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*Release of Spring 2022*

*RICAS Test Items*

*from the*

*Grade 7 English Language Arts  
Paper-Based Test*

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**June 2022**

**Rhode Island Department of Education**

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Department  
of Education

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# Overview of Grade 7 English Language Arts Test

The spring 2022 grade 7 English Language Arts (ELA) 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**, along with associated reading passages. Released items from the computer-based test are available on the MCAS Resource Center website at [ricas.pearsonsupport.com/released-items](https://ricas.pearsonsupport.com/released-items).

The Scoring Guides can be found at [www.doe.mass.edu/mcas/student/](http://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 grades 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](http://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](http://www.doe.mass.edu/frameworks/current.html).

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

The tables at the conclusion of this document 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.

# Grade 7 English Language Arts

This session contains 20 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 articles about how the sleep needs of teenagers can impact the schools they attend. Then answer the questions that follow.**

Read the article “The Teen Who Woke Up Her School.”

### The Teen Who Woke Up Her School

*by Jane Bianchi*

- 1 On a typical school night, Jilly Dos Santos was lucky if she got four to six hours of sleep. Even when she finished her homework early, she often didn't feel tired enough to fall asleep. So when her school board proposed switching her Columbia, Missouri, high school's start time from 7:50 a.m. to 7:20 a.m.—a full half hour earlier—she was outraged. “I thought it was the worst idea I'd ever heard,” she says.
- 2 Fired up, Jilly used social media to encourage other students to join her in speaking up at the next school board meeting, and she started an online petition . . . , which got 200-plus signatures. Then, with the help of another student, she plastered more than 100 posters on school walls and emailed teachers to spread the word. The fight was on!
- 3 “In my life, I've always had to be an advocate for myself,” says Jilly. “I'm the youngest of seven kids. . . . I'm used to doing things on my own.”

#### **PUSHING BACK**

- 4 The good news is that Jilly wasn't alone—once she started her fight, she became part of a growing movement to start school later. Currently, about 43 percent of public high schools in the U.S. start before 8 a.m., which is earlier than at most workplaces. One big reason schools have historically preferred early start times: They allow outdoor athletic teams to practice after school while the sun is still out.
- 5 But now, hundreds of middle schools, high schools, and school districts in 41 different states have pushed back their start times, and the issue has made headlines in national newspapers and magazines. Even U.S. Secretary of Education Arne Duncan recently tweeted his support. (“Common sense to improve student achievement that too few have implemented: let teens sleep more, start school later,” he wrote.)
- 6 So how did this movement gain steam? A growing body of research over the past two decades has shown scientists that the amount of sleep

you get (just like what you eat and how much you exercise) can have a profound effect on your overall physical and mental health. “Sleep is a simple yet powerful potion with the ability to enhance learning, boost creativity, fight infection, fuel growth, and balance mood,” says Dr. Helene A. Emsellem, the author of *Snooze . . . or Lose!*

### **The Snooze Revolution**

The movement for more sleep is also gaining momentum:

#### **ON COLLEGE CAMPUSES . . .**

Students at Texas A&M University in Corpus Christi can reserve a sleeping pod for an hour at a time between classes.

#### **ON THE SPORTS FIELD . . .**

The Northwestern University football coach adjusts practice times to suit his players’ sleep schedules—and asks them to wear armband sensors to monitor their rest too!

#### **IN THE WORKPLACE . . .**

Many companies, such as Google, offer sleeping rooms so their employees can take short naps to recharge.

### **WHY TEENS STRUGGLE**

- 7 The problem is, as a teen—compared with when you were a kid—you are actually hardwired to fall asleep later at night and wake up later in the morning. This naturally puts you on a much different schedule than the one your school sets for you.
- 8 It all has to do with something called growth hormone, which helps your bones and tissues grow during puberty. When this hormone starts coursing through your system around midnight, it also blocks melatonin, the hormone that’s meant to kick in and make you drowsy.
- 9 Your body isn’t just on a later schedule though—your brain also needs more total hours of sleep (about 9.25 a night) to function at its best. Sadly, most teens are able to squeeze in only about 7.1 hours, on average.

- 10 “About 95 percent of teenagers are walking zombies,” says psychologist James Maas, a leading sleep expert. . . .

### **THE POWER OF SLEEP**

- 11 While Jilly knew *she* often felt like a zombie, digging into the research on teens and sleep gave her the confidence and motivation to continue her campaign. “I realized that there wasn’t something wrong with me and my time management skills,” she says. “The way I was feeling was physical and biological.”
- 12 As she prepared for the school board meeting, Jilly learned all of the ways that more sleep makes for better students. After a good night’s rest, you’re more alert, and it’s easier to solve problems, process and remember information, and be creative. Research has also linked sleep to higher test scores.
- 13 Plus, when you’re not exhausted 24/7, you feel better emotionally. Sleep boosts your mood and lowers anxiety, meaning you’re less likely to stress about exams, snap at your parents, or fight with friends.
- 14 And not surprisingly, sleep also matters on the playing field. In fact, research suggests that well-rested teen athletes not only perform better than drowsy ones—they get injured less often too.

### **Wind Down & Wake Up**

You might not be able to change your school’s start time, but here’s how you can get your body on track to perform at its best—starting tonight!

#### **Relaxation Routine**

**30 MINUTES BEFORE BED:** Turn off your brightest lamps, lights, and screens. This helps send the signal to your brain that it’s bedtime.

**15 MINUTES BEFORE BED:** Relieve tension by doing light upper body stretches to loosen the neck and shoulders. Relaxed muscles make it easier to sleep.

**IN BED:** Read a magazine or novel with a small book light or listen to soft music. These calming activities make you drowsy.

### A BIG VICTORY

- 15 At the school board meeting, Jilly shared what she had learned. "I was so nervous. My heart was pounding," she admits. But her peers gave her confidence. "About 30 students came to support me."
- 16 Armed with facts, Jilly explained her case calmly and convincingly. "The school board liked how I didn't get emotional and just provided evidence. When I presented, I kept thinking, 'If this were a class, what would get me an A?' instead of 'How loud can I yell?'"
- 17 All of that hard work—and her poised approach—paid off. The school board decided that instead of making Jilly's high school's start time earlier, they would adjust the bus schedule and make the start time even *later*, at 8:55 a.m. "I was really excited," she says. "It felt good to know that you can make a difference."
- 18 The new, later schedule—which went into effect at the beginning of the 2013–2014 school year—has been a positive change for Jilly and her classmates. "I'm late a lot less," she says, "plus I feel more refreshed and alert."
- 19 And for anyone who was concerned that the sports teams wouldn't have enough time to practice, consider this: Jilly's high school football team went to the state championships last year for the first time in 11 years. Sure, it could just be a coincidence.
- 20 But the well-rested athletes might not think so.

"The Teen Who Woke Up Her School" by Jane Bianchi, from *Scholastic Choices* (September 2014). Copyright © 2014 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

Read the article “Why Schools Are Struggling to Let Students Sleep In.”

### Why Schools Are Struggling to Let Students Sleep In

*by Alexandra Sifferlin*

- 1 Several years ago, Jodi McClay, assistant superintendent of the school district in Temecula, Calif., started fielding a bizarre complaint from parents and students. It was too hard, they said, for teens to rise in time for homeroom. Initially, she was puzzled. Classes started at 7:30 a.m. The solution seemed simple: go to bed earlier.
- 2 That’s when McClay learned about sleep phase delay, the medical term for how puberty affects bedtime. As hormones change, so do circadian rhythms, making it biologically unfeasible for some teens to go to bed before 11 p.m. and wake up before 8 a.m.—let alone get dressed, transported and ready to learn.
- 3 Concerned, McClay met with a group of parents, teachers and administrators to discuss a question that doctors have been posing for years, lately with growing urgency: Should school start later? Among adolescents, getting the recommended amount of sleep (around nine hours) has been linked to higher test scores and better behavior. Surely, McClay thought, Temecula could revise its policy.
- 4 Others were skeptical. Starting classes at 8:30 or 9 a.m. might make it harder for parents to get to work on time, and shifting the bus schedule would cost at least \$1 million, more than the district could afford. “We wanted to change,” says McClay. “But ultimately, we couldn’t.”
- 5 Temecula’s struggle is not unique. In the U.S., more than 4 in 5 middle and high schools begin at or before 8:30 a.m. That can contribute to sleep deprivation, making it harder for students to concentrate and even increasing their risk for obesity and depression. The American Academy of Pediatrics confirmed as much in 2014, when it made a formal recommendation to delay school start times. By now, hundreds of districts have started to explore alternatives. Seattle Public Schools is the latest and largest to embrace one: this fall it will push morning bells from around 7:50 a.m. to 8:45 a.m.

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- 6 But many districts are hitting major snags. Under a suggested change at East High School in Denver, for instance, classes wouldn't end until around 4 p.m., meaning student-athletes could have to leave early for away games. Given that 60% of the school's nearly 2,500 pupils play a sport, "that's a lot of kids missing a lot of class," warns principal Andy Mendelsberg. A new system could also impact local businesses that rely on after-school labor from students.
- 7 There are parental concerns as well. In Maryland's Anne Arundel County, one mom, Judith Keeler, started a petition detailing how delaying high school hours—and pushing up elementary school hours, since there is one bus system—would make it harder for working parents to find child care. Then she raised a fraught issue in any school district: cost. "Is this the best way to spend taxpayer dollars?" Keeler wrote of the \$8.1 million initiative, inspiring nearly 3,000 people to sign their support. "This has blown up," says Lisa VanBuskirk, an Anne Arundel parent who supports the change. "I'm not feeling great [about our chances]."
- 8 Still, it is possible to navigate these hurdles. The key, say experts, is patience and compromise. Before Fairfax County Public Schools in Virginia delayed high school starts roughly an hour—to around 8 a.m.—officials spent a decade streamlining the switch. They surveyed Fairfax students about sleep habits. They reduced bus expenses. They worked around concerns from community members. During the process, they shared insights with the public and gave people a year to prepare for the change, which took effect in September.
- 9 Several months in, the system is "still not perfect," admits superintendent Karen Garza. But there haven't been any major incidents, and students appear more engaged. "My daughter used to feel tired all the time," says Elizabeth Ende, mom to a freshman at McLean High School. "Now she gets through homework more quickly, and when she's working, she looks more alert." Eric Welch, a social-studies teacher . . . noticed a change as well. "I can see the kids in the hallways," he says. "They're not dragging as much."
- 10 Those results may well spark more schools to take the plunge—a decision that won't be easy. But given the payoff, says Garza, "it's a position we have to take."

"Why Schools Are Struggling to Let Students Sleep In" by Alexandra Sifferlin, from *TIME* magazine (February 22, 2016). Copyright © 2016 by TIME Inc. Reprinted by permission of TIME Inc.

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- 1 What is the **most likely** reason the author included paragraph 1 of “The Teen Who Woke Up Her School”?
- Ⓐ to emphasize how a lack of sleep affects teenagers
  - Ⓑ to demonstrate how committed Jilly was to her schoolwork
  - Ⓒ to highlight what caused Jilly to combat the school board’s idea
  - Ⓓ to show that teenagers’ attitudes about sleep can evolve over time

- 2 Read the sentence from paragraph 1 of “The Teen Who Woke Up Her School” in the box.

So when her school board proposed switching her Columbia, Missouri, high school’s start time from 7:50 a.m. to 7:20 a.m.—a full half hour earlier—she was outraged.

What is the **main** purpose of the dashes in the sentence?

- Ⓐ to emphasize that the words inside the dashes are important to the author’s point
- Ⓑ to signal that the words inside the dashes represent the author’s opinion
- Ⓒ to indicate the interruption of a process
- Ⓓ to introduce a contrary point of view

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- 3 What does paragraph 2 of “The Teen Who Woke Up Her School” **mainly** reveal?
- Ⓐ how complex Jilly’s plan was
  - Ⓑ how unexpected Jilly’s project was
  - Ⓒ how passionate Jilly was about her cause
  - Ⓓ how sympathetic Jilly was to other students
- 4 Based on paragraphs 4–6 of “The Teen Who Woke Up Her School,” what do the words “gain steam” mean as they are used in paragraph 6?
- Ⓐ change in form
  - Ⓑ fail to achieve goals
  - Ⓒ increase in popularity
  - Ⓓ stop making progress

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- 5 Which sentence **best** explains the main idea of the section **WHY TEENS STRUGGLE** in “The Teen Who Woke Up Her School”?
- Ⓐ Without enough sleep, teenagers are unable to make quick decisions.
  - Ⓑ Teenagers’ sleep patterns are affected by natural changes in their bodies.
  - Ⓒ Most teenagers are involved in too many activities to get the sleep they need.
  - Ⓓ According to research, teenagers’ sleep habits play a role in how much they will grow.
- 6 What does paragraph 16 of “The Teen Who Woke Up Her School” **mainly** reveal about Jilly?
- Ⓐ Jilly hoped that the school board would not interrupt her presentation with many challenging questions.
  - Ⓑ Jilly assumed that her lack of understanding of her subject would be exposed when she presented in front of the school board.
  - Ⓒ Jilly believed that her chance of success would be greatest if she presented information to the school board in an unbiased way.
  - Ⓓ Jilly worried that the school board would not take her presentation seriously unless they thought she was an accomplished student.

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- 7 Based on paragraphs 3 and 4 of “Why Schools Are Struggling to Let Students Sleep In,” what is the **most likely** meaning of the word *skeptical* as it is used in paragraph 4?
- Ⓐ doubtful
  - Ⓑ hopeless
  - Ⓒ confused
  - Ⓓ disappointed
- 8 What is the **main** purpose of paragraphs 6 and 7 of “Why Schools Are Struggling to Let Students Sleep In”?
- Ⓐ to present reasons for opposition to revised school hours
  - Ⓑ to highlight the influence that athletics has over school policies
  - Ⓒ to introduce the challenge of keeping teenagers occupied after the school day
  - Ⓓ to contrast reactions of parents and teenagers to proposed start times for schools

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- 9 Read the sentences from paragraph 8 of “Why Schools Are Struggling to Let Students Sleep In” in the box.

They surveyed Fairfax students about sleep habits. They reduced bus expenses. They worked around concerns from community members.

What is the **main** effect of the similar structure of the sentences?

- Ⓐ It illustrates how dull the officials’ tasks were.
- Ⓑ It encourages admiration for the officials’ positive attitudes.
- Ⓒ It shows that the officials were overwhelmed by their duties.
- Ⓓ It emphasizes how thorough the officials were in their planning.

### 10 Part A

Based on “Why Schools Are Struggling to Let Students Sleep In,” which of the following was a challenge for communities that considered changing school hours?

- Ⓐ informing the public about the details of the new schedule
- Ⓑ making the different schedule work for other family members
- Ⓒ proving that enough students were negatively affected by the old schedule
- Ⓓ teaching students how to balance the new schedule with their daily activities

### Part B

Which quotation from the article **best** supports the answer to Part A?

- Ⓐ “That’s when McClay learned about sleep phase delay. . . .” (paragraph 2)
- Ⓑ “. . . making it biologically unfeasible for some teens to go to bed before 11 p.m. and wake up before 8 a.m. . . .” (paragraph 2)
- Ⓒ “. . . McClay met with a group of parents, teachers and administrators to discuss a question that doctors have been posing for years. . . .” (paragraph 3)
- Ⓓ “Starting classes at 8:30 or 9 a.m. might make it harder for parents to get to work on time. . . .” (paragraph 4)

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- 11 Based on **both** articles, what did Jilly Dos Santos and Jodi McClay discover when they gathered more information about sleep?
- Ⓐ Getting a healthy amount of exercise helps people sleep more soundly.
  - Ⓑ Reducing the amount of light in a bedroom can result in more relaxing dreams.
  - Ⓒ Limiting the pressures placed on young people can assist them in getting more rest.
  - Ⓓ Getting an adequate amount of sleep is necessary for students to think more clearly.

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- 12 Read the sentences from the articles in the box.

- The school board decided that instead of making Jilly’s high school’s start time earlier, they would adjust the bus schedule and make the start time even *later*, at 8:55 a.m. (paragraph 17 of “The Teen Who Woke Up Her School”)
- During the process, they shared insights with the public and gave people a year to prepare for the change, which took effect in September. (paragraph 8 of “Why Schools Are Struggling to Let Students Sleep In”)

Based on the sentences, what is the **main** difference between the tones of the two articles?

- Ⓐ “The Teen Who Woke Up Her School” has an upbeat tone, while “Why Schools Are Struggling to Let Students Sleep In” is more neutral.
- Ⓑ “The Teen Who Woke Up Her School” has an anxious tone, while “Why Schools Are Struggling to Let Students Sleep In” is more forceful.
- Ⓒ “The Teen Who Woke Up Her School” has an aggressive tone, while “Why Schools Are Struggling to Let Students Sleep In” is more sympathetic.
- Ⓓ “The Teen Who Woke Up Her School” has a realistic tone, while “Why Schools Are Struggling to Let Students Sleep In” is more dramatic.

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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.

- 13 Based on “The Teen Who Woke Up Her School” and “Why Schools Are Struggling to Let Students Sleep In,” write an essay arguing that middle schools and high schools should have later start times. Be sure to use information from **both** articles to develop your essay.

Write your answer on the next two pages.



Lined writing area with 25 horizontal lines.

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The play *The Emperor's New Clothes* is about two tailors, named Much and Little, who have been hired to weave clothes for an emperor and decide to play a trick on him. Read the excerpt from the play and then answer the questions that follow.

### from *The Emperor's New Clothes*

by Hans Christian Andersen

*Adapted by Adele Thane*

Characters:

MUCH

LITTLE

EMPEROR

EMPRESS

LORD CHAMBERLAIN

MINISTER OF WEAVING

**SETTING:** *Tower room. Right center is an empty loom with stools on each side. At left is low table with sewing tools on it. Beside table is large overstuffed armchair. There is a wardrobe up back with dress form near it. The only*  
5 *entrance to room is down right.*

**AT RISE:** *MUCH is sprawled in armchair eating a huge piece of pie and playing with jewels in small chest on his lap. LITTLE is seated cross-legged on table counting gold pieces into a bag.*

10 **LITTLE:** *Twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven. One hundred and twenty-seven guineas—added to what we've already received—make a total of (Figuring with pencil on slip of paper) five thousand, two hundred and fifty-six guineas!*

15 **MUCH:** *For just lying around up here, eating and sleeping. This is the life! (Takes big bite of pie)*

**LITTLE:** *Oh, do give me that chest of jewels—you're dropping crumbs into it! (Knock is heard.) Someone's coming! Sit at the loom! I'll hide the jewels! (MUCH*

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- 20 *crosses to loom while LITTLE quickly hides gold and jewels in wardrobe, then sits on stool opposite MUCH. They pretend to weave, passing shuttle back and forth.)*  
**MUCH** and **LITTLE** (*Speaking in unison*): Over, under, over, under—Much, Little, Much, Little—faster, faster—
- 25 *weave, weave! (Knock is repeated.) Come in! (They weave rapidly, not looking up.)*  
**MINISTER** (*Entering*): Good afternoon, gentlemen. You sent word to the Emperor that the cloth is ready to be inspected. I have come at His Majesty’s request to look
- 30 *at the cloth and report.*  
**LITTLE**: Of course, sir—look as long as you like.  
**MUCH**: You will excuse us if we continue to weave. We’re most anxious to finish this material—it’s for the Emperor’s trousers.\*
- 35 **MINISTER**: Go right ahead. (*They pretend to weave in frantic haste. MINISTER stares at empty loom, then turns away and speaks aside to audience.*) Good heavens, this is terrible! I don’t see any cloth on the loom! All I see
- 40 *is their hands moving in the air. Can it be that I am a fool? Or that I am not fit for my position? I must be careful not to give myself away. (Turns back to MUCH and LITTLE, who stop weaving and rise)*  
**MUCH**: There, it’s finished! Well, sir, what do you think of the cloth?
- 45 **MINISTER**: Why it’s enchanting!  
**LITTLE**: It should be! There’s magic in every thread!  
**MUCH**: Will a pair of trousers made from this material please the Emperor?  
**MINISTER**: Please him! He’ll be ecstatic!
- 50 **LITTLE**: And the colors—will he approve of the colors?  
**MINISTER** (*With exaggerated enthusiasm*): I’m sure he will. The colors are so—ah—unusual! There’s no doubt about it, those trousers will be the most splendid pair His Majesty has ever worn!
- 55 **MUCH**: It’s time the Emperor came for a fitting. The robe and other garments are ready to be tried on.  
**MINISTER**: I’ll tell him. I’ll tell him right away! (*Turns to exit but stops as voices are heard off right*) Listen! I believe His Majesty is coming now! (*Exits right, calling*) Your

\*trousers—pants

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- 60 Majesty! Your Majesty! (*MUCH and LITTLE rush to table.*)  
**MUCH:** We'll pretend we're making the trousers. I'll be cutting them out.  
**LITTLE:** And I will be sewing them. (*MUCH takes up pair of enormous scissors and pretends to cut material.*)
- 65 *LITTLE sits cross-legged on table and threads needle with long thread. They cut and sew intently as MINISTER reenters right with EMPEROR, EMPRESS, and LORD.*)  
**EMPEROR** (*To MINISTER as they cross to loom*): You saw the cloth? You saw it clearly?
- 70 **MINISTER:** Uh—yes, Your Majesty. Fantastic colors! And the design—what imagination! (*EMPEROR looks hard at loom, rubs his eyes and looks again. He reaches out and touches loom. He gasps and turns to MINISTER.*)
- 75 **EMPEROR:** The cloth on the loom—you said—  
**MUCH:** Oh, Your Majesty, we've taken the cloth off the loom to make the trousers. (*Holding up imaginary trousers*) The latest Paris fashion!  
**LITTLE:** Are they not elegant?
- 80 **EMPEROR** (*With forced enthusiasm*): Stunning, absolutely stunning!  
**MUCH:** Now—will it please Your Majesty to try on the coat?  
**EMPEROR** (*Glancing around room*): Where is it?  
**LITTLE:** Here, on the back of this chair. Can't you see it?
- 85 (*Removes imaginary coat from chair and holds it up*)  
**EMPEROR** (*Quickly*): Yes, yes I see it. I simply meant—where is it—to be worn?  
**LITTLE:** Why, in the procession, of course.  
**MUCH** (*Crossing to EMPEROR*): Feel how light it is.
- 90 (*EMPEROR waves hand through air.*) You'd think there was nothing there at all, wouldn't you?  
**EMPEROR:** Yes, it's as light as a spider's web. (*To EMPRESS*) Is it not, my dear?  
**EMPRESS** (*Nervously*): Perhaps I shouldn't touch it. I might spoil something.
- 95 **MUCH:** Try it on, Your Majesty. (*As EMPEROR is being helped into "coat," EMPRESS moves downstage.*)  
**EMPRESS** (*Aside*): Oh, dear! I don't see anything! The Emperor mustn't find out. He wouldn't love me if he

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- 100 thought I was stupid.  
**EMPEROR** (*Coming downstage to EMPRESS, showing off "coat"*): Well, my dear, how do I look?  
**EMPRESS** (*With forced gaiety*): You've never looked more handsome!
- 105 **MUCH**: Turn around, Your Majesty, and let the Empress see the rainbow pattern on the coattails. (*EMPEROR turns. MUCH and LITTLE spread out "coattails."*)  
**EMPRESS**: Oh, how exquisite! Perhaps, gentlemen, you will weave me a dress after you've finished the
- 110 Emperor's new clothes.  
**MUCH** (*Bowing*): We'd be honored, Your Majesty.  
**EMPEROR** (*To LORD*): My good Lord Chamberlain, you haven't said anything about my new clothes.  
**LORD** (*Startled*): No, I haven't. That's because I am struck
- 115 dumb by the splendor of them!  
**MUCH**: Ah, but just wait until you have seen the processional robe and train. (*Going to dress form at back*)  
*Little, help me carry it. You take the train. (EMPEROR, EMPRESS and MINISTER turn upstage to watch MUCH and LITTLE as they pretend to remove robe from dress form. LORD turns downstage.)*
- 120 **LORD** (*Aside*): Am I the only person here who cannot see the Emperor's new clothes? Am I the only stupid one not fit for my post? I've never thought so, but it would be
- 125 humiliating if anybody found out. I must keep it to myself. (*MUCH and LITTLE come downstage, carrying invisible robe between them.*)  
**MUCH**: Behold! The Emperor's processional robe! The rarest jewels in the kingdom are woven into it.
- 130 **EMPEROR** (*Shielding his eyes*): It blinds my eyes! You will have to describe it to me.  
**MUCH**: On the sleeve there is a golden peacock with ruby wings and an emerald tail. (*Exclamations of admiration*)  
On the other sleeve there is a unicorn all done in pearls.
- 135 (*Louder exclamations*)  
**LITTLE**: And here on this train is a dragon outlined in amethysts and sapphires, breathing fire opals. (*Exclamations rise to highest pitch.*)  
**LORD**: Miraculous! You really have to see it to believe it!

## English Language Arts

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- 140 Isn't that so, Your Majesty!  
**EMPEROR** (*Indignantly*): Are you insinuating that I do not see it?  
**LORD**: Oh, Your Majesty, I didn't mean—  
**EMPRESS** (*Calming EMPEROR*): Of course he didn't,
- 145 my dear.  
**MUCH**: Your Majesty, let me drape the robe over your shoulders and show you how superbly it hangs.  
**EMPEROR**: Won't it be rather heavy with all those jewels?  
**MUCH**: Not at all! You'll hardly know you have it on. (*Drapes*
- 150 *"robe" on EMPEROR*) Little, spread out the train so that His Majesty can get some idea of its magnificence. (*LITTLE pretends to spread material across entire front of stage. LORD approaches for closer look.*)  
**LITTLE**: Watch out, sir, you're stepping on the train!  
155 (*Alarmed, LORD jumps right.*) No, no, not there! Get off! (*LORD jumps left.*) You're still standing on it!  
**LORD** (*Backing upstage in confusion*): I'm dreadfully sorry!  
**EMPEROR** (*Glaring at LORD*): Clumsy idiot! (*To LITTLE*) Has he ruined it with his dirty boots?
- 160 **LITTLE**: No harm has been done, but we'd better put away the robe. (*MUCH and LITTLE carry "robe" to dress form.*)  
**EMPEROR**: My birthday is tomorrow. Will everything be ready by then?  
**MUCH**: Everything is ready now! Your Majesty, you have
- 165 the reputation of being the best-dressed monarch in the world (*Smiling slyly*)—but I'll warrant that you never have been dressed as you will be tomorrow.  
**EMPEROR** (*Picking up yardstick from table*): Gentlemen, you have performed wonders. To show you my
- 170 appreciation for the marvelous work you have done, I am going to knight you both. Kneel. (*They do so.*) Much, Little (*Touching shoulder of each with yardstick*)—I bestow upon you the title of "Imperial Weavers."  
(*Exuberantly*) Oh, I can hardly wait until tomorrow to show
- 175 my people my new clothes! (*He grabs EMPRESS and waltzes her about room. MUCH and LITTLE smile slyly at each other. Curtain*)

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## English Language Arts

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- 14 Based on the stage directions in lines 6–9, which of the following words **best** describe Much and Little?
- Ⓐ lazy and greedy
  - Ⓑ arrogant and critical
  - Ⓒ wasteful and disorganized
  - Ⓓ inconsiderate and untrustworthy
- 15 How does the reference to the spider’s web in line 92 **mostly** contribute to the central idea of the play?
- Ⓐ A spider’s web suggests a trap for those who fail to notice it.
  - Ⓑ A spider’s web suggests a tool that is necessary for survival.
  - Ⓒ A spider’s web symbolizes a project that is difficult to complete.
  - Ⓓ A spider’s web represents a mistrust of those who lie to get an advantage.

## English Language Arts

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- 16 Read the sentence from lines 96 and 97 in the box.

(As *EMPEROR* is being helped into "coat," *EMPRESS* moves downstage.)

What is the **most likely** reason for the quotation marks around the word "coat"?

- Ⓐ to suggest that the coat is not attractive
  - Ⓑ to emphasize the weight of the coat
  - Ⓒ to indicate that the coat is not real
  - Ⓓ to show dialogue about the coat
- 17 What do lines 130 and 131 **most likely** suggest about the Emperor?
- Ⓐ He is hoping to say something kind about the robe in a creative way.
  - Ⓑ He is trying to use a clever approach to get more information about the robe.
  - Ⓒ He is hoping to try on the robe without acknowledging that he does not want to pay for it.
  - Ⓓ He is trying to show his expertise without revealing that he does not know much about designing the robe.

## English Language Arts

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- 18 Read lines 154–161 in the box.

**LITTLE:** Watch out, sir, you're stepping on the train! (*Alarmed, LORD jumps right.*) No, no, not there! Get off! (*LORD jumps left.*) You're still standing on it!

**LORD** (*Backing upstage in confusion*): I'm dreadfully sorry!

**EMPEROR** (*Glaring at LORD*): Clumsy idiot! (*To LITTLE*) Has he ruined it with his dirty boots?

**LITTLE:** No harm has been done, but we'd better put away the robe. (*MUCH and LITTLE carry "robe" to dress form.*)

What do the lines **mainly** show?

- Ⓐ how effective Much and Little's performance is
- Ⓑ how disrespectful Much and Little are to others
- Ⓒ how curious the Lord is about the robe's materials
- Ⓓ how indecisive the Emperor can be toward those close to him

## English Language Arts

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- 19 Read the lines from the play in the box.

**MUCH:** . . . (*Smiling slyly*)—but I'll warrant that you never have been dressed as you will be tomorrow. (lines 166 and 167)

**EMPEROR:** (*Exuberantly*) Oh, I can hardly wait until tomorrow to show my people my new clothes! (lines 174 and 175)

What is the **main** effect of the lines?

- Ⓐ They heighten the conflict between the Emperor and Much.
- Ⓑ They foreshadow a possible embarrassment for the Emperor.
- Ⓒ They reveal a surprising similarity between the Emperor and Much.
- Ⓓ They resolve a sense of uncertainty that has been bothering the Emperor.

## English Language Arts

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- 20 The playwright develops the different points of view in the play **mainly** by contrasting character traits. Select the phrase that **best** completes each sentence.

The playwright illustrates the

- Ⓐ tailors' hardworking attitude.
- Ⓑ tailors' deceitful actions.
- Ⓒ Minister's clumsiness.
- Ⓓ Minister's curiosity.

Then the playwright contrasts this with the other characters'

- Ⓐ fear of failing a challenge.
- Ⓑ reluctance to betray their values.
- Ⓒ efforts to protect their reputations.
- Ⓓ attempts to reach an important goal.

**Grade 7 English Language Arts**  
**Spring 2022 Released Operational Items**

<b>PBT Item No.</b>	<b>Page No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>	<b>Correct Answer (SR)**</b>
1	9	<i>Reading</i>	RI.7.5	SR	Determine the purpose of a paragraph in an article.	C
2	9	<i>Language</i>	L.7.2	SR	Determine the purpose of specific punctuation marks in a sentence in an article.	A
3	10	<i>Reading</i>	RI.7.2	SR	Analyze how a paragraph in an article contributes to a main idea.	C
4	10	<i>Language</i>	L.7.5	SR	Determine the meaning of a figurative expression in an article.	C
5	11	<i>Reading</i>	RI.7.2	SR	Determine the central idea of a section in an article.	B
6	11	<i>Reading</i>	RI.7.3	SR	Analyze how an individual is developed with information from a paragraph in an article.	C
7	12	<i>Language</i>	L.7.4	SR	Determine the meaning of a word in context.	A
8	12	<i>Reading</i>	RI.7.5	SR	Determine the purpose of specific paragraphs in an article.	A
9	13	<i>Reading</i>	RI.7.5	SR	Analyze how the structure of sentences in an article conveys meaning.	D
10	14	<i>Reading</i>	RI.7.3	SR	Demonstrate understanding of an article by identifying a key concept; identify a detail from the article that supports the key concept.	B;D
11	15	<i>Reading</i>	RI.7.1	SR	Demonstrate understanding of two articles by identifying similarities in the actions of two individuals.	D
12	16	<i>Reading</i>	RI.7.9	SR	Analyze the different tones of two articles on similar subjects.	A
13	17	<i>Language, Writing</i>	L.7.1, L.7.2, L.7.3, W.7.1, W.7.4	ES	Write an argument to support a given claim; use information from two articles to support the argument.	
14	25	<i>Reading</i>	RL.7.3	SR	Determine the primary character traits of characters in a play using details from stage directions.	A
15	25	<i>Reading</i>	RL.7.4	SR	Analyze the role of specific figurative language in a play.	A
16	26	<i>Language</i>	L.7.2	SR	Identify the purpose of specific punctuation in stage directions of a play.	C
17	26	<i>Reading</i>	RL.7.3	SR	Analyze lines in a play to determine a character's motivation.	B
18	27	<i>Reading</i>	RL.7.1	SR	Make an inference about the relationship between characters in a play.	A
19	28	<i>Reading</i>	RL.7.4	SR	Analyze the effect of specific lines in a play.	B
20	29	<i>Reading</i>	RL.7.6	SR	Analyze how a playwright develops the points of view of characters in a play.	B;C

\* 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 2022 Unreleased Operational Items**

<b>PBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
21	<i>Reading</i>	RL.7.6	SR	Analyze how an author develops a character's point of view in a passage.
22	<i>Reading</i>	RL.7.4	SR	Analyze a section of a passage to determine what idea it emphasizes.
23	<i>Reading</i>	RL.7.4	SR	Analyze the mood created in a paragraph of a passage.
24	<i>Reading</i>	RL.7.5	SR	Analyze the significance of a section of a passage.
25	<i>Reading</i>	RL.7.2	SR	Determine a central idea of a passage and select evidence from the passage for support.
26	<i>Reading</i>	RL.7.1	SR	Make an inference based on details from a passage.
27	<i>Language</i>	L.7.4	SR	Determine the meaning of a word in context.
28	<i>Reading</i>	RL.7.3	SR	Analyze how paragraphs in a passage impact characterization.
29	<i>Reading</i>	RL.7.6	SR	Determine how each of two authors uses the same technique to develop the point of view of a main character.
30	<i>Reading</i>	RL.7.2	SR	Determine the theme shared by two passages.
31	<i>Reading</i>	RL.7.9	SR	Analyze the similarities and differences in the traits of the main characters in two passages.
32	<i>Language, Writing</i>	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay explaining the challenges faced by the main characters in two passages; use information from the passage to support your explanation.

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