Computer-Based Released Items
Grade 8 RICAS English Language Arts
Spring 2023

The spring 2023 grade 8 English Language Arts test was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer.

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.ride.ri.gov/InstructionAssessment/Assessment/ReleasedItemsPracticeTests.aspx

This document provides information about each released item from the *computer-based test*, including the following: reporting category, standard(s) covered, item type, item description, and correct answer (for released selected-response items only). Information about unreleased operational items is also presented in this document.

A Note about Testing Mode

Most of the operational items on the grade 8 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 8 English Language Arts
Spring 2023 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Reading	RL.8.3	SR	Analyze a character based on details from specific paragraphs of a passage.	C
2	Language	L.8.4	SR	Use context to determine the meaning of a word in a paragraph of a passage and identify a detail from the passage that supports the meaning.	B;A
3	Language	L.8.5	SR	Determine how a word reveals a character's feelings in a paragraph of a passage.	B
4	Reading	RL.8.3	SR	Analyze characters based on details from a specific paragraph in a passage.	D
5	Reading	RL.8.2	SR	Determine how details from a paragraph of a passage help develop the setting.	B
6	Reading	RL.8.4	SR	Analyze the effect of descriptive language used in a passage.	B
7	Reading	RL.8.1	SR	Make an inference about a character based on details from sections of a passage.	C
8	Reading	RL.8.1	SR	Make an inference about a character based on specific details in a paragraph of a passage.	D
9	Reading	RL.8.6	SR	Analyze the points of view of two characters in a passage.	*see page 4*
10	Reading	RL.8.4	SR	Determine the tone of a specific paragraph in a passage.	C
11	Reading	RL.8.2	SR	Determine the central idea of a passage.	A
12	Language, Writing	L.8.1, L.8.2, L.8.3, W.8.2, W.8.4	ES	Write an essay explaining how a character's reactions to an event reveal his character; use information from the passage for support.	
13	Reading	RL.8.4	SR	Analyze an instance of irony in a paragraph of a passage.	C
14	Reading	RL.8.2	SR	Determine a theme of a passage.	D
15	Reading	RL.8.3	SR	Identify evidence from a section of a passage that supports an inference about the narrator.	*see page 4*
16	Reading	RL.8.6	SR	Analyze the speaker's point of view in a poem.	A
17	Reading	RL.8.3	SR	Identify a statement that a speaker of a poem would agree with based on specific lines.	D
18	Reading	RL.8.4	SR	Analyze a symbolic image from a line in a poem.	C
19	Reading	RL.8.5	SR	Determine the structure of a poem.	C

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

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

Grade 8 English Language Arts
Spring 2023 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
20	Reading	RI.8.6	SR	Determine the author's purpose for writing an article.
21	Language	L.8.2	SR	Determine the purpose of specific punctuation in a sentence.
22	Reading	RI.8.5	SR	Analyze the purpose of section headings in an article.
23	Reading	RI.8.6	SR	Identify the purpose for using a specific point of view in a paragraph of an article.
24	Reading	RI.8.1	SR	Make an inference based on a specific paragraph in an article.
25	Language	L.8.2	SR	Analyze the use of specific punctuation in an article.
26	Reading	RI.8.7	SR	Analyze the purpose of a text feature in an article.
27	Reading	RI.8.3	SR	Compare the development of an idea in two articles on similar topics.
28	Reading	RI.8.2	SR	Identify the central idea of two articles on similar topics.
29	Reading	RI.8.4	SR	Determine how a specific sentence contributes to the development of an article and identify a sentence from a different article on a similar topic that expresses the same idea.
30	Reading	RI.8.8	SR	Categorize types of evidence used in quotations from two articles on similar topics.
31	Language, Writing	L.8.1, L.8.2, L.8.3, W.8.2, W.8.4	ES	Write an essay analyzing a key idea in two articles on similar topics; use information from both articles for support.

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

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

Bailey interprets the girl's facial expression in paragraph 50 as a sign of

her [disapproval   ∨] . Paragraphs 53 and 54 reveal that her facial

expression in paragraph 50 likely signaled that she was

[considering his need.   ∨]

Correct Answer for CBT Item #15: Technology-Enhanced Item

2 So by and by I ran away. I said I never would come home again till I was a pilot and could come in glory. But somehow I could not manage it. I went meekly aboard a few of the boats that lay packed together like sardines at the long St. Louis wharf, and very humbly inquired for the pilots, but got only a cold shoulder and short words from mates and clerks. I had to make the best of this sort of treatment for the time being, but I had comforting daydreams of a future when I should be a great and honored pilot, with plenty of money. . . .

3 Months afterward the hope within me struggled to a reluctant death, and I found myself without an ambition. But I was ashamed to go home. I was in Cincinnati, and I set to work to map out a new career. I had been reading about the recent exploration of the river Amazon by an expedition sent out by our government. It was said that the expedition, owing to difficulties, had not thoroughly explored a part of the country lying about the head-waters, some four thousand miles from the mouth of the river. It was only about fifteen hundred miles from Cincinnati to New Orleans, where I could doubtless get a ship. I had thirty dollars left; I would go and complete the exploration of the Amazon. This was all the thought I gave to the subject. I never was great in matters of detail. I packed my valise, and took passage on an ancient tub called the "Paul Jones," for New Orleans. . . .