Computer-Based Released Items
Grade 4 English Language Arts
Spring 2018

The spring 2018 grade 4 English Language Arts (ELA) 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 ricas.pearsonsupport.com/released-items. The computer-based released items are collected in a mini test called an ePAT (electronic practice assessment tool). Items in the ePAT are displayed in TestNav 8, the testing platform for the computer-based tests.

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

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 both constructed-response questions and essay questions.

A Note about Testing Mode

Most of the operational items on the grade 4 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

Grade 4 English Language Arts
Spring 2018 Computer-Based Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

CBT Item No.*	ePAT Item No.*	Reporting Category	Standard	Item Type**	Description	Correct Answer***
1	1	*Language*	L.4.4	SR	Determine the meaning of a word used in the passage.	D
2	2	*Reading*	RL.4.3	SR	Make an inference about a character in the passage.	B
3	3	*Reading*	RL.4.1	SR	Make an inference to determine what a character is doing in the passage.	C
4	4	*Reading*	RL.4.3	SR	Describe a character in the passage based on the character's words and actions.	D
5	5	*Reading*	RL.4.2	SR	Determine the main idea of the passage.	B
6	6	*Reading*	RL.4.3	SR	Describe a character's feelings and choose evidence from the passage to support the description.	D;C
7	7	*Reading*	RL.4.4	SR	Match the descriptive language with the setting.	*see page 4*
8	8	*Language, Writing*	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative about the events in the passage from another character's point of view.	
17	9	*Reading*	RI.4.6	SR	Determine the author's feelings in a passage.	A
18	10	*Reading*	RI.4.2	SR	Determine which sentence best summarizes the passage.	D
19	11	*Reading*	RI.4.4	SR	Use information from the article to determine the meaning of a word.	B
20	12	*Reading*	RI.4.4	SR	Determine the meaning of a word in context.	B
21	13	*Reading*	RI.4.9	SR	Identify a character trait shared by the authors of both texts.	A
22	14	*Language*	L.4.4	SR	Determine the meaning of a word in context and identify supporting evidence from the article.	A;B
23	15	*Reading*	RI.4.5	SR	Compare how the author of each text uses structural elements to communicate meaning.	*see page 4*
24	16	*Reading*	RI.4.1	CR	Write a paragraph that explains the author's feelings about a topic, using important details from the article.	

*"CBT Item Number" refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item. "ePAT Item Number" refers to the position of the item in the 2018 released item set for grade 4 ELA, found online at mcas.pearsonsupport.com/released-items.

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

***Answers are provided here for selected-response items only. Correct answers for technology-enhanced (TE) items can be found on page 4 of this document. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department's website later this year.

Grade 4 English Language Arts
Spring 2018 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

CBT Item No.*	Reporting Category	Standard	Item Type**	Description
9	*Reading*	RI.4.2	SR	Identify a key detail that supports a main idea of the article.
10	*Reading*	RI.4.7	SR	Explain how the information in a diagram contributes to an understanding of the article.
11	*Reading*	RI.4.1	SR	Make an inference based on information from the article.
12	*Reading*	RI.4.4	SR	Identify the meaning of a word based on information from the article.
13	*Language*	L.4.1	SR	Identify the part of speech of words used in the article.
14	*Reading*	RI.4.8	SR	Identify a point an author makes and evidence from the article used to support it.
15	*Reading*	RI.4.1	SR	Identify key details about a topic in the article.
16	*Language, Writing*	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that explains the central idea of the article; use information from the article to support your explanation.

*"CBT Item Number" refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item.

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

Correct Answer for CBT Item #7: Technology-Enhanced Item

Location	Description
the area below the bush	"It's dark under here, like the inside of a box!"
the space between the shed and the porch	It wasn't earth-dirty, it was dust-dirty, with cobwebs, old newspaper, dry leaves, sticks, spiders, and a broken clay pot.

Correct Answer for CBT Item #23: Technology-Enhanced Item

Text Structure of "Danger Zone"	Text Structure of "Into the Rain Forest"
describes events in the order that they happen	describes problems and solutions

Scoring Rubric for CBT Items #8 and #16: Essays

	Idea Development
	• **QUALITY AND DEVELOPMENT OF CENTRAL IDEA*** • **SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS*** • **ORGANIZATION** • **EXPRESSION OF IDEAS** • **AWARENESS OF PURPOSE FOR WRITING**
4	• Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	• Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	• Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing
1	• Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
0	• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

	Standard English Conventions
	• **SENTENCE STRUCTURE** • **GRAMMAR, USAGE, AND MECHANICS**
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
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
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.

Scoring Rubric for CBT Item #24: Constructed Response

Score Point	Description
3	• Demonstrates full understanding of the reading material • Includes important and specific evidence/details for support
2	• Demonstrates partial understanding of the reading material • Includes some important evidence/details for support
1	• Demonstrates minimal understanding of the reading material • Includes little or no evidence/details for support
0	• Demonstrates no understanding of the reading material • Includes insufficient evidence/details for support