

## **Computer-Based Released Items Grade 5 English Language Arts Spring 2018**

The spring 2018 grade 5 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](https://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](http://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 essay questions.

### **A Note about Testing Mode**

Most of the operational items on the grade 5 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 5 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***
17	1	<i>Reading</i>	RL.5.1	SR	Use descriptive language to identify what is suggested about a topic.	C
18	2	<i>Reading</i>	RL.5.1	SR	Describe a character's feelings and choose evidence that best supports the description.	B;D
19	3	<i>Reading</i>	RL.5.3	SR	Identify similarities between characters from multiple passages.	D
20	4	<i>Reading</i>	RL.5.3	SR	Compare characters from multiple passages.	B
21	5	<i>Reading</i>	RL.5.9	SR	Determine what is revealed about characters from multiple passages using evidence from each passage.	C
22	6	<i>Reading</i>	RL.5.3	SR	Compare the responses of characters from multiple passages.	A
23	7	<i>Language</i>	L.5.4	SR	Identify examples of figurative language from multiple passages and determine their meanings.	<i>see page 4</i>
24	8	<i>Language, Writing</i>	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay describing the challenges faced and overcome by characters in multiple passages; use details from the passages as evidence.	

\*“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 5 ELA, found online at [mcas.pearsonsupport.com/released-items](http://mcas.pearsonsupport.com/released-items).

\*\*ELA item types are: selected-response (SR) 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 essay items will be posted to the Department’s website later this year.

**Grade 5 English Language Arts**  
**Spring 2018 Computer-Based Unreleased Operational Items:**  
**Reporting Categories, Standards, and Item Descriptions**

<b>CBT Item No.*</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type**</b>	<b>Description</b>
1	<i>Reading</i>	RL.5.3	SR	Identify what is suggested about a character using evidence from the passage.
2	<i>Reading</i>	RL.5.1	SR	Make an inference about a character using evidence from the passage.
3	<i>Reading</i>	RL.5.3	SR	Compare the responses of characters in the passage.
4	<i>Language</i>	L.5.4	SR	Determine the meaning of a word in context.
5	<i>Reading</i>	RL.5.3	SR	Analyze how a character feels and choose the evidence that best supports that feeling.
6	<i>Reading</i>	RL.5.2	SR	Analyze how events affect a character.
7	<i>Reading</i>	RL.5.5	SR	Identify the mood created by the author and choose evidence from the passage that best supports the mood.
8	<i>Language, Writing</i>	L.5.1, L.5.2, L.5.3, W.5.3, W.5.4	ES	Write a narrative about the events in the passage from another character's point of view.
9	<i>Reading</i>	RI.5.5	SR	Determine the purpose of a text feature.
10	<i>Reading</i>	RI.5.1	SR	Describe an individual's feelings and choose evidence that best supports the description.
11	<i>Language</i>	L.5.4	SR	Determine the meaning of a word in context.
12	<i>Language</i>	L.5.6	SR	Identify the function of specific words and phrases in the passage.
13	<i>Reading</i>	RI.5.6	SR	Analyze the similarities between multiple passages.
14	<i>Reading</i>	RI.5.9	SR	Integrate information from multiple passages to determine which additional resource would be useful for further research on a topic.
15	<i>Reading</i>	RI.5.7	SR	Determine the passages in which topics are presented.
16	<i>Language, Writing</i>	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay explaining information gathered from multiple passages; use details from the passages as evidence.

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

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

<b>Simile</b>	<b>Meaning</b>
<b>“tall as redwoods”</b>	<b>to have great height</b>
“vibrating like a power sander”	<b>shivering badly</b>
<b>“like being in a pit”</b>	completely depressed

## Scoring Rubric for CBT Items #8, #16, and #24: Essays

<b>Idea Development</b>	
<ul style="list-style-type: none"> <li>• <b>QUALITY AND DEVELOPMENT OF CENTRAL IDEA*</b></li> <li>• <b>SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS*</b></li> <li>• <b>ORGANIZATION</b></li> <li>• <b>EXPRESSION OF IDEAS</b></li> <li>• <b>AWARENESS OF PURPOSE FOR WRITING</b></li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the purpose for writing</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Central idea is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the purpose for writing</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the purpose for writing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Central idea is not present and/or not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal or no organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the purpose for writing</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.</li> </ul>

\*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.

<b>Standard English Conventions</b>	
<ul style="list-style-type: none"> <li>• <b>SENTENCE STRUCTURE</b></li> <li>• <b>GRAMMAR, USAGE, AND MECHANICS</b></li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.</li> </ul>