

Grade 5 English Language Arts Computer-Based Released Items

The spring 2017 grade 5 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 essay 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 5 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>	RL.5.3	SR	Make an inference about subjects of paintings based on lines from a poem.	B
2	<i>Language</i>	L.5.1	SR	Identify what the pronoun “they” refers to.	A
3	<i>Language</i>	L.5.4	SR	Identify the meaning in context of a word with multiple meanings.	D
4	<i>Reading</i>	RL.5.6	SR	Determine the speaker’s point of view based on lines from the poem.	C
5	<i>Reading</i>	RL.5.2	SR	Determine how lines from the poem contribute to the overall theme.	C
6	<i>Reading</i>	RL.5.6	SR	Identify a similarity between the speakers of two poems.	C
7	<i>Writing Language</i>	W.5.2, W.5.4, L.5.1, L.5.2, L.5.3	ES	Write an essay describing the feelings of the speakers of two poems; use details from the poems as evidence.	

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

Item No.	Reporting Category	Standard	Item Type*	Description
8	<i>Reading</i>	RL.5.2	SR	Identify the theme of the passage and choose the evidence that best supports the theme.
9	<i>Reading</i>	RL.5.3	SR	Identify the character’s feeling and choose evidence that best supports that feeling.
10	<i>Reading</i>	RL.5.7	SR	Analyze how an illustration and a detail from the passage each contribute to an understanding of a character.
11	<i>Language</i>	L.5.4	SR	Identify the meaning of a vocabulary word in context.
12	<i>Writing Language</i>	W.5.3, W.5.4, L.5.1, L.5.2, L.5.3	ES	Write a narrative describing what might happen next in the passage.
13	<i>Reading</i>	RI.5.3	SR	Analyze how the author presents information to create interest in the topic.
14	<i>Reading</i>	RI.5.3	SR	Determine what is surprising about the topic based on a given section of the article.
15	<i>Reading</i>	RI.5.3	SR	Make an inference about a main idea in the article.
16	<i>Reading</i>	RI.5.1	SR	Identify an answer based on an explicit reading of a paragraph.
17	<i>Reading</i>	RI.5.1	SR	Identify an answer based on an explicit reading of a paragraph.
18	<i>Reading</i>	RI.5.7	SR	Analyze text and a diagram to identify a contrast identified in the article.
19	<i>Reading</i>	RI.5.7	SR	Determine a fact based on information presented throughout the article.
20	<i>Reading</i>	RI.5.1	SR	Make an inference based on information presented throughout the article.
21	<i>Reading</i>	RI.5.1	SR	Make an inference based on information presented throughout the article.
22	<i>Reading</i>	RI.5.6	SR	Identify the author’s purpose for writing the article.
23	<i>Language</i>	L.5.4	SR	Identify a word from the article that refers to direction.
24	<i>Language</i>	L.5.4	SR	Determine the meaning of a phrase used in the article.
25	<i>Writing Language</i>	W.5.2, W.5.4, L.5.1, L.5.2, L.5.3	ES	Write an essay analyzing and explaining information from the article; use information from the article as evidence.

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

Scoring rubric for Grade 5 items #7 and #25: 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 5 item #12: 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>