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## VI. English Language Arts, Grade 7

# Grade 7 English Language Arts Test

The spring 2017 grade 7 English Language Arts test was a next-generation assessment, featuring a new test design and new item types. The test was administered in two formats: a computer-based version and a paper-based version. The test included both operational items, which count toward a student's score, and matrix items. The matrix portion of the test consisted of field-test questions that do not count toward a student's score.

In general, all students were administered the same operational items, regardless of whether they took the computer-based test or the paper-based test. In some instances, the wording or content of a paper item differed slightly from the computer-based version. More information about the differences between the computer-based and paper-based tests will be posted to the MCAS website at [www.doe.mass.edu/mcas/](http://www.doe.mass.edu/mcas/).

This document displays the **paper-based versions** of the 2017 operational items that have been released. The **computer-based versions** of the released items are available on the MCAS Resource Center website at [mcas.pearsonsupport.com](http://mcas.pearsonsupport.com).

## 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 and essay questions. On the paper-based test, the selected-response questions were multiple-choice items, in which students select the correct answer 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* (March 2011) listed below. Page numbers for the learning standards appear in parentheses.

- Reading (*Framework*, pages 47–52)
- Writing (*Framework*, pages 53–59)
- Language (*Framework*, pages 64–67)

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

## Reference Materials

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

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This session contains 10 questions.

## Directions

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

For most questions, you will mark your answers by filling in the circles in your Student 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.

One question will ask you to write an essay. Write your essay in the space provided in your Student Answer Booklet. Only essays written within the provided space will be scored.

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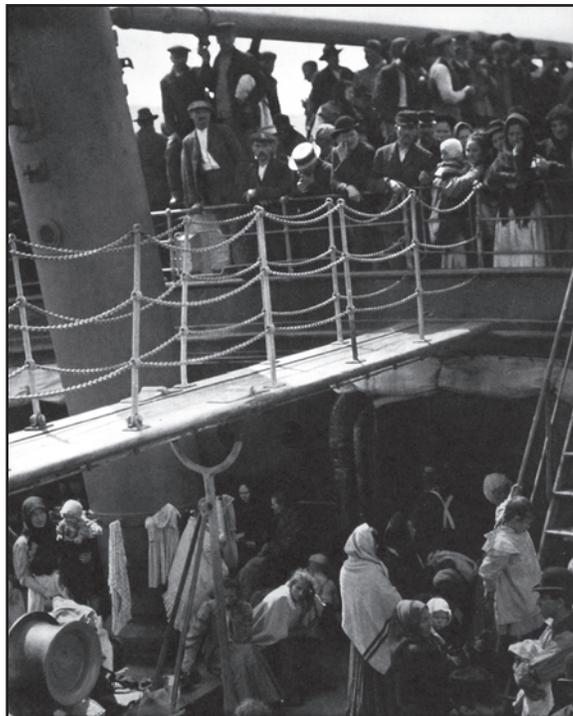
Read the poem and the article, which describe what it was like to be an immigrant to the United States around 1900. Then answer the questions that follow.

The poem "Steerage," which was inspired by the accompanying photograph, imagines the feelings that European immigrants had as they took the journey by ship to America.

### Steerage

*The part of a passenger ship reserved for those traveling at the cheapest rate*

*by David Citino*



A photograph can show us,  
in color or in black and white,  
what's wrong, what's right.

Look with me inside this ship.

5 We see, through the lens, a crowd  
of families. It all looks loud,

though a photograph makes  
noise only in our heads. Lives  
are changing. Husbands, wives

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10 and babies are sailing toward us,  
who inhabit the future they desire,  
free from poverty's dirty fire.

They sail in steerage, a mode  
of going from dark to days  
15 of light, to develop all the ways  
of being themselves. The mast,<sup>1</sup>  
they hope, will grow into a leafy tree  
and whisper, "Now you're free."

<sup>1</sup>mast—a tall pole used to support the sails on a ship

"Steerage" by David Citino, from *Heart to Heart: New Poems Inspired by Twentieth-Century American Art*. Copyright © 2001 by Harry N. Abrams, Inc. Reprinted by permission of Mary Citino. Photograph courtesy of the Library of Congress.

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Read the article “Voyage of Hope, Voyage of Tears,” which describes the journey many immigrants made from Europe to America by ship.

### Voyage of Hope, Voyage of Tears

by Mimi Boelter

- 1 Hope was the one guiding star that led millions of people to immigrate to America. But those people had to endure a lot even before they arrived on this country’s shores. Their journey began when they said good-bye to their ancestral homes and set out—by train or wagon or on foot—for a seaside port and a ship that would take them to their new country.
- 2 By 1880, an Atlantic Ocean crossing on a steamship lasted eight to 14 days—not bad, compared with the one- to three-month expeditions of the earlier sailing ships. Shipping lines actually competed for emigrating passengers, who were considered highly profitable, self-loading cargo. Some ships, for example, could hold more than 2,000 emigrants in steerage. At 10 to 40 dollars per traveler, those ships could make a good profit carrying many people in the least expensive and least luxurious way.
- 3 When emigrants arrived at European port cities, such as Antwerp (Belgium), Liverpool (England), or Naples (Italy), to name just a few, they often had to wait up to two weeks for a ship that was departing for the United States. So, shipping companies made even more money by building hotels where travelers had to pay to stay while they waited. The Hamburg-Amerika Shipping Line maintained an entire village on the outskirts of Hamburg, Germany, that included two churches, a synagogue, a kosher<sup>1</sup> kitchen, and accommodations for 5,000 people.
- 4 Steamship companies required steerage passengers to take an antiseptic<sup>2</sup> bath, have their baggage fumigated,<sup>3</sup> and be examined by doctors before boarding. The emigrants also answered questions—such as name, age, occupation, native country, and destination—for the ship’s manifest. At the other end of the trip, Ellis Island officials would use such information to verify and group the immigrants.
- 5 Once the ship was underway, first- and second-class passengers ate meals in a dining hall and enjoyed private cabins through which fresh sea breezes could blow. Steerage passengers, on the other hand, had food brought to them, as they traveled in the dark bowels of the ship where there was no privacy. Keeping clean was difficult, as fresh water was often available only

<sup>1</sup>kosher—food prepared in accordance with certain Jewish dietary laws

<sup>2</sup>antiseptic—germ-killing or cleaning

<sup>3</sup>fumigated—disinfected by smoke or fumes

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on deck. "That hope to be in America was so great and so sunny, that it colored all the pain that we had during our trip," remembered Gertrude Yellin about her voyage in 1922.

- 6 Steerage passengers slept in narrow bunks, usually three beds across and two or three deep. Burlap-covered mattresses were filled with straw or seaweed. During fierce North Atlantic storms, all hatches<sup>4</sup> were sealed to prevent water from getting in, making the already stuffy air below unbearable.

HOLLAND-AMERICA LINE.  
**Inspection Card**  
(Third Class Passengers)

Port of departure Rotterdam Date of departure: 26 Sep 1923  
Name of Ship RINDAM Name of Passenger Easter Eurobb  
Last residence Lithuania

Inspected and passed at Rotterdam Passed at quarantine, port of U.S. Bureau, port of (Date). (Date).

UNITED STATES PUBLIC HEALTH SERVICE

Seal or Stamp of Consular or Medical Officer.

Berth No. 5 6

To be punched by ship's surgeon at daily inspection

- 7 Many children died when contagious illnesses, such as measles, broke out onboard ship. Their lifeless bodies were taken from their mothers' arms and dropped into the ocean. Throughout their 1905 voyage, Fannie Kligerman's mother hid Fannie's infant sister in an apron, hoping the child would stay healthy. She did.
- 8 Outbreaks of seasickness also were present on every ship, keeping hundreds of passengers in their beds through most of the ocean crossing. And the lack of sanitation in steerage made cleaning up vomit impossible. As time went on, the stench of the unventilated cargo area would grow worse. Bertha Devlin, who immigrated in 1923, recalled a particularly bad Atlantic crossing: "One night I prayed to God that [the boat] would go down . . . I was that sick. . . . And everybody else was the same way."
- 9 Immigrants often crowded on the deck of the ship at the end of the trip when the Statue of Liberty was sighted in New York Harbor. Steamships made their first stop at a pier on the mainland. There, the first- and second-class passengers were free to leave the ship, with little or no

<sup>4</sup>hatches—coverings for the openings on the deck of a ship

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medical examination. Afterward, steerage passengers were crowded onto a barge or ferry, often with standing room only, and taken to Ellis Island. On a busy day, immigrants might have to wait their turn to disembark,<sup>5</sup> standing for several hours with no food or drink. The ordeal of the ocean voyage was over, but the unknowns of the Ellis Island examination process were just ahead.

### **“Emigrate” and “Immigrate”**

The words **emigrate** and **immigrate** are both used of people involved in a permanent move, generally across a political boundary. *Emigrate* refers to the point of departure: *He emigrated from Germany* (that is, left Germany). By contrast, *immigrate* refers to the new location: *The promise of prosperity in the United States encouraged many people to immigrate* (that is, move to the United States).

<sup>5</sup>disembark—leave a ship

“Voyage of Hope, Voyage of Tears” by Mimi Boelter, from *Cobblestone*, February 2006. Copyright © 2006 by Carus Publishing Company d/b/a Cricket Media. Reprinted by permission of Cricket Media, Inc. Inspection card from the Gjenvick-Gjønvik Archives. “‘Emigrate’ and ‘Immigrate’” adapted and reproduced from *The American Heritage Student Dictionary*. Copyright © 2003 by Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Harcourt School Publishers.

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- 1 What is the purpose of the lines in italics underneath the title of the poem?
- A. to define a term
  - B. to create an image
  - C. to present an opinion
  - D. to highlight a point of view

- 2 Read the lines from the poem in the box.

- in color or in black and white, / what's wrong, what's right.
- . . . going from dark to days / of light, . . .

What do the contrasts in the lines **mostly** emphasize?

- A. the uncertainties of the weather
  - B. the swiftness of the ocean voyage
  - C. the changes in the immigrants' lives
  - D. the unhappiness in the immigrants' lives
- 3 In line 4 of the poem, what is the **main** effect of using the words "Look with me"?
- A. It reveals the poet's feelings.
  - B. It suggests a passing of time.
  - C. It indicates a different speaker.
  - D. It commands the reader's attention.

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- 4 In lines 7 and 8 of the poem, what does the speaker **most likely** mean by “a photograph makes / noise only in our heads”?
- A. A photograph does not show us what is happening.
  - B. A photograph communicates by causing us to think.
  - C. A photograph does not affect us as much as a movie.
  - D. A photograph appeals to us if it shows a lively scene.
- 5 Based on lines 16–18 of the poem, what does the mast symbolize?
- A. the beauty of nature
  - B. the bonds of families
  - C. the potential of the future
  - D. the strength of the immigrants

- 6 Read the sentence from paragraph 1 of the article in the box.

Their journey began when they said good-bye to their ancestral homes and set out—by train or wagon or on foot—for a seaside port and a ship that would take them to their new country.

In the sentence, the dashes are used to

- A. cite a primary source.
- B. introduce the main idea.
- C. indicate a shift in setting.
- D. provide specific examples.

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- 7 In paragraph 2 of the article, the description “highly profitable, self-loading cargo” **mainly** suggests that the shipping lines
- A. had little concern for steerage passengers.
  - B. charged low fares for steerage passengers.
  - C. carried freight instead of steerage passengers.
  - D. were effective at handling steerage passengers.
- 8 What is the **main** purpose of paragraphs 4–8 of the article?
- A. to compare the voyages of the time with the voyages of today
  - B. to explain why many passengers lost their lives during the voyages
  - C. to describe what the immigrants’ experience on the voyage was like
  - D. to show that the immigrants’ spirits remained high during the voyage
- 9 Based on paragraph 4 of the article, a *manifest* is **most likely**
- A. a ticket for passengers.
  - B. a record of passengers.
  - C. a fee to enter a country.
  - D. a request to become a citizen.

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This question is a text-based essay question. Write your essay in the space provided in your Student Answer Booklet. Your essay should:

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

- 10** Based on “Steerage” and “Voyage of Hope, Voyage of Tears,” write an essay that explains how the lives of immigrants are portrayed. Be sure to use information from **both** the poem and the article to develop your essay.

**Grade 7 English Language Arts**  
**Spring 2017 Released Operational Items:**  
**Reporting Categories, Standards, Item Descriptions, and Correct Answers**

Item No.	Page No.	Reporting Category	Standard	Item Type*	Description	Correct Answer (SR)**
1	67	<i>Reading</i>	RL.7.5	SR	Analyze the purpose of a poem's form.	A
2	67	<i>Reading</i>	RL.7.5	SR	Analyze what is emphasized by contrast in lines in a poem.	C
3	67	<i>Reading</i>	RL.7.4	SR	Determine the main effect of words in a poem.	D
4	68	<i>Reading</i>	RL.7.4	SR	Determine the meaning of words in a poem.	B
5	68	<i>Reading</i>	RL.7.MA.8.A	SR	Analyze symbolism in a poem.	C
6	68	<i>Language</i>	L.7.1.a	SR	Determine the function of punctuation used in a sentence.	D
7	69	<i>Reading</i>	RI.7.4	SR	Analyze the meaning of a phrase in a passage.	A
8	69	<i>Reading</i>	RI.7.6	SR	Determine an author's purpose in a passage.	C
9	69	<i>Language</i>	L.7.4	SR	Use context to determine the meaning of a word.	B
10	70	<i>Writing Language</i>	W.7.2, W.7.4, L.7.1, L.7.2, L.7.3	ES	Write an essay to explain how two texts present information on a topic; use information from the texts to support your explanation.	

\* ELA item types are: selected-response (SR), constructed-response (CR), 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 2017 Unreleased Operational Items:**  
**Reporting Categories, Standards, and Item Descriptions**

<b>Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Description</b>
11	<i>Reading</i>	RL.7.3	SR	Analyze the interaction of plot to character and find evidence to support the answer.
12	<i>Reading</i>	RL.7.2	SR	Determine a theme of the passage.
13	<i>Reading</i>	RL.7.2	SR	Analyze how a central idea of the passage is developed and identify supporting evidence.
14	<i>Reading</i>	RL.7.6	SR	Analyze how the points of view of characters are developed in a passage and provide evidence to support your analysis.
15	<i>Writing Language</i>	W.7.3, W.7.4, L.7.1, L.7.2, L.7.3	ES	Write a narrative that continues the story, including supporting details from the story.
16	<i>Reading</i>	RL.7.3	SR	Analyze how the setting impacts the tone of a passage.
17	<i>Reading</i>	RL.7.4	SR	Determine the meaning of a phrase, based on analysis of the passage.
18	<i>Reading</i>	RL.7.2	SR	Determine a central idea in a passage.
19	<i>Reading</i>	RL.7.3	SR	Analyze the qualities of a character in a passage.
20	<i>Reading</i>	RL.7.1	SR	Make an inference based on information from the passage.
21	<i>Reading</i>	RL.7.1	SR	Make an inference about a character based on information from the passage.
22	<i>Reading</i>	RL.7.3	SR	Analyze a character's feelings in a passage.
23	<i>Reading</i>	RL.7.6	SR	Analyze how the author develops the characters' points of view in the passage.
24	<i>Language</i>	L.7.2	SR	Determine the purpose of a punctuation symbol in a passage.
25	<i>Writing Language</i>	W.7.2, W.7.4, L.7.1, L.7.2, L.7.3	ES	Write an essay to explain what a character learns in a passage; use information from the passage to support your explanation.

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