



MASSACHUSETTS

Department of Elementary  
and Secondary Education

*Release of Spring 2023*

*MCAS Test Items*

*from the*

*Grade 7 English Language Arts  
Paper-Based Test*

**June 2023**

**Massachusetts Department of  
Elementary and Secondary Education**



MASSACHUSETTS  
Department of Elementary  
and Secondary Education

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# Overview of Grade 7 English Language Arts Test

The spring 2023 grade 7 English Language Arts (ELA) test was a next-generation assessment that was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer. More information can be found on the MCAS Test Administration Resources page at [www.doe.mass.edu/mcas/admin.html](http://www.doe.mass.edu/mcas/admin.html).

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 [mcas.pearsonsupport.com/released-items/](http://mcas.pearsonsupport.com/released-items/).

## 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 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 15 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.

## English Language Arts

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**Read the articles about some ways that people who care about wildlife use photography.**

This article describes a strategy for learning more about rarely seen creatures.

### Here There Be Jaguars

*by David C. Louis*



- 1 The mountains of Sonora, Mexico, are rough and rugged lands. Traveling here is not for the faint of heart. These mountainous habitats are oftentimes called "thorn-scrub," and it's about as pleasant as it sounds. Plants like acacia and agave and several types of cactus offer all kinds of sharp thorns and spiky leaves to greet anyone who dares to hike these hillsides. But this dense vegetation is the perfect habitat for a large and secretive predator. This is the home of the jaguar.
- 2 The Northern Jaguar Reserve sits about 125 miles (200 km) south of the United States–Mexico border. Here, deep in the foothills of the Sierra Madre Occidental mountain range, the reserve offers 55,000 acres of sprawling, wild landscapes of forest and desert, canyons and rivers. You could fit two Disney Worlds into 55,000 acres.

3 The reserve is a strange mix of desert and tropical ecosystems, where two worlds collide. Enormous organ pipe cactus from the dry desert can be found beneath towering palm trees from the lush tropics. More than a dozen species of hummingbirds live here, as do military macaws, the dazzling (and noisy!) green parrots that nest in cliffs over the river. Troops of coatimundi—a goofy relative of the raccoon—can be seen scurrying through the dry creek beds in search of food. Mountain lions and bobcats, Gila monsters and tarantulas are common here too. The smaller cousin of the jaguar, the ocelot, calls the reserve home as well. Like the jaguar, the ocelot has a spectacular spotted coat. It, too, is a secretive cat.

### **Eyes in the Forest**

- 4 Miguel Gómez has hundreds of eyes watching the reserve’s secret world of wildlife. Gómez is a biologist for the Northern Jaguar Project, a Tucson-based nonprofit that manages the reserve to protect the jaguar and other wild creatures in northern Mexico. Each month, he travels the rocky and remote roads to check camera traps. These are small digital cameras hidden away in strategic locations around the reserve. This network of cameras—more than 150 in all—captures a fascinating world.
- 5 The camera traps are mounted in areas where jaguars and other wildlife are known to travel and visit. This could be next to a dry stream bed, along an overgrown old road, or at the muddy banks of a watering hole. When an animal passes in front of the camera, a sensor triggers and snaps a picture. The resulting photos uncover a family of mountain lions snoozing on a patch of grass, a pair of ocelots sharpening their claws on a downed log, a mother jaguar and her young cub. You never know what wild world the photos will reveal.

### **Collecting Data**

- 6 Back at camp, Gómez reviews the photos on a laptop. He flips through the photos—hundreds of them from one camera that hasn’t been checked in six weeks. Today’s batch of pics captured a roadrunner and a pig-like javelina, a badger and a pair of bobcats. Then . . . a jaguar! A series of photos captured a big male strolling along an old dirt road. This magnificent cat was just a few hundred feet from camp!
- 7 Gómez says that the cameras are especially useful when studying jaguars and ocelots. “These are recognizable animals because of their spot pattern,” he says.

- 8 Although the images are thrilling, each one is so much more than a photo of an unknown world. The collected photos add up to a massive database of images. These data can help scientists like Gómez better understand the habits of mysterious animals. By using information such as when and where the photos were captured, Gómez can piece together the story of the reserve's cats.

### **Tools of the Trade**

- 9 Although camera traps have been used to study wildlife for more than 100 years, the practice has become widespread in recent decades. With digital technology so advanced (and affordable), biologists use all kinds of hidden cameras to spy on our wild friends. Some cameras are armed with motion detectors that snap pictures when something passes by. Other cameras are triggered through the body heat of an animal. Some cameras can capture images in complete darkness without a flash, while others can record videos.
- 10 One key advantage to using camera traps to study wildlife is that the traps are non-invasive. This means they don't disturb or hurt the animals being studied. Oftentimes, scientists capture, tag, and release animals to better understand their habits—how they move, where they live, what they like to eat. They tag the animals with some sort of identification like a leg band on a bird or a collar on a wolf. Capturing and handling wildlife can cause the animal a lot of stress. It may even result in death. Camera traps let scientists avoid these risks.
- 11 Camera traps are practical too. Each camera is fairly inexpensive. It's simple to place them in remote, hard-to-reach areas where the shyest of animals live. Scientists can leave the cameras for months at a time, capturing the various changes to wildlife behavior throughout the year.
- 12 Around the world, camera traps have led to some remarkable discoveries. In 2012, camera traps captured pics of the Amur leopard in China, where it hadn't been seen in decades. In California, camera traps recently snapped the elusive wolverine, a giant member of the weasel family missing from the state since 1922. Camera traps are even being used at backyard birdfeeders to capture the daily lives of our feathered friends. They are allowing us to peek inside the lives of animals.

### Seeing the Bigger Picture

- 13 The photos taken by camera traps offer just one piece of data in a much larger picture of the secret life of a big cat. Mapping tools also help scientists better understand the jaguar and its habitats. Geographic information systems (GIS) is powerful mapping software that is widely used throughout the sciences. GIS relies on satellite imagery to map entire landscapes. When biologists use GIS along with camera trap photos, they can map out where the jaguar lives and how it moves through the landscape.
- 14 First, biologists like Gómez will design a network of camera traps and place them around an area such as the Northern Jaguar Reserve. The resulting photos help identify where jaguars are and where they are not. The photos tell biologists what types of habitats jaguars prefer and what habitats they might avoid. Then they use the GIS mapping tool to identify other, similar habitats in the area. With GIS, biologists can predict where suitable jaguar habitats are in the larger landscape.
- 15 Used together, camera trap photos and GIS create a dataset of important information. These data can help protect the cat and its habitats. Maybe a government agency is planning to construct a road near where jaguars are known to live. Or perhaps a rancher wants to set aside some land for wildlife. Biologists like Gómez can use this powerful dataset to create maps of potential jaguar habitat. These maps highlight the most critical areas to protect.
- 16 Mapping efforts are especially important when identifying wildlife corridors, the natural pathways that connect patches of habitat. Corridors allow jaguars and other wildlife to move from habitat patch to habitat patch in search of resources like food, water, and mates. Corridors let animals adapt to changing landscapes and avoid dangerous barriers like cities, farmlands, or roads.
- 17 “Jaguars move long distances before finding a permanent place for living,” Gómez explains. “During their search for this place, they need safe corridors for their movements. This corridor needs to be in good enough condition to provide them food and resting places before they continue their search.”
- 18 Camera traps are providing critical information to biologists who have dedicated their lives to studying the jaguar and other wildlife. These cameras—along with other tools—are revealing a secret world that we are just beginning to understand. Only with this understanding will we be able to protect the jaguar and its wild kingdom.

“Here There Be Jaguars” by David C. Louis, from *Muse Magazine*, November 2018. Copyright © 2018 by Cricket Media, Inc. Reprinted by permission of Cricket Media.



This article describes the work of a photographer named Joel Sartore.

### Creature Close-Up

by Maggie Mead

- 1 Joel Sartore has seen animals from every angle. The wildlife photographer has been hugged by trained grizzly bears. His face has been blanketed with monarch butterflies. And his camera was almost broken by an angry bird called a white-crowned hornbill.
- 2 Sartore lives in Lincoln, Nebraska. For years, he traveled the globe taking pictures of animals in the wild. Now he's on a different mission. He calls it the Photo Ark. Sartore wants to photograph all 12,000 animal species in zoos, aquariums, and other facilities around the world. That includes everything from a tiny tiger beetle to an enormous African elephant.
- 3 Why? Many animals face threats to their survival, such as shrinking habitats and climate change. A growing number are becoming endangered. Some species are dying out completely.
- 4 Sartore hopes his striking portraits will draw people's attention to the animals' struggles. "I hope people are moved to learn about the animals they most connect to," he says. "Only then will they take action to save them."

#### **People Problems**

- 5 Over millions of years, new species arise in nature. Others gradually die off. Scientists think that before humans existed, these changes took place at about the same rate.
- 6 Today, animal species are becoming extinct about 1,000 times faster than new ones are appearing, says Stuart Pimm. He's a biologist who studies extinction at Duke University in North Carolina. Pimm says that humans are the main reason so many species are struggling. "We're destroying species' homes," he says.
- 7 Around the world, people are cutting down forests where animals live, says Pimm. They're releasing pollution that contributes to climate change. This warms the planet and makes many habitats less suitable for the plants and animals that live there.

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- 8 Humans also bring invasive species to new areas. These plants and animals compete with native species for food. They can also spread diseases to local organisms.
- 9 As a wildlife photographer, Sartore documented some of the ways human activity was harming animals. He took photos of koalas that had been killed by pet dogs in Australia. After an oil spill in the Gulf of Mexico, he snapped pictures of pelicans coated in oil. He hoped these photos would inspire people to protect nature. But he wanted to make a bigger impact.

### **Say Cheese!**

- 10 In 2006, Sartore asked the Lincoln Children’s Zoo if he could take close-up photos of a small animal. The staff brought out a naked mole rat—a hairless, toothy rodent that lives underground. Sartore’s photos of the strange animal became the first images in the Photo Ark.
- 11 Since then, Sartore has photographed more than 7,000 creatures in captivity around the world. He uses paint, fabric, or paper to create a plain white or black backdrop for each portrait. That helps him show the animals without any distractions. He also shoots each animal up close. “A mouse is as big as an elephant in these photos,” he says.
- 12 Sartore works with animal handlers to make sure each animal is comfortable being photographed. But the photo shoots aren’t always easy. In 2011, Sartore attempted to photograph a chimpanzee at a zoo in Kansas. Just before Sartore could snap a photo, the chimp ripped down the white paper backdrop and ran away. “That shoot lasted less than three seconds,” says Sartore.



### **Race Against Extinction**

- 13 As more animals die out, Sartore has hurried to document them. In 2015, he traveled to the Czech Republic to photograph one of the last living northern white rhinos. Two weeks later, the animal died. Now there are only three left in the world—all in captivity.
- 14 Sartore has photographed the last living members of some species, like the Rabbs' fringe-limbed tree frog. This brown Central American frog was discovered in 2005 and became extinct in 2016.
- 15 The extinction of a single species may seem unimportant. But the plants and animals in an ecosystem all depend on one another to survive. When one species disappears, Sartore points out, others can soon follow.
- 16 Sartore hopes that governments will pass more laws to protect endangered animals and their habitats. But individuals can make a difference too. By recycling and using less energy, you can help reduce pollution. Sartore also recommends supporting your local zoo, which works to protect endangered species.
- 17 Sartore thinks it will take him about 15 more years to photograph the rest of the world's captive species. But he's determined to keep going. "I still believe that people want to help," he says. "But first, they have to meet these animals and learn what the problems are."

"Creature Close-Up" by Maggie Mead, from *Scholastic SuperScience*, April 2018. Text copyright © 2018 by Scholastic Inc. Reprinted by permission of Scholastic Inc. Photographs copyright © Joel Sartore / National Geographic Photo Ark.

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- 1 How do the descriptions in paragraphs 1 and 2 of “Here There Be Jaguars” **mainly** develop an important idea in the article?
- (A) by indicating how hard it is for jaguars to survive in their ecosystem
  - (B) by showing how fragile and unprotected the ecosystem of the jaguars is
  - (C) by demonstrating how vast and challenging the territory of the jaguars is
  - (D) by showing how exposed the jaguars are to attack by predators in their territory

- 2 Read the sentences from paragraph 4 of “Here There Be Jaguars” in the box.

Each month, he travels the rocky and remote roads to check camera traps. These are small digital cameras hidden away in strategic locations around the reserve. This network of cameras—more than 150 in all—captures a fascinating world.

Which statement **best** describes the relationship between the information in the sentences and the section **Tools of the Trade**?

- (A) The information in the sentences presents the many functions of camera traps, and Tools of the Trade outlines their single purpose.
- (B) The information in the sentences introduces how one person uses camera traps, and Tools of the Trade describes their various benefits.
- (C) The information in the sentences shows a modern type of camera trap, and Tools of the Trade summarizes the history of the technology.
- (D) The information in the sentences illustrates many people using a camera trap, and Tools of the Trade demonstrates a single person using the technology.

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- 3 What is the **most likely** purpose of paragraph 1 of “Creature Close-Up”?
- Ⓐ to show the reader Sartore’s frustrations with his job
  - Ⓑ to impress the reader by demonstrating Sartore’s artistic talent
  - Ⓒ to engage the reader by describing Sartore’s unusual experiences
  - Ⓓ to help the reader understand Sartore’s reasons for taking photographs
- 4 What is the **most likely** reason the author of “Creature Close-Up” included paragraph 6?
- Ⓐ to introduce an expert’s insights into the cause of animal extinctions
  - Ⓑ to highlight a change in scientists’ ability to predict animal extinctions
  - Ⓒ to show the large number of institutions researching animal extinctions
  - Ⓓ to emphasize that there is widespread agreement on the pace of animal extinctions
- 5 Read the sentence from paragraph 11 of “Creature Close-Up” in the box.

Since then, Sartore has photographed more than 7,000 creatures in captivity around the world.

What does the sentence **mainly** suggest about Sartore?

- Ⓐ He enjoys discovering new places.
- Ⓑ He is brave when confronted with risk.
- Ⓒ He is committed to the responsibility he has taken on.
- Ⓓ He appreciates opportunities to spend time by himself.

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- 6 Read the sentence from paragraph 13 of “Creature Close-Up” in the box.

Now there are only three left in the world—all in captivity.

What is the purpose of the dash in the sentence?

- Ⓐ to indicate a change in setting
  - Ⓑ to set off the definition of a word
  - Ⓒ to emphasize additional information
  - Ⓓ to distinguish between opposing points of view
- 7 In “Creature Close-Up,” which phrase **best** describes the tone of the section **Race Against Extinction**?
- Ⓐ critical and bitter
  - Ⓑ serious and urgent
  - Ⓒ excited and anxious
  - Ⓓ confused and discouraged
- 8 Which statement **best** describes the function of the headings in **both** articles?
- Ⓐ They help organize a series of events.
  - Ⓑ They identify the conflict detailed in each section.
  - Ⓒ They indicate the steps in a complicated process.
  - Ⓓ They suggest the main idea explored in each section.

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- 9 Reread paragraph 6 of “Here There Be Jaguars” and paragraph 12 of “Creature Close-Up.” What similarity between Gómez’s and Sartore’s work is suggested in the paragraphs?
- Ⓐ Their projects demand the development of quick reflexes.
  - Ⓑ Their occupations regularly confront them with puzzling situations.
  - Ⓒ Their ambition brings them into contact with animals that they enjoy visiting.
  - Ⓓ Their success depends in part on animal behaviors that are difficult to predict.

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### 10 Part A

Read the sentence from paragraph 16 of “Here There Be Jaguars” in the box.

Corridors allow jaguars and other wildlife to move from habitat patch to habitat patch in search of resources like food, water, and mates.

What is the purpose of the commas in the sentence?

- Ⓐ to separate items in a series
- Ⓑ to set off an introductory clause
- Ⓒ to introduce the definitions of terms
- Ⓓ to indicate less important information

### Part B

Which sentence from “Creature Close-Up” uses commas for the same purpose as the answer to Part A?

- Ⓐ “Many animals face threats to their survival, such as shrinking habitats and climate change.” (paragraph 3)
- Ⓑ “Around the world, people are cutting down forests where animals live, says Pimm.” (paragraph 7)
- Ⓒ “He uses paint, fabric, or paper to create a plain white or black backdrop for each portrait.” (paragraph 11)
- Ⓓ “Sartore also recommends supporting your local zoo, which works to protect endangered species.” (paragraph 16)



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- 11 Based on “Here There Be Jaguars” and “Creature Close-Up,” select the answer that **best** completes each sentence.

“Here There Be Jaguars” and “Creature Close Up” **both** focus on

- Ⓐ scientific data.
- Ⓑ animal protection.
- Ⓒ unknown species.

“Here There Be Jaguars” **mainly** describes the

- Ⓐ process of scientific study.
- Ⓑ exploration of uninhabited places.
- Ⓒ clashes between species of animals.

“Creature Close-Up” focuses **mainly** on

- Ⓐ caring for wildlife in captivity.
- Ⓑ highlighting a crisis for animals.
- Ⓒ developing new artistic techniques.

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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.

- 12 Based on “Here There Be Jaguars” and “Creature Close-Up,” write an essay that explains how cameras are a useful tool for people hoping to protect wildlife. Be sure to use information from **both** articles to develop your essay.

Write your answer on the next two pages.



A large rectangular box containing 25 horizontal lines for writing.

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Read the article about “tulip mania,” a time when people used an unusual kind of currency, or money. Then answer the questions that follow.

### When Fortunes Blossomed

by Nick D’Alto



- 1 Can flowers be money? In the Netherlands during the 1630s, tulip bulbs actually became an unlikely form of currency. Today, this historic episode is remembered as “tulip mania.”

#### **Budding Wealth**

- 2 It all began innocently enough. In the 1600s, the Netherlands was Europe’s richest nation. With their new wealth, some citizens could afford luxury items, including expensive flowers. Tulips were the most prized flowers of all. Soon, trading networks arose for buying and selling these flowers. Most popular? The rarest, most beautiful blooms. Some sported gorgeous, striped patterns.
- 3 Desirable bulbs could sell for extraordinary sums. Some cost more than a year’s salary. In the 1620s, around a dozen bulbs of a variety called *Semper Augustus* were valued at 1,200 guilders\* each. That amount would have the same purchasing power as around \$15,000 today. A few years later, such bulbs were worth five times as much. As prices soared, more people began trading in tulips. They sought riches. Some historians say people made or lost fortunes overnight. At the height of the craze, bulbs may have been traded ten times in a single day.

\*guilders—a kind of money once used throughout Europe

- 4 Amazingly, traders were buying and selling bulbs they'd never actually seen. Most of the year, tulip bulbs must remain underground. Sales turned on hope. In the spring, sellers would dig up and deliver bulbs to buyers, who hoped they would produce promised blossoms for a few weeks. And there's more. Even the best growers of that day did not understand what produced the most beautiful flowers. They didn't know how to reproduce them reliably. Yet people still bought bulbs.
- 5 By early 1637, a single *Semper Augustus* bulb commanded the astonishing 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.

### **COMPLETE PLANTS**

They look like stumpy roots. But in fact, tulip bulbs are complete miniature plants that spend most of their lives underground. What's more, the bulb stores food that the plant will need to produce its beautiful flowers.

Usually planted in fall, tulip bulbs "winter over" and sprout in spring. Then they grow quickly and flower. After that, the plant's leaves produce enough food (through photosynthesis) to replenish the bulb for next year. The main bulb may also divide, producing new bulbs. This can yield new plants and flowers. (Onions and some other plants and flowers grow this way too.)



### **The Roots of the Dilemma**

- 6 Four centuries later, this botanical craze has modern echoes. Tulip mania was an extreme example of what financial experts call speculation. That's when buyers purchase goods in the hopes of quick gains, but at the risk of severe loss.
- 7 Economists point to the tulip craze as an example of an economic bubble. Bubbles occur when fierce trading drives an otherwise ordinary product far beyond its usual value. The bubble "inflates" until no one is willing to buy. Then it "bursts." (This still happens. In the late 1990s, stock in early internet companies became very valuable. When the bubble burst in 2000, some companies that had been valued at hundreds of millions of dollars became worthless.) Tulip mania's system of purchasing flowers before they'd sprouted resembles today's futures trading. In this kind of trading, buyers and sellers agree on future prices for a product, like gold. But they agree without knowing how economic conditions might change.

### **Seeds of Change**

- 8 Once tulip mania ended, some books and paintings mocked the tulip traders as fools, undone by greed. Surely some were. But the critics may have exaggerated. Historians say that few ordinary people were actually involved in the tulip trade. And while certain wealthy buyers did lose a great deal, most were not ruined.
- 9 Some modern economists are not convinced that tulip mania was entirely irrational. They argue that other high-end investments, such as rare paintings, still command fierce competition and soaring prices today. If a tulip bulb worth more than a house is just a flower, then is a Van Gogh (meaning no disrespect) just paint and canvas? Or is *Superman #1* just a comic book? Flowers do seem like a strange form of money. But today, we're comfortable using paper bills and plastic cards to represent money. In the future, we may all use online-only money, also called cryptocurrencies. This new kind of currency is already attracting spirited trading. And its value has fluctuated. Not too different from the tulip bulbs.

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10 In the end, tulip mania helps us understand the way we value the things we buy and own. Most things we buy possess “utility value.” For example, lumber has value because you can build with it. Magazines have value because they inform or entertain us (hopefully both!). But other products, from rare tulips to say, designer clothing, have value for a very different reason. In large part, it’s simply because we want them. And because other people, at least for a while, want them too.

“When Fortunes Blossomed” by Nick D’Alto, from *Muse Magazine*, April 2019. Text copyright © 2019 by Cricket Media, Inc. Reprinted by permission of Cricket Media. Photograph 1 courtesy of Pixabay. Photograph 2 copyright © iStockphoto/YinYang.



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- 13 Read the sentences from paragraph 4 in the box.

And there's more. Even the best growers of that day did not understand what produced the most beautiful flowers. They didn't know how to reproduce them reliably. Yet people still bought bulbs.

Based on the sentences, what is the **most likely** meaning of the word *reliably*?

- Ⓐ in an honest way
  - Ⓑ in a consistent way
  - Ⓒ in an appealing way
  - Ⓓ in a cooperative way
- 14 What is the **most likely** reason the author included the text box titled **COMPLETE PLANTS**?
- Ⓐ to explain why tulips were more expensive than other flowers
  - Ⓑ to instruct people on how to care for the tulip plants in their yards
  - Ⓒ to provide scientific information about tulips that is not included in the main article
  - Ⓓ to offer a reason for the end of the tulip trade that is not discussed in the main article

**15** Part A

Which sentence **best** states a central idea of the article?

- Ⓐ Competition to achieve wealth results in a lack of creative ideas.
- Ⓑ Anything can be used as currency if people agree that it has value.
- Ⓒ The dangers of using natural objects as currency can outweigh the benefits.
- Ⓓ Experts are confused by what motivates some people to pursue great wealth.

**Part B**

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

- Ⓐ "The rarest, most beautiful blooms. Some sported gorgeous, striped patterns." (paragraph 2)
- Ⓑ "Most of the year, tulip bulbs must remain underground." (paragraph 4)
- Ⓒ "Surely some were. But the critics may have exaggerated." (paragraph 8)
- Ⓓ "But today, we're comfortable using paper bills and plastic cards to represent money." (paragraph 9)

**Grade 7 English Language Arts**  
**Spring 2023 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	10	<i>Reading</i>	RI.7.2	SR	Analyze how specific paragraphs contribute to the development of a passage.	C
2	10	<i>Reading</i>	RI.7.5	SR	Determine the relationship between sentences in a passage and a text feature in a passage.	B
3	11	<i>Reading</i>	RI.7.5	SR	Determine the main purpose of a paragraph in a passage.	C
4	11	<i>Reading</i>	RI.7.5	SR	Determine the reason an author included a paragraph in a passage.	A
5	11	<i>Reading</i>	RI.7.3	SR	Determine what a detail in a passage suggests about an individual.	C
6	12	<i>Language</i>	L.7.2	SR	Identify the purpose of specific punctuation in a sentence.	C
7	12	<i>Reading</i>	RI.7.4	SR	Determine the tone of a specific section of a passage.	B
8	12	<i>Reading</i>	RI.7.5	SR	Determine the function of text features in two passages.	D
9	13	<i>Reading</i>	RI.7.9	SR	Determine a similarity in how information is presented in two passages.	D
10	14	<i>Language</i>	L.7.2	SR	Identify the purpose of punctuation in a sentence and select an example from a different passage that uses punctuation for the same purpose.	A;C
11	15	<i>Reading</i>	RI.7.2	SR	Analyze how a similar main idea is developed in two passages through different information.	B;A;B
12	16	<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 significance of an object to a group of people; use information from the passages to support your explanation.	
13	23	<i>Language</i>	L.7.4	SR	Determine the meaning of a word in context.	B
14	23	<i>Reading</i>	RI.7.5	SR	Determine the reason an author includes a text feature in an article.	C
15	24	<i>Reading</i>	RI.7.2	SR	Determine a central idea of an article and identify support from the article.	B;D

\* 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 constructed-response and essay items will be posted to the Department’s website later this year.

**Grade 7 English Language Arts**  
**Spring 2023 Unreleased Operational Items**

<b>PBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
16	<i>Reading</i>	RL.7.3	SR	Analyze how a specific paragraph develops a character.
17	<i>Reading</i>	RL.7.2	SR	Identify supporting evidence for a central idea in a passage.
18	<i>Reading</i>	RL.7.3	SR	Analyze what a phrase in a passage suggests about a character’s feelings.
19	<i>Reading</i>	RL.7.1	SR	Make an inference about a character based on information from the passage.
20	<i>Reading</i>	RL.7.4	SR	Analyze how a specific paragraph impacts the meaning of a passage.
21	<i>Reading</i>	RL.7.3	SR	Analyze how a figure of speech reveals a character’s feelings about the setting in a passage.
22	<i>Reading</i>	RL.7.1	SR	Make an inference about a character based on information from the passage.
23	<i>Language</i>	L.7.5	SR	Analyze what the figurative language used in a passage suggests about a character.
24	<i>Reading</i>	RL.7.4	SR	Analyze how a specific word impacts the meaning of a passage.
25	<i>Reading</i>	RL.7.4	SR	Determine the tone of specific paragraphs in a passage.
26	<i>Reading</i>	RL.7.3	SR	Analyze a character’s feelings in a passage and identify a point at which those feelings change.
27	<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 the passage, based on a specific event.
28	<i>Reading</i>	RL.7.3	SR	Analyze how specific lines contribute to the development of the subject of a poem.
29	<i>Language</i>	L.7.2	SR	Identify the purpose of punctuation in lines of a poem.
30	<i>Reading</i>	RL.7.4	SR	Determine the meaning of a phrase in context.
31	<i>Reading</i>	RL.7.1	SR	Identify which character traits are revealed by details in a poem.

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