7 Full-Length Colorado CMAS

English Language Arts (ELA) Practice Tests

A Complete Guide to Building Mastery and Excelling on the English Test

Grade 7



Practice Master Achieve

Reza Nazari

Grade 7 · Colorado CMAS

7 FULL LENGTH TESTS

7 Full Length Colorado CMAS Grade 7 English Language Arts (ELA) Practice Tests:

Proven Practice with Detailed Explanations to Help Students Ace the CMAS Test

FULL-LENGTH SETS

TARGETED REVIEW

DETAILED SUPPORT

Built for steady confidence and dependable first-pass practice.

Reza Nazari

Copyrighted Material

Copyright © 2026

Effortless Math Education Inc

Published by Effortless Math Education
www.effortlessmath.com

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law, including Section 107 or 108 of the 1976 United States Copyright Act.

This publication is independently produced and has no official connection to any state, district, or national testing program.

Test names and organizational names used herein are the property of their respective trademark holders.

Copyright © 2026

Copyrighted Material

Read the article. Then answer questions 1–8.

When River Otters Returned

1 What started in the Pine Street creek corridor as a river restoration study quickly became a focused attempt to solve a community problem.

2 Rather than rely on guesses, participants compare water samples, map shelter spots, and remove trash near nesting banks. The repeated routine turns observations into evidence the team can use later.

3 The project nearly stalled when storm runoff left the water cloudy and carried litter into the reeds. That moment pushed the team to analyze the problem instead of guessing at a quick fix.

4 The next version of the plan changed several things at once: the team installed curb filters and organized monthly cleanups with neighborhood volunteers. That revision helped preserve the creek habitat, because less litter and runoff reached the reeds.

5 By the end of the project, biologists recorded otter tracks for the first time in years. For neighbors who had spent months hauling trash bags and sample kits through the reeds, the sign felt small and enormous at once.

6 The result was useful, but not without trade-offs. Supplies had to be rationed, and not everyone agreed about what should come next. Some members wanted to widen the cleanups farther downstream; others argued that another season of samples might reveal problems the group had not yet seen. In the end, the team postponed the expansion until it had gathered more evidence, even though several volunteers were ready to push ahead immediately.

Scan Me

1) As it is used in paragraph 4, what does the word *preserve* most nearly mean?

(A) to move something to a new location
(B) to protect and keep from harm or loss
(C) to measure and compare results
(D) to finish a task as quickly as possible

Use the article "When River Otters Returned" to answer this question.

2) Which statement best expresses the central idea of the article?

(A) The article mostly explains the team's daily routines and gives only brief attention to how the project adjusted over time.
(B) The article describes a community effort whose success depended more on a single decisive moment than on the broader pattern of testing and revision.
(C) The article focuses on the project's final outcome and suggests that earlier setbacks had little effect on what the team eventually achieved.
(D) Careful research and revision helped a river restoration study become a useful community project.

Use the article "When River Otters Returned" to answer this question.

3) Which detail best supports the idea that the team improved the project by studying a problem carefully?

(A) The project began after students identified a local need in the community.
(B) The team studied the weakness and then installed curb filters and organized monthly cleanups with neighborhood volunteers.
(C) Students and volunteers worked together throughout the project.
(D) The finished project later provided a useful result for the community.

Use the article "When River Otters Returned" to answer this question.

4) How does paragraph 3 contribute to the structure of the article?

(A) It summarizes the article's conclusion before any evidence is given.
(B) It compares two unrelated projects in different locations.
(C) It presents the setback that leads to the revision described later.
(D) It introduces the setting of the project for the first time.

Use the article "When River Otters Returned" to answer this question.

5) Why does the author include details about the team's routines in paragraph 2?

(A) To emphasize how much time and effort the project required
(B) To show that the project depends on repeated steps and collected evidence
(C) To foreshadow that the project will face a challenge later
(D) To show that the team worked in an orderly way from the beginning

Use the article "When River Otters Returned" to answer this question.

6) Which sentence best explains how the article develops the topic?

(A) It presents the final result first and then goes back to explain how the project originally started.
(B) It introduces a project, explains its process, describes a problem, and shows a revised solution.
(C) It compares two competing approaches to solving the problem and argues that one is clearly better.
(D) It describes two different community problems and explains how each was solved by a different team.

Use the article "Why Seed Banks Matter" to answer this question.

20) How does paragraph 4 contribute to the article?

(A) It introduces seed banks for the first time.
(B) It shows a second purpose of seed banks: preserving traditional varieties that markets no longer support.
(C) It argues that farmers should stop growing high-yield crops entirely.
(D) It summarizes the earlier information about the Svalbard vault.

Use the article "Why Seed Banks Matter" to answer this question.

21) Based on the article, what can the reader infer about seed banks?

(A) They work quickly and without any human effort.
(B) They are only important for countries that experience drought.
(C) They depend on careful, ongoing work by scientists and volunteers.
(D) They are no longer needed because farming has become more modern.

Use the article "Why Seed Banks Matter" to answer this question.

22) **This question has two correct answers.** Choose the **two** sentences from the article that **together** best support the idea that seed banks protect against both sudden disasters and slow, long-term losses in crop variety.

(A) "The most famous is the Svalbard Global Seed Vault in Norway, built deep inside a mountain."
(B) "A single disease can sweep through a single type of wheat or rice."
(C) "Scientists check moisture levels, test seed viability every few years, and plant small sample plots to refresh the collection."
(D) "As markets shifted toward a few high-yielding types, older varieties nearly disappeared."
(E) "Some have been operating quietly for more than fifty years."

Scan Me

Use the article "Why Seed Banks Matter" to answer this question.

23) Which sentence would **best** summarize the article?

(A) Seed banks store millions of seeds in a few cold vaults around the world.
(B) Seed banks quietly protect crop diversity so that scientists, farmers, and communities can respond to future needs.
(C) Seed banks are only useful in very cold climates.
(D) Seed banks replace farms by growing crops themselves.

Read the selection and choose the best answer to each question.

Jordan wrote an informational essay about the benefits of outdoor learning. Read Jordan's essay and look for revisions he needs to make. Then answer the questions that follow.

Why Classes Should Go Outside

(1) Moving a class outside changes more than the view. (2) Research shows that students who spend part of each week in outdoor lessons often feel calmer and remember more. (3) Fresh air and natural light seem to support attention in ways that fluorescent bulbs cannot. (4) My brother just learned how to repair a bicycle tire.

(5) Outdoor learning fits many subjects. (6) Math classes measure shadows and chart weather patterns; science classes observe insects in real habitats; writing classes record images in notebooks before drafting.

(7) Challenges exist, of course. (8) Teachers need equipment, schedules, and a plan for bad weather. (9) Still, schools that have made outdoor lessons a regular part of the week often describe students as more engaged and less restless when they return to the classroom.

24) Which sentence should Jordan remove from the **first** paragraph because it does not support the main idea?

(A) Sentence 1
(B) Sentence 2
(C) Sentence 3
(D) Sentence 4

Use the essay "Why Classes Should Go Outside" to answer this question.

25) What is the **best** way to combine sentences 5 and 6?

(A) Outdoor learning fits many subjects: math classes measure shadows and chart weather patterns, science classes observe insects in real habitats, and writing classes record images in notebooks before drafting.
(B) Outdoor learning fits subjects; classes do things.
(C) Subjects fit outside, and students measure things.
(D) Learning happens everywhere, and classes are fun.

Use the essay "Why Classes Should Go Outside" to answer this question.

26) Jordan wants to add a transition at the beginning of paragraph 3. Which sentence would **best** serve this purpose?

(A) For example, math and science can both move outdoors.
(B) Nevertheless, taking classes outside takes planning and flexibility.
(C) In addition, many students enjoy lunch under the trees.
(D) As a result, every school should cancel indoor lessons completely.