

## **Computer-Based Released Items Grade 4 English Language Arts Spring 2018**

The spring 2018 grade 4 English Language Arts (ELA) 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](https://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.
- Released items from the **paper-based version** of the test are available in PDF format on the Department's website at [www.doe.mass.edu/mcas/testitems.html](http://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, along with scoring rubrics for both constructed-response questions and essay questions.

### **A Note about Testing Mode**

Most of the operational items on the grade 4 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

**Grade 4 English Language Arts**  
**Spring 2018 Computer-Based Released Operational Items:**  
**Reporting Categories, Standards, Item Descriptions, and Correct Answers**

CBT Item No.*	ePAT Item No.*	Reporting Category	Standard	Item Type**	Description	Correct Answer***
1	1	<i>Language</i>	L.4.4	SR	Determine the meaning of a word used in the passage.	D
2	2	<i>Reading</i>	RL.4.3	SR	Make an inference about a character in the passage.	B
3	3	<i>Reading</i>	RL.4.1	SR	Make an inference to determine what a character is doing in the passage.	C
4	4	<i>Reading</i>	RL.4.3	SR	Describe a character in the passage based on the character's words and actions.	D
5	5	<i>Reading</i>	RL.4.2	SR	Determine the main idea of the passage.	B
6	6	<i>Reading</i>	RL.4.3	SR	Describe a character's feelings and choose evidence from the passage to support the description.	D;C
7	7	<i>Reading</i>	RL.4.4	SR	Match the descriptive language with the setting.	<i>see page 4</i>
8	8	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative about the events in the passage from another character's point of view.	
17	9	<i>Reading</i>	RI.4.6	SR	Determine the author's feelings in a passage.	A
18	10	<i>Reading</i>	RI.4.2	SR	Determine which sentence best summarizes the passage.	D
19	11	<i>Reading</i>	RI.4.4	SR	Use information from the article to determine the meaning of a word.	B
20	12	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.	B
21	13	<i>Reading</i>	RI.4.9	SR	Identify a character trait shared by the authors of both texts.	A
22	14	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context and identify supporting evidence from the article.	A;B
23	15	<i>Reading</i>	RI.4.5	SR	Compare how the author of each text uses structural elements to communicate meaning.	<i>see page 4</i>
24	16	<i>Reading</i>	RI.4.1	CR	Write a paragraph that explains the author's feelings about a topic, using important details from the article.	

\*“CBT Item Number” refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item. “ePAT Item Number” refers to the position of the item in the 2018 released item set for grade 4 ELA, found online at [mcas.pearsonsupport.com/released-items](http://mcas.pearsonsupport.com/released-items).

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

\*\*\*Answers are provided here for selected-response items only. Correct answers for technology-enhanced (TE) items can be found on page 4 of this document. 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 2018 Computer-Based Unreleased Operational Items:**  
**Reporting Categories, Standards, and Item Descriptions**

<b>CBT Item No.*</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type**</b>	<b>Description</b>
9	<i>Reading</i>	RI.4.2	SR	Identify a key detail that supports a main idea of the article.
10	<i>Reading</i>	RI.4.7	SR	Explain how the information in a diagram contributes to an understanding of the article.
11	<i>Reading</i>	RI.4.1	SR	Make an inference based on information from the article.
12	<i>Reading</i>	RI.4.4	SR	Identify the meaning of a word based on information from the article.
13	<i>Language</i>	L.4.1	SR	Identify the part of speech of words used in the article.
14	<i>Reading</i>	RI.4.8	SR	Identify a point an author makes and evidence from the article used to support it.
15	<i>Reading</i>	RI.4.1	SR	Identify key details about a topic in the article.
16	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that explains the central idea of the article; use information from the article to support your explanation.

\*“CBT Item Number” refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item.

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

**Correct Answer for CBT Item #7: Technology-Enhanced Item**

<b>Location</b>	<b>Description</b>
the area below the bush	"It's dark under here, like the inside of a box!"
the space between the shed and the porch	It wasn't earth-dirty, it was dust-dirty, with cobwebs, old newspaper, dry leaves, sticks, spiders, and a broken clay pot.

**Correct Answer for CBT Item #23: Technology-Enhanced Item**

<p data-bbox="240 1115 574 1178"><b>Text Structure of "Danger Zone"</b></p> <p data-bbox="256 1230 558 1293"><b>describes events in the order that they happen</b></p>	<p data-bbox="646 1115 1040 1178"><b>Text Structure of "Into the Rain Forest"</b></p> <p data-bbox="686 1230 1000 1293"><b>describes problems and solutions</b></p>
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## Scoring Rubric for CBT Items #8 and #16: Essays

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

\*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.

<b>Standard English Conventions</b>	
<ul style="list-style-type: none"> <li>• <b>SENTENCE STRUCTURE</b></li> <li>• <b>GRAMMAR, USAGE, AND MECHANICS</b></li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.</li> </ul>

### Scoring Rubric for CBT Item #24: Constructed Response

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