

Computer-Based Released Items
Grade 8 MCAS Civics
Spring 2024

The spring 2024 grade 8 Civics End-of-Course (EOC) field test was administered on the computer. A paper-based test was not offered for this field test.

The Department of Elementary and Secondary Education is releasing items from 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 mcas.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. This document provides information about each released item from the computer-based test, including reporting category, standard covered, practice standard covered, item type, item description, and correct answer.

Standards and Reporting Categories

The spring 2024 grade 8 Civics End-of-Course field test was based on learning standards in the 2018 *Massachusetts History and Social Science Curriculum Framework*. The Framework is available on the Department website at <https://www.doe.mass.edu/frameworks/current.html>.

The civics standards are grouped under the three content reporting categories listed below.

- Foundations and development of the U.S. political system & government (Topics 1 & 2)
- Institutions and structure of U.S. government & Massachusetts state and local governments (Topics 3 & 6)
- Rights and responsibilities, the U.S. Constitution, and news & media literacy (Topics 4, 5, & 7)

Items on the grade 8 Civics End-of-Course field test were also aligned to one of seven Standards for History and Social Science Practice. The HSS practice standards are listed below.

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

Grade 8 Civics
Spring 2024 End-of-Course Test Items

CBT Item No.	Reporting Category	Standard	HSS Practice Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Topics 1 and 2	8.T2.5	1	SR	Determine which evidence best supports a claim about news reporting in a democracy.	D
2	Topics 3 and 6	8.T3.4	7	SR	Analyze a diagram to determine which actions a candidate would take when running for elected office.	A,C
3	Topics 3 and 6	8.T3.2	7	SR 2 pts.	Identify the steps of a lawmaking process and explain how the power of one branch of government can be checked by another branch of government.	Part A: <i>see page 3</i> Part B: D
4	Topics 1 and 2	8.T2.3	4	SR 2 pts.	Describe a key idea from the Declaration of Independence and identify an issue debated at the Constitutional Convention related to the key idea.	Part A: <i>see page 3</i> Part B: D
5	Topics 4, 5, and 7	8.T5.2	3	SR	Analyze a source and draw a conclusion about how the author's argument relates to an amendment to the U.S. Constitution.	B
6	Topics 4, 5, and 7	8.T7.6	7	SR	Analyze an editorial and describe an action that might be taken to evaluate the credibility of the editorial's claim.	D
7	Topics 3 and 6	8.T6.5	3	SR	Describe state and federal powers granted by the U.S. and Massachusetts constitutions.	B,C
8	Topics 1 and 2	8.T1.1	3	SR	Describe how characteristics of ancient Athens influenced the creation of the U.S. government.	<i>see page 3</i>
9	Topics 1 and 2	8.T1.5	4	SR	Analyze a source to explain how the U.S. government was influenced by the political structures of Native Peoples.	D
10	Topics 4, 5, and 7	8.T5.3	1	SR	Describe how an amendment to the U.S. Constitution expanded access to civil rights.	A
11	Topics 3 and 6	8.T6.1	1	SR	Compare responsibilities of the federal government and state governments.	<i>see page 3</i>
12	Topics 3 and 6	8.T6.8	1	SR	Determine the branch of government in which a state government position belongs.	<i>see page 4</i>
13	Topics 1 and 2	8.T1.3	5	SR	Analyze a source to explain how the ideas of an Enlightenment thinker influenced the American Revolution.	A
14	Topics 4, 5, and 7	8.T5.5	4	SR	Analyze a Supreme Court decision to explain the principle of judicial review.	A
15	Topics 4, 5, and 7	8.T4.7	3	SR 2 pts.	Evaluate a source to identify and describe leadership qualities and characteristics.	Part A: <i>see page 4</i> Part B: B

*Civics End-of-Course item types are selected-response (SR). All selected-response items are worth 1 point unless otherwise noted.

**Answers are provided here for selected-response items only. Pages 3 and 4 of this document provide correct answers for technology-enhanced (TE) items.

Correct Answer for CBT Item #3 Part A: Technology-Enhanced Item

Step 1. A bill is introduced in the House of Representatives.

Step 2.

Step 3.

Step 4.

Step 5. The bill becomes a law.

Correct Answer for CBT Item #4 Part A: Technology-Enhanced Item

Based on the text, Abigail Adams was most concerned about in the United States.

Correct Answer for CBT Item #8: Technology-Enhanced Item

Based on the table, these governing bodies in ancient Athens **most** influenced the creation of in the U.S. government.

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

Responsibility	Federal	State	Both
print currency (money)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
issue drivers' permits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
make and enforce laws	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Correct Answer for CBT Item #12: Technology-Enhanced Item

Executive Branch	Legislative Branch	Judicial Branch
governor	state senator	district court judge

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

Facts about Lucy Stone

- She was born in West Brookfield, Massachusetts, in 1818.
- She earned her own money to attend college.
- She gave speeches that promoted the abolition of slavery.
- She moved to Boston in 1869.
- She was elected president of the New Jersey Woman Suffrage Association multiple times.