

Grade 4 English Language Arts Computer-Based Released Items

The spring 2017 grade 4 English Language Arts 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 mcas.pearsonsupport.com/released-items. 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 both essay questions and short-response questions.

Released items from the **paper-based version** of the test are available on the Department’s website at www.doe.mass.edu/mcas/testitems.html.

Grade 4 English Language Arts Spring 2017 Computer-Based Released Operational Items: Reporting Categories, Standards, Item Descriptions, and Correct Answers

Item No.	Reporting Category	Standard	Item Type*	Description	Correct Answer (SR)**
1	<i>Reading</i>	RI.4.1	SR	Make an inference based on information from the passage.	D
2	<i>Reading</i>	RI.4.1	SR	Make an inference based on information from the passage.	D
3	<i>Reading</i>	RI.4.4	SR	Infer the meaning in the passage of a word that is set off by punctuation.	C
4	<i>Reading</i>	RI.4.2	SR	Identify the main idea of a portion of the passage.	D
5	<i>Reading</i>	RI.4.3	SR	Use information from the passage to determine why an event happened.	D
6	<i>Reading</i>	RI.4.5	SR	Analyze how the author uses a structural element to communicate meaning.	D
7	<i>Reading</i>	RI.4.2	SR	Identify the main idea of the passage.	B
8	<i>Reading</i>	RI.4.6	SR	Analyze evidence to determine the author’s point of view.	A
9	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.	A
10	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.	A
11	<i>Language</i>	L.4.5	SR	Identify a word relationship in context.	D
12	<i>Writing Language</i>	W.4.2, W.4.4, L.4.1, L.4.2, L.4.3	ES	Write an essay to explain how a character changed over time; use information from the passage to support your explanation.	

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

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

Grade 4 English Language Arts
Spring 2017 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

Item No.	Reporting Category	Standard	Item Type*	Description
13	<i>Reading</i>	RL.4.3	SR	Identify a character’s problem and how the solution was achieved.
14	<i>Reading</i>	RL.4.3	SR	Identify a description of a character and supporting evidence from the passage.
15	<i>Language</i>	L.4.5	SR	Determine the meaning of a word in context and identify supporting evidence from the passage.
16	<i>Reading</i>	RL.4.2	SR	Create a summary of the story by dragging events into the correct order.
17	<i>Writing Language</i>	W.4.3, W.4.4, L.4.1, L.4.2, L.4.3	ES	Write a narrative about the events in the passage from another character’s point of view.
18	<i>Reading</i>	RL.4.4	SR	Analyze a metaphor to determine its meaning in the poem.
19	<i>Reading</i>	RL.4.3	SR	Determine what the speaker is mainly doing in the poem.
20	<i>Reading</i>	RL.4.1	SR	Make an inference to determine how the speaker is feeling in the poem.
21	<i>Reading</i>	RI.4.6	SR	Identify the common purpose of two sections of the article.
22	<i>Reading</i>	RI.4.2	SR	Identify the main idea of a portion of the article.
23	<i>Reading</i>	RI.4.6	SR	Analyze evidence to determine the author’s point of view.
24	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.
25	<i>Reading</i>	RL.4.2	CR	Write a paragraph that compares the main ideas of the poem and the article; include important details from both texts.

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

Scoring rubric for Grade 4 item #12: Essay

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

Scoring rubric for Grade 4 item #17: Essay

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Scoring rubric for Grade 4 item #25: Short Response

Score Point	Description
3	<ul style="list-style-type: none"> Demonstrates full understanding of the reading material Includes important and specific evidence/details for support
2	<ul style="list-style-type: none"> Demonstrates partial understanding of the reading material Includes some important evidence/details for support
1	<ul style="list-style-type: none"> Demonstrates minimal understanding of the reading material Includes little or no evidence/details for support
0	<ul style="list-style-type: none"> Demonstrates no understanding of the reading material Includes insufficient evidence/details for support