Grade 6 English Language Arts Computer-Based Released Items

The spring 2017 grade 6 English Language Arts test was administered in two formats: a computer-based version and a paper-based version.

Released items from the **computer-based version** of the test are available online at mcas.pearsonsupport.com/released-items. This document provides information about each released item from the computer-based test, including: reporting category, standard(s) covered, item type, item description, and correct answer (for selected-response items only). Information about unreleased operational items is also presented here, along with scoring rubrics for essay questions.

Released items from the **paper-based version** of the test are available on the Department's website at www.doe.mass.edu/mcas/testitems.html.

Grade 6 English Language Arts
Spring 2017 Computer-Based Released Operational Items:
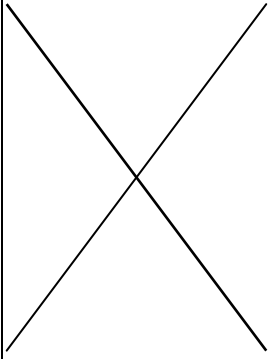### Reporting Categories, Standards, Item Descriptions, and Correct Answers

Item No.	Reporting Category	Standard	Item Type*	Description	Correct Answer (SR)**
1	Reading	RI.6.1	SR	Make an inference based on a section of the article.	A
2	Reading	RI.6.5	SR	Analyze why an author included a section of the article.	D
3	Language	L.6.4	SR	Determine the meaning of a word in context.	A
4	Reading	RI.6.3	SR	Analyze the meaning of a passage.	B
5	Reading	RI.6.7	SR	Integrate the text and a diagram to develop an understanding of a topic.	B
6	Reading	RI.6.3	SR	Analyze a passage to determine why an individual made a choice.	C
7	Reading	RI.6.2	SR	Determine the central idea of a passage.	C
8	Reading	RI.6.8	SR	Evaluate how evidence from an article supports a claim in a passage.	D
9	Reading	RI.6.8	SR	Identify which claim is supported by both an article and passage.	D
10	Writing Language	W.6.2, W.6.4, L.6.1, L.6.2, L.6.3	ES	Write an essay that explains how two texts help the reader to understand a theme common to both; use information from both 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.

Item No.	Reporting Category	Standard	Item Type*	Description
11	*Reading*	RL.6.6	SR	Identify an author's point of view in a text and choose supporting details.
12	*Reading*	RL.6.2	SR	Identify the central idea of a text and choose supporting details.
13	*Reading*	RL.6.5	SR	Analyze how a scene contributes to the theme of a text and choose supporting evidence.
14	*Reading*	RL.6.2	SR	Identify the theme of a text and choose supporting evidence.
15	*Writing Language*	W.6.3, W.6.4, L.6.1, L.6.2, L.6.3	ES	Write a narrative from another character's point of view.
16	*Reading*	RL.6.5	SR	Analyze why an author includes a sentence in a passage.
17	*Reading*	RL.6.3	SR	Analyze how a character responds to a situation as the plot moves toward resolution.
18	*Reading*	RL.6.3	SR	Analyze how paragraphs in a passage help a reader to better understand a character's circumstances.
19	*Reading*	RL.6.2	SR	Determine the central idea of a passage.
20	*Reading*	RL.6.2	SR	Determine how an important idea in a passage is communicated through vivid details.
21	*Reading*	RL.6.3	SR	Analyze how a character responds to a situation.
22	*Reading*	RL.6.9	SR	Compare two passages to identify a common attitude between two characters.
23	*Language*	L.6.2	SR	Demonstrate understanding of the purpose of punctuation in a sentence.
24	*Reading*	RL.6.4	SR	Analyze the impact of an author's word choice on meaning of a passage.
25	*Writing Language*	W.6.2, W.6.4, L.6.1, L.6.2, L.6.3	ES	Write an essay that analyzes how an author communicates elements of plot in texts; use information from the passages to support your explanation.

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

Scoring rubric for Grade 6 items #10 and #25: Essay

Idea Development		Conventions	
QUALITY AND DEVELOPMENT OF CENTRAL IDEA **SELECTION AND EXPLANATION OF EVIDENCE/DETAILS** **ORGANIZATION** **EXPRESSION OF IDEAS** **AWARENESS OF TASK AND MODE**		**SENTENCE STRUCTURE** **GRAMMAR, USAGE AND MECHANICS**	
5	- Central idea is insightful and fully developed - Skillful selection and explanation of evidence/details - Skillful and/or subtle organization - Rich expression of ideas - Full awareness of the task/mode	**3**	- Consistent control of a variety of sentence structures relative to length of essay - Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
4	- Central idea is clear and well-developed - Effective selection and explanation of evidence/details - Effective organization - Clear expression of ideas - Full awareness of the task/mode	**2**	- Mostly consistent control of sentence structures relative to length of essay - Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
3	- Central idea is general and moderately developed - Appropriate selection and explanation of evidence/details - Moderate organization - Adequate expression of ideas - Sufficient awareness of the task/mode	**1**	- Little control and/or no variety in sentence structure and/or - Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
		0	Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length
2	- Central idea may be present and is somewhat developed - Limited selection and explanation of evidence/details - Limited organization - Basic expression of ideas - Partial awareness of the task/mode		
1	- Central idea is not developed - Insufficient evidence/details - Minimal organization - Poor expression of ideas - Minimal awareness of the task/mode		
0	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.		

Scoring rubric for Grade 6 item #15: Essay

	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • establishes and maintains an **effective** style.	The student response • is **mostly effectively** developed with narrative elements and is **mostly appropriate** to the task; • is organized with **mostly clear and coherent** writing; • establishes and maintains a **mostly effective** style.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates **some** organization with **somewhat coherent** writing; • has a style that is **somewhat effective.**	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • has a style that has **limited** effectiveness.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • has an **inappropriate** style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.