Computer-Based Released Items
Grade 6 RICAS English Language Arts
Spring 2021

The spring 2021 grade 6 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 essay items.

A Note about Testing Mode

Most of the operational items on the grade 6 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 6 English Language Arts
Spring 2021 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Reading	RI.6.7	SR	Determine how a map supports information presented in a passage.	A
2	Reading	RI.6.5	SR	Analyze how particular paragraphs contribute to the development of ideas in a passage.	A;B
3	Language	L.6.4	SR	Determine the meaning of an academic word in context.	D
4	Reading	RI.6.8	SR	Identify a claim that is supported by evidence from a passage.	A
5	Language	L.6.2	SR	Determine the function of punctuation used in a sentence.	C
6	Reading	RI.6.3	SR	Analyze how an idea is introduced in a passage.	C
7	Reading	RI.6.2	SR	Determine how a detail in a passage helps to develop a central idea.	A
8	Reading	RI.6.8	SR	Determine which evidence best supports a claim in a passage.	A
9	Reading	RI.6.7	SR	Determine how an illustration reveals information presented in a passage.	*see page 4*
10	Reading	RI.6.8	SR	Identify the primary claim of a passage.	D
11	Reading	RI.6.6	SR	Determine an author's point of view in a passage.	D
12	Language, Writing	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay explaining how science was used to try to solve a mystery in a passage; use information from the passage to support the explanation.	*see page 5*
13	Language	L.6.5	SR	Analyze the function of a word in a passage.	B
14	Language	L.6.4	SR	Determine the meaning of a word in context.	B
15	Reading	RI.6.1	SR	Identify evidence from a passage that supports an inference about an individual in the passage.	D
16	Reading	RI.6.3	SR	Analyze how an individual's actions are described in a passage.	B
17	Reading	RI.6.3	SR	Analyze an important idea in a passage.	B
18	Reading	RL.6.6	SR	Identify the purpose of particular lines in a poem.	D
19	Reading	RL.6.5	SR	Analyze an important structural element of a poem.	A
20	Reading	RL.6.6	SR	Analyze the reason for using a specific point of view in a poem.	D

* ELA item types are selected-response (SR) 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 6 English Language Arts
Spring 2021 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
21	Reading	RL.6.3	SR	Analyze how paragraphs in a passage develop a character.
22	Reading	RL.6.4	SR	Analyze the impact of word choice in a passage.
23	Reading	RL.6.5	SR	Determine how a particular paragraph contributes to the development of ideas in a passage.
24	Reading	RL.6.3	SR	Determine the reason for a character's action in a passage.
25	Reading	RL.6.1	SR	Make an inference about a character in a passage.
26	Reading	RL.6.1	SR	Make an inference based on a detail from a passage.
27	Reading	RL.6.1	SR	Select evidence to support an inference about a character in a passage.
28	Language	L.6.4	SR	Determine the meaning of a word in context.
29	Reading	RL.6.3	SR	Analyze how an interaction between characters helps to advance the plot in a passage.
30	Reading	RL.6.2	SR	Identify how the interactions of characters help to develop a central idea of a passage.
31	Reading	RL.6.4	SR	Analyze symbolism in a passage.
32	Language, Writing	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that explains how a character changes over the course of a passage; use information from the passage to support the explanation.

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

Correct Answer for CBT Item #9: Technology-Enhanced Item

The computer program showed that the number of Anasazi people who lived in Long House Valley in 1170 CE was [the same as ⌄] the number shown by archaeological evidence from 1170 CE.

The computer program showed that by 1300 CE [fewer ⌄] of the Anasazi people remained in Long House Valley.

Archaeological evidence showed that by 1300 CE [none ⌄] of the Anasazi people remained in Long House Valley.

Scoring Rubric for Grade 6 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 TASK AND MODE**
5	• Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	• Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
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 task and mode
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 task and mode
1	• Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
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.