taking with it the fluffy clouds mirrored on its surface. Birds the color of asphalt flittered about the edges of the puddle, and she recognized them as common finches. She knelt on the wet ground, putting down on paper what her eye beheld, what her fingers were able to portray.
- 6 Her gift was a mystery, as neither of her parents could draw. Their talent was to bring their faces together, like lovebirds, and warble Mexican songs, although most of the time they were working. Her father was employed by a dairy and her mother, from windy March to scorching

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July, worked in the fields—she thinned beets and cotton and was sometimes on a women’s crew that harvested cantaloupes. There were also two seasons when she packed peaches.

- 7 Lisa’s dog, Pecos, roamed in the background. He paused, head raised and fur parting from the wind. Lisa had to smile. He seemed to be posing as the subject of her artwork. His breath hung in the air when he barked at movement in the grass—a rabbit, she wondered, or a quail in search of a mate? The gopher that had tunneled under their garden patch last summer and nibbled at everything her father had planted: cucumbers, tomatoes, chilies, and eggplant?
- 8 *I’ll surprise my parents with this new drawing*, Lisa thought. “*Cállate!*”¹ she ordered Pecos, who turned, head lifted and tail wagging, and happily trotted toward her. But when two large white birds dropped from the sky, Pecos lurched in fear, kicking up water. “Oh my gosh,” Lisa uttered, dropping her pencil. She searched the sky for other birds. But the sky was vacant, except for blackbirds wheeling over the fields across the street.
- 9 As she took a cautious step toward the birds, she remembered that the night before she had been looking in her Audubon book at a picture of a bird that she would like to draw: the egret. Now before her stood a pair of egrets, which, against the backdrop of the grayish lake, were white as snow.
- 10 Lisa’s heart thumped with excitement and Pecos’s tail wagged briskly. Lisa again turned her attention skyward: Where had they come from? What wind had brought them *here* at this moment? She reached for the pencil on the ground and rolled it between her palms to spark the fires of creation. She had to draw these rare and silent birds, who, if she remembered right, seldom whistled or twittered with song.
- 11 Lisa turned and gasped. Over the lake arched a rainbow that began somewhere behind the tractors. The centerpiece was the pair of egrets, still as statues. Even Pecos stopped his whining. Lisa wondered, *Can he really see the rainbow?* She had read that dogs were mostly color-blind, but that birds, even common ones like the sparrow and finch, could slice the color red into a dozen shades. Their world was richer in color than some of the greatest paintings.

¹“*Cállate!*”—expression in Spanish that can be translated as “Shut up!”

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- 12 Lisa tried to sketch the scene quickly before it disappeared: First the egrets would fly away, then the rainbow fade, and finally the deposit of rain sink into the earth.
- 13 “It’s so beautiful,” she remarked.
- 14 A black-and-white calf ambled out from between the rusty tractors. Splattered with mud, it moved with a heavy sway toward the water. The calf stopped, then raised its heavy head to Lisa, as if saying, “Go ahead—draw me.” It lowered its gaze to turn and present a mournful profile, spittle hanging from its mouth.
- 15 “Oh,” Lisa let out, and added the cow to the scene. She made a face when she heard the telephone ring.
- 16 “*Como lata!*”² Lisa muttered. She got to her feet, knees dimpled with mud, and hurried to the trailer with her sketchbook pressed to her chest. She petted Pecos’s head as she bounced up the steps, slipped off her muddy shoes, then got the telephone on the fifth ring.
- 17 “*Bueno,*” she greeted the caller. “Hello.” It was her mom calling from the Laundromat—Lisa could hear the sound of tumbling dryers and washers shifting into rinse and spin cycles. She could make out the wailing of babies and Mexican music echoing off the walls. Her mother asked Lisa to take some frozen meat out to thaw, then to vacuum and clean up around the trailer.
- 18 Lisa hung up and looked around their small living room. In the corner stood her father’s metal cabinet of Craftsman tools, which gave the air the faint scent of motor oil. Lisa’s father, who’d been a truck driver in Mexico, had an ambition that would take them away from this trailer life. He wanted to become a mechanic. Mechanics earned good money, he argued, and they got to live in cities, not on *ranchos*. They got to drive clean cars, not ones flecked with mud or splattered insects on windshields. They owned tools, droplights, extension cords, and books with oil-thumbed pages.
- 19 *My papi is trying,* Lisa told herself. Still, she frowned at this tool cabinet that took up so much room; her frown deepened at her mother’s knitting piled on the coffee table. Lisa hated herself for this judgment, but the house was messy, and no matter what she might do, it would always be messy.

²“*Como lata!*”—expression in Spanish that can be translated as “What a pain!”

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- 20 Lisa released a sigh, and muttered, "I'll clean it later." She was determined to complete her drawing. She slipped into her shoes on the porch and clopped down the steps, then halted. Would surprises never end! Near the egrets under the rainbow's arch floated two fat geese.
- 21 Kneeling at the edge of the lake, Lisa quickly added to her penciled scene and noted the colors that she would employ later. As the light faded, the rainbow began to die. The calf turned and moved away in slow, plodding steps. The egrets unfolded their wings and spread them like accordions; they leaped into the air, their departure rippling the surface of the lake. The geese treaded out of the water, throwing hateful looks at the chickens in the yard. The chickens pecked the ground.
- 22 The moment, Lisa knew, was over. "Don't go!" she screamed to the egrets. She rose to her feet. "Don't go! Stay!"
- 23 But the egrets were soon dark commas on the western sky. Lisa watched until they were no longer visible. She shivered, and when she turned back to the lake of rainwater, the rainbow had vanished. The calf had ambled off to the pasture across the country road, where it nibbled on grass. In a few minutes it would blend into the dusk.
- 24 Lisa stood for a moment in the gathering dark. Daylight began to pull west, and the lake began to ripple in the breeze. The geese remained, ripping angrily at the grass and clacking their yellowish bills. Unsatisfied, they honked at Lisa, as if it were her fault that the grass was so meager, and lifted themselves into the air.
- 25 "Ay," Lisa chirped as she stepped back, frightened by their beating wings. She watched the geese until they, too, disappeared, lost somewhere between the pale stars that had emerged.
- 26 Lisa returned inside to do her chores: vacuum, mop, fold laundry, and wash the breakfast dishes in the sink.

"Capturing the Moment" by Gary Soto, from *Facts of Life: Selected Stories*. Copyright © 2008 by Gary Soto. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company.

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- 9 Read the sentences from paragraph 2 in the box.

How strange, she mused. It had rained just after lunch at school, but the downpour hadn't seemed that heavy.

What is the **most likely** meaning of the word *mused* as it is used in the first sentence?

- Ⓐ joked
 - Ⓑ criticized
 - Ⓒ predicted
 - Ⓓ considered
- 10 Which inference about Lisa is **best** supported by paragraph 4?
- Ⓐ She draws any subject that strikes her as interesting.
 - Ⓑ She forces herself to make her drawings more sophisticated.
 - Ⓒ She chooses only challenging scenes to represent in her drawings.
 - Ⓓ She focuses on the emotional power of her subjects when she draws.

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- 11 Which statement **best** expresses a central idea of paragraph 11?
- Ⓐ A short encounter leaves Lisa saddened by the passing of time.
 - Ⓑ A sudden insight causes Lisa to commit to her dream of being an artist.
 - Ⓒ A beautiful occurrence inspires Lisa to marvel at the world's complexity.
 - Ⓓ A breathtaking event leads Lisa to pity an animal's inability to distinguish details.
- 12 What do paragraphs 18 and 19 **mainly** suggest about Lisa's attitude toward her father?
- Ⓐ She is proud of his success in his profession.
 - Ⓑ She understands his desire for a better future.
 - Ⓒ She resents his careless habits around the house.
 - Ⓓ She is embarrassed by his enthusiasm for his hobby.

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- 13 How do paragraphs 23 and 24 **mainly** contribute to an important idea in the passage?
- Ⓐ by illustrating Lisa's expanded knowledge of the natural world
 - Ⓑ by suggesting the freedom that Lisa feels when creating her art
 - Ⓒ by showing the exceptional conditions around Lisa return to normal
 - Ⓓ by demonstrating Lisa's dissatisfaction with her drawing of the scene

14 Part A

Based on the passage, which statement **best** describes Lisa?

- Ⓐ She feels privileged to witness an unlikely series of events.
- Ⓑ She is motivated by the hope that her skill will be recognized.
- Ⓒ She is angered that her favorite pastime does not interest her family.
- Ⓓ She feels disappointed when experiences do not meet her expectations.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "Lisa released a sigh, and muttered, 'I'll clean it later.'" (paragraph 20)
- Ⓑ "Would surprises never end! Near the egrets under the rainbow's arch floated two fat geese." (paragraph 20)
- Ⓒ "Kneeling at the edge of the lake, Lisa quickly added to her penciled scene and noted the colors that she would employ later." (paragraph 21)
- Ⓓ "As the light faded, the rainbow began to die." (paragraph 21)

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- 15 Select the phrase that **best** describes the purpose of **each** paragraph from the passage.

Which phrase **best** describes the purpose of paragraph 3?

- Ⓐ to provide background about characters
- Ⓑ to resolve a conflict
- Ⓒ to show a turning point
- Ⓓ to describe the setting

Which phrase **best** describes the purpose of paragraph 6?

- Ⓐ to provide background about characters
- Ⓑ to resolve a conflict
- Ⓒ to show a turning point
- Ⓓ to describe the setting

Which phrase **best** describes the purpose of paragraph 22?

- Ⓐ to provide background about characters
- Ⓑ to resolve a conflict
- Ⓒ to show a turning point
- Ⓓ to describe the setting

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For this question, you will write a narrative based on the passage. Write your narrative in the space provided on the next two pages. Your writing should:

- Use characters, settings, events, and other details from the passage.
- Use correct grammar, spelling, and punctuation.

- 16 Based on “Capturing the Moment,” write a narrative that tells what **most likely** happens next in the story. Use what you know about the characters, setting, and events from the passage to write your narrative.

Write your answer on the next two pages.

A large rectangular box containing 25 horizontal lines for writing.

**Grade 7 English Language Arts
Spring 2019 Released Operational Items**

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	91	<i>Language</i>	L.7.4	SR	Use context to determine the meaning of a word.	A
2	91	<i>Reading</i>	RI.7.3	SR	Analyze how an event influenced an individual in a passage.	D
3	92	<i>Reading</i>	RI.7.1	SR	Make an inference about an individual in a passage based on information from the passage.	C
4	92	<i>Reading</i>	RI.7.3	SR	Analyze how one idea influences another idea in a passage.	C;C
5	93	<i>Reading</i>	RI.7.5	SR	Analyze how the author organizes a passage and provide supporting evidence from the passage.	A;C
6	93	<i>Reading</i>	RI.7.2	SR	Determine a central idea in a passage.	A
7	94	<i>Reading</i>	RI.7.6	SR	Determine the author's purpose in a passage.	C
8	94	<i>Language, Writing</i>	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.	
9	101	<i>Language</i>	L.7.4	SR	Use context to determine the meaning of a word.	D
10	101	<i>Reading</i>	RL.7.1	SR	Make an inference about a character in a passage based on information from the passage.	A
11	102	<i>Reading</i>	RL.7.2	SR	Determine a central idea in a passage.	C
12	102	<i>Reading</i>	RL.7.6	SR	Analyze how the author develops a character's point of view in a passage.	B
13	103	<i>Reading</i>	RL.7.2	SR	Analyze how specific paragraphs help to develop a central idea in a passage.	C
14	104	<i>Reading</i>	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	105	<i>Reading</i>	RL.7.5	SR	Identify how specific paragraphs contribute to the structure of a passage.	D;A;C
16	106	<i>Language, Writing</i>	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.	

* 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 2019 Unreleased Operational Items**

PBT Item No.	Reporting Category	Standard	Item Type*	Item Description
17	<i>Reading</i>	RI.7.5	SR	Analyze how text features contribute to the development of an autobiographical poem.
18	<i>Reading</i>	RI.7.5	SR	Analyze how the format of specific lines contributes to the meaning of an autobiographical poem.
19	<i>Reading</i>	RL.7.4	SR	Identify figurative language in a poem.
20	<i>Language</i>	L.7.4	SR	Use Greek and Latin affixes and roots as clues to the meaning of a word.
21	<i>Reading</i>	RI.7.9	SR	Analyze the similar purposes of a poet writing an autobiographical poem and a poet writing a literary poem.
22	<i>Reading</i>	RI.7.2	SR	Determine a theme of an autobiographical poem and find support for the theme in another poem.
23	<i>Reading</i>	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	<i>Language, Writing</i>	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).