Computer-Based Released Items
Grade 5 English Language Arts
Spring 2018

The spring 2018 grade 5 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. 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.

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.

A Note about Testing Mode

Most of the operational items on the grade 5 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 5 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***
17	1	*Reading*	RL.5.1	SR	Use descriptive language to identify what is suggested about a topic.	C
18	2	*Reading*	RL.5.1	SR	Describe a character's feelings and choose evidence that best supports the description.	B;D
19	3	*Reading*	RL.5.3	SR	Identify similarities between characters from multiple passages.	D
20	4	*Reading*	RL.5.3	SR	Compare characters from multiple passages.	B
21	5	*Reading*	RL.5.9	SR	Determine what is revealed about characters from multiple passages using evidence from each passage.	C
22	6	*Reading*	RL.5.3	SR	Compare the responses of characters from multiple passages.	A
23	7	*Language*	L.5.4	SR	Identify examples of figurative language from multiple passages and determine their meanings.	*see page 4*
24	8	*Language, Writing*	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay describing the challenges faced and overcome by characters in multiple passages; use details from the passages as evidence.	

*"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 5 ELA, found online at mcas.pearsonsupport.com/released-items.

**ELA item types are: selected-response (SR) 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 essay items will be posted to the Department's website later this year.

Grade 5 English Language Arts
Spring 2018 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

CBT Item No.*	Reporting Category	Standard	Item Type**	Description
1	*Reading*	RL.5.3	SR	Identify what is suggested about a character using evidence from the passage.
2	*Reading*	RL.5.1	SR	Make an inference about a character using evidence from the passage.
3	*Reading*	RL.5.3	SR	Compare the responses of characters in the passage.
4	*Language*	L.5.4	SR	Determine the meaning of a word in context.
5	*Reading*	RL.5.3	SR	Analyze how a character feels and choose the evidence that best supports that feeling.
6	*Reading*	RL.5.2	SR	Analyze how events affect a character.
7	*Reading*	RL.5.5	SR	Identify the mood created by the author and choose evidence from the passage that best supports the mood.
8	*Language, Writing*	L.5.1, L.5.2, L.5.3, W.5.3, W.5.4	ES	Write a narrative about the events in the passage from another character's point of view.
9	*Reading*	RI.5.5	SR	Determine the purpose of a text feature.
10	*Reading*	RI.5.1	SR	Describe an individual's feelings and choose evidence that best supports the description.
11	*Language*	L.5.4	SR	Determine the meaning of a word in context.
12	*Language*	L.5.6	SR	Identify the function of specific words and phrases in the passage.
13	*Reading*	RI.5.6	SR	Analyze the similarities between multiple passages.
14	*Reading*	RI.5.9	SR	Integrate information from multiple passages to determine which additional resource would be useful for further research on a topic.
15	*Reading*	RI.5.7	SR	Determine the passages in which topics are presented.
16	*Language, Writing*	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay explaining information gathered from multiple passages; use details from the passages as evidence.

*"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) and essay (ES).

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

Simile	Meaning
"tall as redwoods"	to have great height
"vibrating like a power sander"	shivering badly
"like being in a pit"	completely depressed

Scoring Rubric for CBT Items #8, #16, and #24: Essays

Idea Development
• **QUALITY AND DEVELOPMENT OF CENTRAL IDEA***   • **SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS***   • **ORGANIZATION**   • **EXPRESSION OF IDEAS**   • **AWARENESS OF PURPOSE FOR WRITING**

4	• Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	• Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	• Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing
1	• Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
0	• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*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.

Standard English Conventions
• **SENTENCE STRUCTURE**   • **GRAMMAR, USAGE, AND MECHANICS**

3	• 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
2	• 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
1	• 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.