Computer-Based Released Items
Grade 7 RICAS English Language Arts
Spring 2021

The spring 2021 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 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 ricas.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 2021 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Reading	RL.7.5	SR	Analyze how details in a specific paragraph contribute to the overall meaning in a passage.	B
2	Reading	RL.7.5	SR	Analyze how an author reveals a character in specific sections of a passage.	D
3	Reading	RL.7.6	SR	Analyze the contrasting points of view of two characters in a passage.	D
4	Language	L.7.4	SR	Determine the meaning of a word in context.	D
5	Reading	RL.7.1	SR	Select evidence to support an inference about a character in a passage.	C
6	Reading	RL.7.2	SR	Determine a central idea in a passage and select evidence for support.	B;D
7	Reading	RL.7.1	SR	Make an inference based on details from a passage.	C
8	Language	L.7.4	SR	Use a dictionary entry to determine the meaning of a multiple-meaning word in context.	B
9	Reading	RL.7.3	SR	Determine what the words and actions of a character reveal about the character and select evidence from the passage for support.	B;B
10	Reading	RL.7.2	SR	Analyze the development of a character's attitude over the course of a passage.	A
11	Reading	RL.7.4	SR	Analyze how two authors use a similar literary technique to develop the setting in two passages.	B
12	Reading	RL.7.2	SR	Determine the shared central idea of two passages.	A
13	Language, Writing	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay that explains how a specific event in two passages helps to reveal important traits of the main characters; use information from both passages to support your explanation.	*see page 4*
14	Reading	RL.7.1	SR	Make an inference based on information from a poem.	D
15	Language	L.7.5	SR	Analyze figurative language in a poem.	C
16	Reading	RL.7.6	SR	Analyze how lines in a poem help to reveal characters' attitudes.	A
17	Reading	RL.7.1	SR	Make an inference about characters in a poem.	D
18	Reading	RL.7.4	SR	Analyze how a poet creates the tone in a poem.	A
19	Reading	RL.7.5	SR	Analyze why a poet uses a specific technique.	A
20	Reading	RL.7.4	SR	Determine the meaning of a word in context.	B

* 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.

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
21	Language	L.7.4	SR	Use a Latin root to determine the meaning of a word in context.
22	Reading	RI.7.4	SR	Identify the meaning of a phrase in a passage.
23	Reading	RI.7.3	SR	Determine how an idea could affect individuals in a passage.
24	Reading	RI.7.4	SR	Analyze the effect of word choice in a sentence.
25	Reading	RI.7.6	SR	Determine the main purpose of a paragraph.
26	Reading	RI.7.3	SR	Determine how one individual influenced the project of another in a passage.
27	Reading	RI.7.5	SR	Identify the purpose of a text feature in a passage.
28	Language	L.7.4	SR	Determine the meaning of a word in context.
29	Reading	RI.7.1	SR	Determine which piece of evidence best supports an inference from a passage.
30	Reading	RI.7.5	SR	Identify a technique the author uses in a passage and determine the most likely reason for its use.
31	Reading	RI.7.6	SR	Determine an author's point of view toward a character and select evidence from the passage to support the answer.
32	Language, Writing	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	Write an essay explaining how the author keeps the reader's interest; use information from the passage to support the explanation.

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

Scoring Rubric for Grade 7 Item #13: 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.