
IV. English Language Arts, Grade 7

A. Composition

B. Language and Literature

Grade 7 English Language Arts Test

Test Structure

The Grade 7 MCAS English Language Arts Test was presented in the following two parts:

- the ELA Composition Test, which used a writing prompt to assess learning standards from the Massachusetts *English Language Arts Curriculum Framework's* **Composition** strand
- the ELA Language and Literature Test, which used multiple-choice and open-response questions (items) to assess learning standards from the *Curriculum Framework's* **Language** and **Reading and Literature** strands

A. Composition

The spring 2005 Grade 7 MCAS English Language Arts Composition Test and Make-Up Test were based on learning standards in the **Composition** strand of the Massachusetts *English Language Arts Curriculum Framework* (2001). The learning standards for the Composition strand appear on pages 72–83 of the *Framework*, which is available on the Department Web site at www.doe.mass.edu/frameworks/ela/0601.pdf.

In *Test Item Analysis Reports* and on the *Subject Area Subscore* pages of the MCAS *School Reports* and *District Reports*, ELA Composition test results are reported under the **Composition** reporting category.

Test Sessions and Content Overview

The MCAS ELA Composition Test included two separate test sessions, administered on the same day with a short break between sessions. During the first session, each student wrote an initial draft of a composition in response to the appropriate writing prompt on the next page. During the second session, each student revised his/her draft and submitted a final composition, which was scored in the areas of Topic Development and Standard English Conventions. The MCAS Writing Score Guide (Composition Grade 7) is available at www.doe.mass.edu/MCAS/student/2004/scoring7.doc.

Reference Materials and Tools

At least one English-language dictionary per classroom was provided for student use during ELA Composition test sessions. The use of bilingual word-to-word dictionaries was allowed for limited English proficient students only. No other reference materials or tools were allowed during either ELA Composition test session.

Cross-Reference Information

Framework general standards 19–22 are assessed by the ELA Composition.

English Language Arts Composition, Grade 7

Grade 7 Writing Prompt

WRITING PROMPT

Seventh grade is an important year. Learning new things and having new experiences may have changed you.

Your English teacher would like you to write about how you have changed since the beginning of the year. In a well-developed composition, describe **two** ways in which you have changed and explain what effect they have had on your life.

Grade 7 Make-Up Writing Prompt

WRITING PROMPT

Many people like to have a place where they can go to relax or unwind. It could be indoors or outdoors. Some people prefer quiet surroundings, while others like a busier atmosphere.

Think about a place you like to go to relax or unwind. In a well-developed composition, describe the place and explain why it is relaxing.

B. Language and Literature

The spring 2005 Grade 7 MCAS English Language Arts Language and Literature Test was based on learning standards in the two content strands of the Massachusetts *English Language Arts Curriculum Framework* (2001) listed below. Page numbers for the learning standards appear in parentheses.

- Language (*Framework*, pages 19–26)
- Reading and Literature (*Framework*, pages 35–64)

The *English Language Arts Curriculum Framework* is available on the Department Web site at www.doe.mass.edu/frameworks/ela/0601.pdf.

In *Test Item Analysis Reports* and on the *Subject Area Subscore* pages of the MCAS *School Reports* and *District Reports*, ELA Language and Literature test results are reported under two MCAS reporting categories: **Language** and **Reading and Literature**, which are identical to the two *Framework* content strands listed above.

Test Sessions and Content Overview

The MCAS Grade 7 ELA Language and Literature Test included three separate test sessions. Each session included selected readings, followed by multiple-choice and open-response questions. Common reading passages and test items are shown on the following pages as they appeared in test booklets. Due to copyright restrictions, certain reading passages cannot be released to the public on the Web site. All of these passages appear in the printed version of this document.

Reference Materials and Tools

The use of bilingual word-to-word dictionaries was allowed for limited English proficient students only, during all three ELA Language and Literature test sessions. No other reference materials were allowed during any ELA Language and Literature test session.

Cross-Reference Information

The table at the conclusion of this chapter indicates each item's reporting category and the *Framework* general standard it assesses. The correct answers for multiple-choice questions are also displayed in the table.

English Language Arts

LANGUAGE AND LITERATURE: SESSION 1

DIRECTIONS

This session contains three reading selections with sixteen multiple-choice questions and two open-response questions. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

Which animals are the smartest? Are horses smarter than dogs, and are dogs smarter than cats? Are monkeys smarter than all three? Scientists have long wondered how to measure an animal's intelligence. Read the article to see why determining animal intelligence is so difficult. Use information from the article to answer the questions that follow.

Are Dogs Dumb?

by Karen Hopkin

- 1 Chimps can use sign language to talk to their trainers. Monkeys can learn to count. A crow can figure out how to use a stick to get at that hard-to-reach grub. Chickens can learn to play checkers. Even worms can be taught to run mazes. So which animal is the smartest? You're probably thinking that chimps are smarter than chickens. And that crows are smarter than worms. And that you're smarter than all of them.
- 2 But where do those rankings come from? Okay, you probably are smarter than the average worm. But why do we assume that bigger beasts are smarter than smaller ones? Or that furry critters are brainier than slithering wrigglers that are coated in slime?
- 3 And how come we think dogs are so smart? Sure, a dog might be clever enough to fetch his leash when he wants to go out. But the same mutt might also bark at the vacuum cleaner and spend a whole hour chasing his own tail. Is Rover really any brighter than a hamster, a chicken, or that kid who's always eating Play-Doh? How can you measure an animal's brain power?
- 4 The hardest part is coming up with the right test. A dog can't sit down with a No. 2 pencil and take a multiple choice exam. So the test has to be something the dog can learn to do: select a block by nudging it with a nose or a paw, for example. The test also has to be something the dog wants to do: a dog might stare at that block all day without budging—until she figures out that there's a treat hidden underneath.
- 5 Norton Milgram and his co-workers at the University of Toronto at Scarborough use treats to give dogs a Canine IQ test. The dog is presented with a tray with a blue block on it; underneath the block is a treat. The animal moves the block and gets the treat. So far, so good. Now the test gets tricky. The dog is presented with the same tray, but this time it has both a blue block and a yellow coffee can lid (or white bowl or black square of cloth) on it; the

treat is now under the yellow lid (or white bowl, etc.). The test: how long does it take for the dog to learn that the treat is always under the new item on the tray? The smarter the dog, the quicker she'll find the treat.

6 That seems simple enough, but things become more complicated when you try to compare different kinds of animals. Monkeys wipe the floor with dogs on this test. Dogs may have to try hundreds of times before they select the yellow lid nine out of ten times. Monkeys learn much more quickly to find the hidden treat. Does that mean monkeys are smarter than dogs?

7 Not necessarily. The test was originally designed for monkeys, and it gives them an unfair advantage: by nature monkeys are curious and like to check out new things. Dogs, on the other hand, tend to be wary about approaching new things. As Stephen Budiansky reports in his book *The Truth about Dogs*, one pooch was so scared of the yellow lid that he had to be excused from the study.

8 If the test is made more dog-friendly, on the other hand, canines do just fine. Instead of introducing a yellow lid, the treat is put under another blue block on the opposite side of the tray. Dogs learn as quickly as any monkey that the treat is always on the side opposite the first block they saw.

9 Even if you could find a test that was perfectly fair to all animals, in a way it's silly to ask whether one kind of animal is smarter than another. All animals have the ability to learn things that are important to them. Otherwise they wouldn't survive. A chicken doesn't need to be a chess champion to figure out where to get food or how to run from a predator. So a chicken is as smart as it needs to be to earn a living as a chicken.

10 If you still believe that dogs are much smarter than chickens, it's probably because dogs are good at learning the things we want them to learn: fetching the newspaper, for example. Try to convince a chicken to do that! The truth is, most dog tricks take advantage of dogs' built-in behavior patterns—things that dogs are born knowing how to do or learn easily. Chasing and retrieving are leftover hunting behaviors. For a dog, fetching the paper or a tennis ball is not a reflection of intelligence. It's basically a demonstration that dogs will be dogs.

11 Canines may not be the deepest thinkers in the world. But perhaps that's for the best. The life of a dog—sitting alone all day, waiting for everyone to come home—can be pretty boring. Super-smart animals would probably get totally stressed out, says Serpell. Look at it this way: if dogs were any smarter, they probably wouldn't choose to hang around with us.

- 1 What is the **main** idea of this article?
- A. Scientists have proven that monkeys are smarter than dogs because monkeys can count.
 - B. A University of Toronto research group discovered how to accurately measure animal intelligence.
 - C. Dogs are smarter than other animals because dogs think more like humans.
 - D. Animals have different levels of intelligence that can be measured only with the right tests.
- 2 According to paragraph 4, what is a requirement for a test of animal intelligence?
- A. The test must be given while the animal is in obedience training.
 - B. The test must include a block-like object.
 - C. The test must compare two different animals.
 - D. The test must be something that can be taught to an animal.
- 3 According to paragraph 7, how are monkeys and dogs different?
- A. Monkeys learn quickly, but dogs learn slowly.
 - B. Monkeys are willing to take tests, but dogs dislike taking them.
 - C. Monkeys investigate new things, but dogs shy away from them.
 - D. Monkeys do not like working with humans, but dogs do.
- 4 Which of the following **most** nearly means the same as the phrase “to earn a living as a chicken” in paragraph 9?
- A. to purchase
 - B. to survive
 - C. to perform
 - D. to learn

- 5 According to the article, what makes humans think that dogs are smart?
- A. Dogs do things that humans want them to do.
 - B. Dogs perform well on tests designed for humans.
 - C. Dogs are able to communicate with humans.
 - D. Dogs wait patiently for humans to come home.

- 6 According to the article, which of the following statements is true?
- A. Bigger animals are smarter than smaller animals.
 - B. Animals cannot learn to do anything they are not born knowing how to do.
 - C. The smartest animals make the best pets.
 - D. Most animals are as smart as they need to be.

- 7 What does the phrase “Monkeys wipe the floor with dogs . . .” in paragraph 6 mean?
- A. Monkeys have learned to clean floors.
 - B. Monkeys are neater than dogs.
 - C. Monkeys perform better than dogs.
 - D. Monkeys like to compete with dogs.

Write your answer to open-response question 8 in the space provided in your Student Answer Booklet.

- 8 Describe some problems that scientists face when designing intelligence tests for animals. Use relevant and specific information from the article to support your answer.

For centuries, different civilizations have created stories about the origin of the Earth. Read the following myth from the tradition of Australian Aborigines to find out how they believe the Earth was created. Use information from the myth to answer the questions that follow.

Baiame, the Great Spirit

Students read a selection titled “Baiame, the Great Spirit” and then answered questions 9 through 13 that follow on the next page of this document.

Due to copyright restrictions, the selection cannot be released to the public over the Internet. However, the selection is printed in the publication *Release of Spring 2005 Test Items*, which has been sent to schools and libraries across the state. For more information, see the copyright citation below.

“Baiame, the Great Spirit” from **OUT OF THE ARK: STORIES FROM THE WORLD’S RELIGIONS**, copyright © 1996 by Anita Ganeri, reprinted by permission of Harcourt, Inc.

- 9 Which of these quotes from the myth helps the reader identify the story as a myth?
- A. “This was when the spirits lived on Earth with the people and animals, and the landscape took its shape.”
 - B. “The dry, brown earth bloomed with grass, flowers, and trees.”
 - C. “The bees couldn’t find any flower pollen, so they couldn’t make any honey.”
 - D. “It was steep and jagged, and many a time they nearly gave up.”
- 10 According to the myth, why were animals and humans very small long ago?
- A. They were frequently sick.
 - B. They had no room to grow.
 - C. They had to be smaller than Baiame.
 - D. They were cursed by a magic spell.
- 11 According to the myth, the people see Baiame as
- A. a conquering hero.
 - B. a fellow human.
 - C. a powerful being.
 - D. a selfish ruler.
- 12 In the myth, what surprises the men on their return from seeing Baiame?
- A. The village is deserted by the people.
 - B. The people have changed their minds about the flowers.
 - C. The flowers they picked have not wilted.
 - D. The journey takes longer than they expected.
- 13 What is the meaning of the word *consternation* as it is used in paragraph 5?
- A. confusion
 - B. happiness
 - C. boredom
 - D. peacefulness

Sometimes pets and their owners have different views about the same things. Read the exchange between an owner and her cat in the poem “On A Night of Snow.” Answer the questions that follow.

On a Night of Snow

Cat, if you go outdoors you must walk in the snow.
You will come back with little white shoes on your feet,
little white slippers of snow that have heels of sleet.
Stay by the fire, my cat. Lie still, do not go.

5 See how the flames are leaping and hissing low;
I will bring you a saucer of milk like a marguerite,¹
so white and so smooth, so spherical and so sweet—
stay with me, Cat. Outdoors the wild winds blow.

Outdoors the wild winds blow, Mistress, and dark is the
10 night,
strange voices cry in the trees, intoning² strange lore;
and more than cats move, lit by our eyes' green light,
on silent feet where the meadow grasses hang hoar³—
Mistress, there are portents⁴ abroad of magic and might
15 and things that are yet to be done. Open the door!

ELIZABETH COATSWORTH

¹ *marguerite* — daisy

² *intoning* — singing

³ *hoar* — covered with frost

⁴ *portents* — signs of things to come

Paterson Marsh Ltd on behalf of the Estate of Elizabeth Coatsworth.

- 14 What mood is conveyed by the phrase, “wild winds blow” in stanza 1?
- A. hope
 - B. danger
 - C. comfort
 - D. adventure
- 15 Which of the following **best** describes the character of Mistress in the poem?
- A. protective
 - B. carefree
 - C. forceful
 - D. understanding
- 16 What is the effect of line 5 in the poem?
- A. The fire seems to be alive.
 - B. The fire has gone out.
 - C. The fire looks out of control.
 - D. The fire is unimportant.
- 17 Which of the following **best** explains why an exclamation mark is used at the end of the last sentence of the poem?
- A. to emphasize that Mistress insists that Cat stay inside
 - B. to emphasize that Mistress does not care about Cat’s needs
 - C. to emphasize that Cat does not want to be around Mistress
 - D. to emphasize that Cat really wants Mistress to let him outside

Write your answer to open-response question 18 in the space provided in your Student Answer Booklet.

- 18** Explain the **two** contrasting points of view presented by Mistress and Cat in the poem. Use relevant and specific information from the poem to support your answer.

English Language Arts

LANGUAGE AND LITERATURE: SESSION 2

DIRECTIONS

This session contains one reading selection with seven multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

*A teenage girl from the island of Antigua is being sent to live with relatives in England where she will attend nursing school. As she walks with her parents along the jetty where a boat awaits her, she remembers the walks to the jetty she used to take with her father in years past. This young girl has mixed feelings about leaving. Read this excerpt from the novel *Annie John* to see what happens. Answer the questions that follow.*

A WALK TO THE JETTY

by Jamaica Kincaid

- 1 My heart now beat fast, and no matter how hard I tried, I couldn't keep my mouth from falling open and my nostrils from spreading to the ends of my face. My old fear of slipping between the boards of the jetty and falling into the dark-green water where the dark-green eels lived came over me. When my father's stomach started to go bad, the doctor had recommended a walk every evening right after he ate his dinner. Sometimes he would take me with him. When he took me with him, we usually went to the jetty, and there he would sit and talk to the night watchman about cricket¹ or some other thing that didn't interest me, because it was not personal; they didn't talk about their wives, or their children, or their parents, or about any of their likes and dislikes. They talked about things in such a strange way, and I didn't see what they found funny, but sometimes they made each other laugh so much that their guffaws² would bound out to sea and send back an echo. I was always sorry when we got to the jetty and saw that the night watchman on duty was the one he enjoyed speaking to; it was like being locked up in a book filled with numbers and diagrams and what-ifs. For the thing about not being able to understand and enjoy what they were saying was I had nothing to take my mind off my fear of slipping in between the boards of the jetty.
- 2 Now, too, I had nothing to take my mind off what was happening to me. My mother and my father—I was leaving them forever. My home on an island—I was leaving it forever.

¹*cricket* — an outdoor game played with bats, a ball, and wickets by two teams of eleven each

²*guffaw* — a hearty burst of laughter

What to make of everything? I felt a familiar hollow space inside. I felt I was being held down against my will. I felt I was burning up from head to toe. I felt that someone was tearing me up into little pieces and soon I would be able to see all the little pieces as they floated out into nothing in the deep blue sea. I didn't know whether to laugh or cry. I could see that it would be better not to think too clearly about any one thing. The launch was being made ready to take me, along with some other passengers, out to the ship that was anchored in the sea. My father paid our fares, and we joined a line of people waiting to board. My mother checked my bag to make sure that I had my passport, the money she had given me, and a sheet of paper placed between some pages in my Bible on which were written the names of the relatives—people I had not known existed—with whom I would live in England. Across from the jetty was a wharf, and some stevedores³ were loading and unloading barges. I don't know why seeing that struck me so, but suddenly a wave of strong feeling came over me, and my heart swelled with a great gladness as the words "I shall never see this again" spilled out inside me. But then, just as quickly, my heart shriveled up and the words "I shall never see this again" stabbed at me. I don't know what stopped me from falling in a heap at my parents' feet.

- ³ When we were all on board, the launch headed out to sea. Away from the jetty, the water became the customary blue, and the launch left a wide path in it that looked like a road. I passed by sounds and smells that were so familiar that I had long ago stopped paying any attention to them. But now here they were, and the ever-present "I shall never see this again" bobbed up and down inside me. There was the sound of the seagull diving down into the water and coming up with something silverish in its mouth. There was the smell of the sea and the sight of small pieces of rubbish floating around in it. There were boats filled with fishermen coming in early. There was the sound of their voices as they shouted greetings to each other. There was the hot sun, there was the blue sea, there was the blue sky. Not very far away, there was the white sand of the shore, with the run-down houses all crowded in next to each other, for in some places only poor people lived near the shore. I was seated in the launch between my parents, and when I realized that I was gripping their hands tightly I glanced quickly to see if they were looking at me with scorn, for I felt sure that they must have

³*stevedore* — one who loads or unloads ships or barges

known of my never-see-this-again feelings. But instead my father kissed me on the forehead and my mother kissed me on the mouth, and they both gave over their hands to me, so that I could grip them as much as I wanted. I was on the verge of feeling that it had all been a mistake, but I remembered that I wasn't a child anymore, and that now when I made up my mind about something I had to see it through. At that moment, we came to the ship, and that was that.

Excerpt from "A Walk to the Jetty" from ANNIE JOHN by Jamaica Kincaid. Copyright © 1985 by Jamaica Kincaid. Reprinted by permission of Farrar, Straus and Giroux, LLC.

- 19 Which sentence **best** expresses the main idea of this excerpt?
- A. Long journeys require advanced planning.
 - B. Success is the result of hard work.
 - C. Growing up involves overcoming one's fears.
 - D. One person's loss is another's gain.
- 20 In paragraph 1, what had originally brought the speaker to the jetty?
- A. The speaker was a young girl who liked cricket.
 - B. The speaker's family was going on a voyage.
 - C. The speaker's father had an illness.
 - D. The speaker was a fisherman's daughter.

Read the sentence from paragraph 2 in the box below.

I felt a familiar hollow space inside.

- 21 Which word **best** describes the speaker's emotion?
- A. joy
 - B. guilt
 - C. appreciation
 - D. fear

Read the sentence from paragraph 3 in the box below.

There was the hot sun, there was the blue sea, there was the blue sky.

- 22 What is the effect of the repetition of the phrase “There was”?
- A. It conveys the speaker’s eagerness to go to England.
 - B. It captures how boring the speaker’s life has become.
 - C. It shows that these things are unusual to the speaker.
 - D. It emphasizes the power of the speaker’s connection to her home.
- 23 Why does the speaker finally decide that leaving Antigua to live in England is **not** a mistake?
- A. She dislikes living near the jetty and the overcrowded housing.
 - B. She feels she has to grow up and must stick to her decisions.
 - C. She dislikes the smell of the sea and the sight of floating rubbish.
 - D. She is angry with her parents for making her leave home.

Read the phrase from the beginning of paragraph 3 in the box below.

Away from the jetty, the water became the customary blue . . .

- 24 What does the word *customary* tell the reader about the water?
- A. The water looks as it does before a storm.
 - B. The water looks as it usually does away from the shoreline.
 - C. The water looks as it does during high tide.
 - D. The water looks as it does during sunset.

Read the excerpt from paragraph 3 in the box below.

. . . I felt sure that they must have known of my never-see-this-again feelings.

- 25 The phrase “never-see-this-again” is used as which part of speech in this excerpt?
- A. a noun
 - B. a verb
 - C. an adjective
 - D. an adverb

Write your answer to open-response question 26 in the space provided in your Student Answer Booklet.

- 26** Identify and explain the mixed feelings the speaker has about leaving her home. Use relevant and specific information from the excerpt to support your answer.

English Language Arts

LANGUAGE AND LITERATURE: SESSION 3

DIRECTIONS

This session contains two reading selections with thirteen multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

What happens when exotic species of life are transported to a place where they have no natural predators? These biological invaders can cause problems around the world. Read the excerpt from the article, “Stopping the Alien Invaders,” to find out how the government in Hawaii takes steps to prevent alien invaders from destroying native plants and animals. Use information from the excerpt to answer the questions that follow.

Stopping the Alien Invaders

by Sneed B. Collard III

- 1 What are these organisms? They can be plants, animals, fungi, viruses, bacteria, or any other life form you can think of. The one thing they all have in common is that they are living in places where they don't belong.
- 2 A 1993 study by the U.S. Congress Office of Technology Assessment reported that at least 4,500 exotic species have established themselves in the United States. Over 600 of these cause serious problems. Exotic diseases such as AIDS and Lyme disease endanger human health. Exotic insects such as fire ants damage farm equipment, sting people, and kill native animals. Exotic weeds of many kinds take over farmland. Some, such as the paperbark tree from Australia, threaten to take over Everglades National Park and other natural areas.
- 3 Since the turn of the century, 79 biological invaders alone have cost the U.S. economy 97 billion dollars. Every state has been affected, but some have been hit especially hard. These include California, Florida, and—more than anywhere else—Hawaii.
- 4 Hawaii is an important trading center and home to over a dozen military bases. About six million tourists visit the Hawaiian islands every year. With all that traffic in and out, exotic species have plenty of opportunities to reach the islands. Some invaders, such as pets and garden plants, are brought in on purpose. Others, like the brown tree snake, sneak in with food, military equipment, furniture, and even the U.S. mail.

5 According to biologists who work in Hawaii, exotic species are the number one threat to the state’s economy, environment, and way of life. Exotic agricultural pests damage crops and prevent farmers from selling millions of dollars’ worth of fruits and vegetables to the mainland. Exotic goats, pigs, and other mammals rip up Hawaii’s rain forests. Exotic parasites* such as mosquitoes spread deadly diseases to native birds.

6 The question in Hawaii and other places is, can the invaders be stopped?

7 Despite our best efforts, many exotic species will continue to reach new places around the world. Some will be imported intentionally. Others will be brought in by accident. However, there is a lot we can do to slow the rate of biological invasions.

8 *Quarantines* are one way to do this. Quarantine is the process of isolating animals or products. In Hawaii, pet dogs and cats coming into the state remain in a special holding facility for four months to make sure they don’t have rabies. Many agricultural products are also quarantined to see if they are carrying insect pests or plant diseases.

9 *Inspection* is a second way to stop biological invaders. At airports, borders, and shipping ports, inspectors examine passengers and their baggage to see if they are carrying exotic species. The inspectors confiscate and destroy fruits,

vegetables, or other goods that might be carrying harmful pests or diseases. Specially trained dogs also sniff cargo for exotic species, such as the brown tree snake.

10 What if an exotic species slips by inspectors? Then efforts are made to control the invader. In Hawaii, government agencies control invaders by setting livetraps around wildlife refuges and other places. The traps catch exotic cats, rats, and mongooses that eat native birds and their eggs. At Haleakala National Park employees have built miles of fences to keep out exotic pigs and goats. For years these animals ate and trampled native rain forest plants, but the fences have helped reverse this damage. Now native plants grow in places that were bare rock only a short time ago.

11 In some cases *biological control* helps to solve the exotic species problem. Biological control or “biocontrol” is the science of controlling one invader with another. In the early 1900s, several exotic predators were imported to Hawaii to eat a harmful exotic pest called the sugarcane leafhopper. The insect was destroying 70,000 tons of sugar a year, but the predators brought it under control. More recently, a parasite from Bolivia has been used to kill another sugarcane pest, the lesser cornstalk borer.

**parasite* — an organism that feeds on a living host but does not contribute to the host

- 12 Biological control efforts have sometimes backfired. The mongoose was originally brought to Hawaii to eat rats. Instead, it wound up dining on endangered honeycreepers and other native birds. Because of the mongoose and other biocontrol disasters, scientists all over the world now carefully test biocontrol agents before releasing them into the wild.
- 13 The efforts of these scientists and other people are vitally important. In Hawaii alone, 10,000 different species of native plants and animals still need to be protected. Many of these are found nowhere else on earth. By stopping the spread of the brown tree snake and other biological invaders, we not only protect ourselves, but we also protect the many other native species that make our planet such a special place to live.

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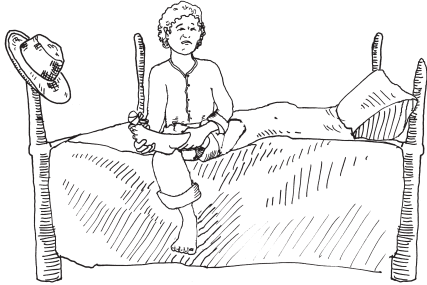
- 27 What is this excerpt **mainly** about?
- A. the hazards of the brown tree snake
 - B. the dangers of non-native species
 - C. problems faced by the Hawaiian economy
 - D. the importance of biologists
- 28 How do paragraphs 2 and 3 contribute to the development of the excerpt?
- A. They pose questions to be answered later in the article.
 - B. They provide background for the main idea of the article.
 - C. They preview the major points of the article.
 - D. They give definitions of terms that will be used in the article.
- 29 Based on the excerpt, which of the following **best** explains why Hawaii is at a great risk of invasion by exotic species?
- A. Over 4500 exotic species exist in the United States.
 - B. Hawaii is made up of several islands.
 - C. Millions of people go to Hawaii each year.
 - D. Biological control efforts have not worked.
- 30 How are paragraphs 6 and 7 organized to help the reader understand the information presented in the excerpt?
- A. They ask a question and provide an answer.
 - B. They show a cause and a resulting effect.
 - C. They list comparisons and contrasts.
 - D. They give descriptions and furnish explanations.

- 31 Which of the following provides the **best** evidence that future attempts to use biological controls will need to be more carefully planned?
- A. The brown tree snake sneaked into Hawaii aboard air cargo.
 - B. Pets coming to Hawaii from the mainland are quarantined for four months.
 - C. Hawaii had to introduce a Bolivian parasite to save sugar crops.
 - D. The mongoose ate more native Hawaiian birds than it did rats.
- 32 What argument does the author make in the final paragraph?
- A. Hawaii has the most unknown species of plants on earth.
 - B. Humans have a responsibility to control “alien” species.
 - C. The brown tree snake is the most dangerous of all species.
 - D. Species should be allowed to exist without human interference.
- 33 Based on the excerpt, if scientists in Hawaii cannot control biological invaders, what will be the **most likely** result?
- A. Hawaii’s farmers will lose millions of dollars in livestock trade.
 - B. Quarantine times for incoming pets may be extended.
 - C. Many of Hawaii’s native species may no longer exist.
 - D. Exotic species will no longer spread to other countries.
- 34 At the end of paragraph 3, what is the purpose of setting apart the phrase “—more than anywhere else—” with dashes?
- A. to compare Florida and California
 - B. to indicate that Hawaii is typical
 - C. to emphasize that Hawaii is most affected
 - D. to illustrate the problems of three states

Write your answer to open-response question 35 in the space provided in your Student Answer Booklet.

- 35** Based on information from the excerpt, choose **two** methods of dealing with the threat of “alien” species. Explain why these methods are effective. Use relevant and specific information from the excerpt to support your answer.

This excerpt is from a play based on Mark Twain's classic novel, *The Adventures of Tom Sawyer*. Tom lives with his Aunt Polly and his cousin Sid. One morning, Tom attempts his mischief on his aunt and cousin. Read the excerpt below. Use information from the excerpt to answer the questions that follow.



Tom Sawyer

by Sara Spencer

ACT ONE

SCENE 1. *Tom's bedroom. A double bed, a wash stand, a motto on the wall.*

(Tom and Sid are asleep, Tom snoring vociferously, Sid snoring like a steam whistle.)*

AUNT POLLY: *(Offstage.)* Tom! Oh, Tom! Monday!

TOM: *(Opens his eyes dazedly, yawns, then comes alert.)* Monday! *(He sighs drearily, then begins to plan. Feels around over his body for ailments, coughing experimentally, rejecting a loose tooth, etc. Finally he unties the rag around his sore toe, and falls to groaning.)* Oh-h-h! *(But Sid snores on.)* Ohh-h-h-h! Oooh-h-h! *(No response from Sid. Tom reaches over and shakes him.)* Sid! Sid! Ohhhhh-h-h-h! Ooooh-h-h-h!

SID: *(Waking up.)* Tom! Say, Tom!

10 TOM: Ohhhhhh-h-h-h-h! Ooooooh-h-h-h!

SID: *(Shaking him.)* Here, Tom. Tom! What's the matter, Tom?

TOM: Oh, don't, Sid. Don't joggle me.

SID: Why, what's the matter, Tom? I must call Auntie.

15 TOM: No, never mind. It'll be over by and by, maybe. Don't call any-body. Ohhhhhhhhh-h-h-h-h-h!

SID: But I must. Don't groan so, Tom. It's awful! How long you been this way?

TOM: Hours. Ouch! Don't stir so, Sid. You'll kill me. Ohhhhhh-h-h-h!

20 SID: Tom, why didn't you wake me sooner? Oh, Tom, don't! It makes my flesh crawl to hear you.

**vociferously* — loudly

- TOM: I forgive you everything, Sid. Ohhh-h-h-h-h! Everything you ever done to me.
- 25 SID: Oh, Tom, you ain't dying, are you? Don't, Tom. Oh, don't! Maybe—
- TOM: I forgive everybody, Sid. Tell 'em so, Sid. And Sid, you give my brass knob and my cat with one eye to Joe Harper. And tell him—Ohhh-h-h-h!
- 30 SID: (*Making for the door.*) Oh, Aunt Polly! Come quick! Tom's dying!
- AUNT POLLY: (*Offstage.*) Dying?
- SID: Yes'm. Don't wait. Come quick!
- AUNT POLLY: (*Still offstage.*) Rubbage! I don't believe it. (*But she rushes in, just the same, and finds Tom on the bed, writhing.*)
- 35 You, Tom! Tom, what's the matter with you?
- TOM: Oh, Auntie, I'm—Oh-h-h-h-h!
- AUNT POLLY: What's the matter? What is the matter with you, child?
- TOM: Oh, Auntie—my sore toe's mortified!
- 40 AUNT POLLY: (*Sinking on the bed with relief, and chuckling.*) Tom, what a turn you did give me! Now you shut up that nonsense and climb out of this.
- TOM: (*Quite subdued.*) Aunt Polly, it seemed mortified. And—and it hurt so, I never minded my tooth at all.
- 45 AUNT POLLY: Your tooth, indeed. What's the matter with your tooth?
- TOM: One of 'em's loose, and it aches perfectly awful. Oh-h-h-h-h-h!
- AUNT POLLY: There, now, don't begin that groaning again.
- 50 Open your mouth. Well, your tooth is loose, but you're not going to die about that. Sid, get me a hot iron off the kitchen stove. (*Sid gleefully rushes off, as Aunt Polly pulls a spool of thread from her apron pocket, and attaches one end of it to the bedpost. The other end she attached to Tom's tooth.*)
- 55 TOM: (*Shrinking away.*) Oh, please, Auntie, don't pull it out. It don't hurt anymore. I wish I may never stir if it does. Please don't, Auntie. I don't want to stay home from school.
- AUNT POLLY: Oh, you don't, don't you? So all this was

60 because you thought you'd get to stay home from school
and go a-fishing. Oh, Tom, you'll be the death of me yet.
Here, Sid. (*Sid has reentered with the iron, and gives it to her,
gloating at Tom's misery. Aunt Polly thrusts the iron close to
Tom's face. Tom jerks back, and the tooth is dangling by the
bedpost.*)

65 SID: Goody, that's what you get.

AUNT POLLY: Now you boys get your clothes on, and come
on here to breakfast. I have an errand for you, Tom, before
you go to school. (*Aunt Polly goes out.*)

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- 36 What does Tom begin to “plan” in line 3 of the excerpt?
- A. to get Sid into trouble
 - B. to get permission to go fishing
 - C. to get rid of his loose tooth
 - D. to get out of going to school

- 37 Why is Tom making so much noise at the opening of the excerpt?
- A. He has a toothache.
 - B. He is unable to sleep.
 - C. He is dressing in the dark.
 - D. He wants to wake up Sid.

- 38 According to the play, why is Sid happy when Aunt Polly is about to remove Tom's tooth?
- A. Sid thinks he will also get a day off.
 - B. Sid thinks Tom has fooled Aunt Polly.
 - C. Sid thinks Tom is getting what he deserves.
 - D. Sid thinks Tom will get well.
- 39 What is the **best** characterization of Tom in this excerpt?
- A. He is a comical prankster.
 - B. He is a hardworking student.
 - C. He is an obedient nephew.
 - D. He is an absent-minded dreamer.
- 40 The word *gloating* as used in line 62 shows that Sid is expressing
- A. anger.
 - B. surprise.
 - C. pleasure.
 - D. frustration.

**Grade 7 English Language Arts
Language and Literature
Spring 2005 Released Items:
Reporting Categories, Standards, and Correct Answers**

Item No.	Page No.	Reporting Category	Standard	Correct Answer (MC)*
1	75	<i>Reading and Literature / Understanding a Text</i>	8	D
2	75	<i>Reading and Literature / Understanding a Text</i>	8	D
3	75	<i>Reading and Literature / Nonfiction</i>	13	C
4	75	<i>Reading and Literature / Nonfiction</i>	13	B
5	76	<i>Reading and Literature / Understanding a Text</i>	8	A
6	76	<i>Reading and Literature / Nonfiction</i>	13	D
7	76	<i>Language / Vocabulary and Concept Development</i>	4	C
8	77	<i>Reading and Literature / Understanding a Text</i>	8	
9	79	<i>Reading and Literature / Myth, Traditional Narrative, and Classical Literature</i>	16	A
10	79	<i>Reading and Literature / Understanding a Text</i>	8	B
11	79	<i>Reading and Literature / Myth, Traditional Narrative, and Classical Literature</i>	16	C
12	79	<i>Reading and Literature / Understanding a Text</i>	8	C
13	79	<i>Language / Vocabulary and Concept Development</i>	4	A
14	81	<i>Reading and Literature / Style and Language</i>	15	B
15	81	<i>Reading and Literature / Poetry</i>	14	A
16	81	<i>Reading and Literature / Poetry</i>	14	A
17	81	<i>Language / Structure and Origins of Modern English</i>	5	D
18	82	<i>Reading and Literature / Poetry</i>	14	
19	85	<i>Reading and Literature / Understanding a Text</i>	8	C
20	85	<i>Reading and Literature / Understanding a Text</i>	8	C
21	85	<i>Reading and Literature / Style and Language</i>	15	D
22	86	<i>Reading and Literature / Style and Language</i>	15	D
23	86	<i>Reading and Literature / Understanding a Text</i>	8	B
24	86	<i>Language / Vocabulary and Concept Development</i>	4	B
25	86	<i>Language / Structure and Origins of Modern English</i>	5	C
26	87	<i>Reading and Literature / Fiction</i>	12	
27	91	<i>Reading and Literature / Understanding a Text</i>	8	B
28	91	<i>Reading and Literature / Nonfiction</i>	13	B
29	91	<i>Reading and Literature / Nonfiction</i>	13	C
30	91	<i>Reading and Literature / Nonfiction</i>	13	A
31	92	<i>Reading and Literature / Nonfiction</i>	13	D
32	92	<i>Reading and Literature / Nonfiction</i>	13	B
33	92	<i>Reading and Literature / Nonfiction</i>	13	C
34	92	<i>Language / Structure and Origins of Modern English</i>	5	C
35	93	<i>Reading and Literature / Nonfiction</i>	13	
36	96	<i>Reading and Literature / Dramatic Literature</i>	17	D
37	96	<i>Reading and Literature / Dramatic Literature</i>	17	D
38	97	<i>Reading and Literature / Dramatic Literature</i>	17	C
39	97	<i>Reading and Literature / Dramatic Literature</i>	17	A
40	97	<i>Language / Vocabulary and Concept Development</i>	4	C

* Answers are provided here for multiple-choice items only. Sample responses and scoring guidelines for open-response items, which are indicated by shaded cells, will be posted to the Department's Web site later this year.