Computer-Based Released Items
Grade 3 RICAS English Language Arts
Spring 2021

The spring 2021 grade 3 English Language Arts test was administered in two primary formats: a computer-based version and a paper-based version. The vast majority of students took the computer-based test. The paper-based test was offered as an accommodation for students with disabilities who are unable to use a computer, as well as for English learners who are new to the country and are unfamiliar with technology.

The Department of Education is releasing items from both versions of the test to provide information about the knowledge and skills that students are expected to demonstrate.

- Released items from the **computer-based 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 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, and scoring rubrics are provided for released constructed-response items and essay items.

A Note about Testing Mode

Most of the operational items on the grade 3 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

Grade 3 English Language Arts
Spring 2021 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Language	L.3.4	SR	Choose the correct meanings of a multiple-meaning word in context.	*see page 4*
2	Reading	RL.3.3	SR	Identify a character's actions based on information in the story.	A
3	Reading	RL.3.4	SR	Identify evidence from the story used to determine the meaning of a word.	C
4	Reading	RL.3.4	SR	Determine what is being described based on details in the story.	C
5	Reading	RL.3.4	SR	Determine the meaning of a phrase using context from the story.	C
6	Reading	RL.3.2	SR	Identify the main idea in the story.	B
7	Reading	RL.3.3	SR	Identify a description of characters based on details in the story.	C
8	Reading	RL.3.3	SR	Identify a description of characters' feelings based on details in the story.	A
9	Reading	RL.3.3	SR	Identify a description of the characters' feelings and choose evidence from the story that best supports the description.	B;B
10	Reading	RL.3.6	SR	Determine a character's point of view about events in the story.	C
11	Reading	RL.3.2	SR	Retell the story by dragging events into the correct order.	*see page 4*
12	Language, Writing	L.3.1, L.3.2, L.3.3, W.3.3, W.3.4	ES	Write a narrative that extends the story by describing what might happen next.	*see page 5*
13	Language	L.3.2	SR	Identify words that are combined to make a contraction in the poem.	A
14	Language	L.3.2	SR	Determine the use of punctuation in the poem.	D
15	Reading	RL.3.3	SR	Identify the thoughts of the speaker of the poem.	A
16	Reading	RL.3.1	SR	Determine the reason for a character's action based on details from the poem.	C
17	Reading	RL.3.2	SR	Identify the meaning of the title of the poem.	D
18	Language	L.3.2	SR	Evaluate the use of capitalization in the poem.	A

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

**Answers are provided here for selected-response items only. Scoring rubrics for essay items are also provided in this document. Sample responses and scoring guidelines for essay items will be posted to the Department's website later this year.

Grade 3 English Language Arts
Spring 2021 Computer-Based Unreleased Operational Items

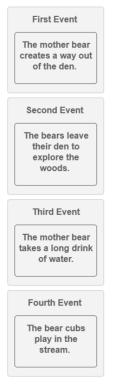| CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
19	Language	L.3.1	SR	Determine the part of speech of a word used in the story.
20	Reading	RI.3.8	SR	Select details from the story to demonstrate understanding of a cause-effect relationship.
21	Language	L.3.3	SR	Determine the effect of figurative language used in the article.
22	Language	L.3.2	SR	Determine the purpose of punctuation used in a word from the article.
23	Language	L.3.3	SR	Analyze the use of punctuation in a heading in the article.
24	Reading	RI.3.5	SR	Determine where additional information should be included in thearticle.
25	Reading	RI.3.3	SR	Sequence events based on information from the article.
26	Reading	RI.3.3	SR	Identify how an object changes based on information from the article.
27	Reading	RI.3.1	SR	Use information from the article to demonstrate understanding.
28	Reading	RI.3.1	SR	Identify information and choose supporting evidence from the article.
29	Reading	RI.3.9	SR	Compare information about a topic found in the article and in the story.
30	Reading	RI.3.9	CR	Write a paragraph that compares the main ideas of the article and the story; include important details from both passages.

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

Correct Answer for CBT Item #1: Technology-Enhanced Item

Sentences	Meaning Used
"Her sharp ears were perked forward to catch the faintest sound." (paragraph 2)	good at noticing things
"'Shhh' came Mother's sharp voice. I bit my tongue and scurried out of her reach." (paragraph 7)	angry and not gentle

Correct Answer for CBT Item #11: Technology-Enhanced Item

First Event

The mother bear creates a way out of the den.

Second Event

The bears leave their den to explore the woods.

Third Event

The mother bear takes a long drink of water.

Fourth Event

The bear cubs play in the stream.

Scoring Rubric for Grade 3 Item #12: Essay

	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.