

MCAS Grade 7 English Language Arts Computer-Based Practice Test Answer Key

Session 1

CBT Item No.	Reporting Category	Anchor Standards	Grade Level Standards	Item Type*	Max Points	Correct Answer**
1	<i>Reading</i>	R.PK-12.1	RL.7.1	SR	1	B
2	<i>Reading</i>	R.PK-12.1	RL.7.1	SR	1	C
3	<i>Reading</i>	R.PK-12.3	RL.7.3	SR	1	D
4	<i>Reading</i>	R.PK-12.5	RL.7.5	SR	1	D
5	<i>Reading</i>	R.PK-12.1	RL.7.1	SR	1	B
6	<i>Reading</i>	R.PK-12.3	RL.7.3	SR	1	See p. 3
7	<i>Reading</i>	R.PK-12.3	RL.7.3	SR	1	C
8	<i>Reading</i>	R.PK-12.4	RL.7.4	SR	1	D
9	<i>Reading</i>	R.PK-12.3	RL.7.3	SR	1	A
10	<i>Language</i>	L.PK-12.4	L.7.4	SR	1	B
11	<i>Reading</i>	R.PK-12.3	RL.7.3	SR	1	See p. 3
12	<i>Reading</i>	R.PK-12.1	RL.7.1	SR	1	See p. 4
13	<i>Language, Writing</i>	L.PK-12.1, L.PK-12.2, L.PK-12.3, W.PK-12.2, W.PK-12.4	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4	ES	8	See Rubric, p. 7
14	<i>Reading</i>	R.PK-12.5	RI.7.5	SR	1	A
15	<i>Reading</i>	R.PK-12.2	RI.7.2	SR	1	See p. 4
16	<i>Reading</i>	R.PK-12.5	RI.7.5	SR	1	C
17	<i>Reading</i>	R.PK-12.6	RI.7.6	SR	1	D
18	<i>Reading</i>	R.PK-12.2	RI.7.2	SR	1	B

Session 2

CBT Item No.	Reporting Category	Anchor Standards	Grade Level Standards	Item Type*	Max Points	Correct Answer**
19	<i>Reading</i>	R.PK-12.5	RI.7.5	SR	1	C
20	<i>Reading</i>	R.PK-12.4	RI.7.4	SR	1	D
21	<i>Reading</i>	R.PK-12.4	RI.7.4	SR	1	B
22	<i>Reading</i>	R.PK-12.3	RI.7.3	SR	1	D
23	<i>Reading</i>	R.PK-12.1	RI.7.1	SR	1	See p. 5
24	<i>Reading</i>	R.PK-12.5	RI.7.5	SR	1	B
25	<i>Reading</i>	R.PK-12.6	RI.7.6	SR	1	D
26	<i>Language</i>	L.PK-12.5	L.7.5	SR	1	A
27	<i>Reading</i>	R.PK-12.8	RI.7.8	SR	1	See p. 5
28	<i>Language, Writing</i>	L.PK-12.1, L.PK-12.2, L.PK-12.3, W.PK-12.2, W.PK-12.4	L.7.1, L.7.2, L.7.3, W.7.2, W.7.4,	ER	5	See Rubric, p. 8
29	<i>Reading</i>	R.PK-12.1	RL.7.1	SR	1	D
30	<i>Language</i>	L.PK-12.5	L.7.5	SR	1	See p. 6
31	<i>Reading</i>	R.PK 12.4	RL.7.4	SR	1	A
32	<i>Reading</i>	R.PK-12.6	RL.7.6	SR	1	A
33	<i>Reading</i>	R.PK-12.1	RL.7.1	SR	1	D
34	<i>Language</i>	L.PK-12.5	L.7.5.c	SR	1	See p. 6
35	<i>Language</i>	L.PK-12.4	L.7.4.a	SR	1	B
36	<i>Language</i>	L.PK-12.5	L.7.5.a	SR	1	B
37	<i>Language</i>	L.PK-12.2	L.7.2.a	SR	1	D
38	<i>Language</i>	L.PK-12.3	L.7.3.a	SR	1	See p. 6
39	<i>Language</i>	L.PK-12.1	L.7.1.a	SR	1	See p. 6

*ELA item types are selected response (SR), extended response (ER), and essay (ES).

**Answers are provided here for selected-response items only. Pages 3–6 of this document provide correct answers for technology-enhanced (TE) items. Sample responses and scoring guidelines for extended-response and essay items will be posted on the [MCAS Resource Center](#).

Correct Answer for CBT Item #6: Technology-Enhanced Item

"I'm sorry, Roy. It's hard to think about those poor helpless birds, . . ." (paragraph 7)

"Roy could tell she felt sorry for him because of the news about the pancake house."
(paragraph 18)

"They're going to start bulldozing to make way for the pancake house. It's like a big party or something, . . ." (paragraph 35)

"A red-haired girl in the front row raised her hand. 'Didn't the paper say anything about the owls?'"
(paragraph 36)

"Okay, I know we're just talking about a few puny little owls, . . ." (paragraph 54)

Correct Answer for CBT Item #11: Technology-Enhanced Item

Hoot and *Strange Birds* both end with the characters deciding to take action; however, while Roy in *Hoot* may have to stand alone, ▼ the girls in *Strange Birds* will likely work together for a common purpose. ▼

Correct Answer for CBT Item #12: Technology-Enhanced Item

Character Speaking with Confidence

"Oh, it's definitely a current event,' . . ."
(paragraph 33 of *Hoot*)

"I'm a muckraker, and if there's anything to uncover that can help, I'm on it,' . . ."
(paragraph 59 of *Strange Birds*)

Character Speaking with Uncertainty

". . . what's gonna happen to 'em?"
(paragraph 38 of *Hoot*)

"I don't know anything about the hat or the Floras." (paragraph 51 of *Strange Birds*)

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

- 5 By early 1637, a single *Semper Augustus* bulb commanded the **astounding asking price** of 10,000 guilders. According to one historian, that amount could have bought the grandest house in Amsterdam. Or **it could have clothed and fed a family** for half their lives. Then, in February 1637, almost like a dying flower, the market collapsed. Prices had risen too high. No one could afford the bulbs. This set off a panic, and prices plunged. Then **even the most desirable blooms** fetched a fraction of their former prices. Tulip mania was over.

Correct Answer for CBT Item #23: Technology-Enhanced Item

Detail	Doubt	Persistence
"... the boys who stomped in time to her steps each time she attended physics class would do the same at tonight's lecture. It would be a price worth paying to hear Arthur Eddington. . . ." (paragraph 1)	☐	☒
"But Cecilia, you can't change your shop to astronomy. You're a science student. Astronomy is part of mathematics. It's not allowed." (paragraph 12)	☒	☐
"And they can't stop me from attending the astronomy lectures. . . ." (paragraph 13)	☐	☒

Correct Answer for CBT Item #27: Technology-Enhanced Item

"Finding no astronomy jobs open to women in England, Cecilia pursued an opportunity in the United States." (paragraph 30)

"Cecilia asked the director of the HCO, Harlow Shapley, to accept her on a fellowship." (paragraph 30)

"Her discovery fundamentally changed scientists' understanding of the universe." (paragraph 31)

"For years, she did the work of a professor but was called a 'technical assistant.'" (paragraph 32)

"When Cecilia died at age 79, her obituary called her 'probably the most eminent woman astronomer of all time,' . . ." (paragraph 33)

Correct Answer for CBT Item #30: Technology-Enhanced Item

In lines 65 and 66, the poet uses to describe the chile's .

Correct Answer for CBT Item #34: Technology-Enhanced Item

"We absolutely cannot approve a refund," the manager said, denying the customer's request to return the broken item. The customer could not understand why the manager was being so and unwilling to help.

Correct Answer for CBT Item #38: Technology-Enhanced Item

Peering the group waited for the eclipse to begin. the sun seemed to change before their eyes. until at last, day became night. —waiting, waiting, waiting. . . . Until finally, of the shadows, and everyone exhaled.

Correct Answer for CBT Item #39: Technology-Enhanced Item

Yesterday, while the neighbors their yard, my dog their work by jumping in the pile of leaves.

Scoring Rubric for CBT Item #13: Essay (ES)

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.

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

Scoring Rubric for CBT Item #28: Extended Response (ER)

Scoring Guide for Written Expression

3	2	1	0
• effective explanation of ideas • effective selection of evidence to support ideas • effective organization	• adequate explanation of ideas • adequate selection of evidence to support ideas • adequate organization	• minimal explanation of ideas • minimal selection of evidence to support ideas • minimal organization	• does not address the question or incorrectly responds to the question

Scoring Guide for Standard English Conventions

2	1	0
• appropriate control of a variety of sentence structures relative to the length of the response • appropriate control of grammar, usage, and mechanics relative to complexity and/or length of the response	• partial control of a variety of sentence structures relative to the length of the response • partial control of grammar usage, and mechanics relative to complexity and/or length of the response	• no control of grammar, usage, and mechanics and/or is of insufficient length