Computer-Based Released Items
Grade 8 English Language Arts
Spring 2018

The spring 2018 grade 8 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 8 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 8 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	*Reading*	RI.8.2	SR	Identify a central idea of an excerpt.	A
2	2	*Reading*	RI.8.6	SR	Compare the points of view of a primary source and a secondary source.	C
3	3	*Reading*	RI.8.3	SR	Analyze the ideas of two historical figures as described in a primary and a secondary source.	C
4	4	*Reading*	RI.8.9	SR	Analyze the relationship between a primary source and a secondary source on the same topic.	D
5	5	*Language*	L.8.4	SR	Use context to determine the meaning of a word with multiple definitions.	C
6	6	*Reading*	RI.8.3	SR	Identify an emotion of a historical figure in a primary source; select evidence from provided details as support.	D;A
7	7	*Reading*	RI.8.1	SR	Select evidence from a primary source to support a given inference about a historical figure in that source.	*see page 4*
8	8	*Language, Writing*	L.8.1, L.8.2, L.8.3, W.8.2, W.8.4	ES	Write an essay analyzing a common trait of two historical figures in a primary source and a secondary source; cite evidence from both sources to support the analysis.	
9	9	*Reading*	RL.8.6	SR	Analyze the reason for the author's selection of a point of view in a passage.	B
10	10	*Reading*	RL.8.1	SR	Analyze how descriptive language provides information about a character.	D
11	11	*Reading*	RL.8.3	SR	Analyze how a line of text helps to develop a character.	B
12	12	*Reading*	RL.8.3	SR	Make an inference about a character based on the character's actions in a specific paragraph in a passage.	C
13	13	*Reading*	RL.8.2	SR	Determine a theme of a passage.	B
14	14	*Reading*	RL.8.5	SR	Analyze the function of specific paragraphs in a passage; select evidence from provided details to support analysis.	B;B
15	15	*Reading*	RL.8.2	SR	Select and order given events from a passage to create a summary of the passage.	*see page 4*
16	16	*Language, Writing*	L.8.1, L.8.2, L.8.3, W.8.3, W.8.4	ES	Write a narrative that retells the events of a passage from the point of view of a secondary character.	

*"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 8 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.
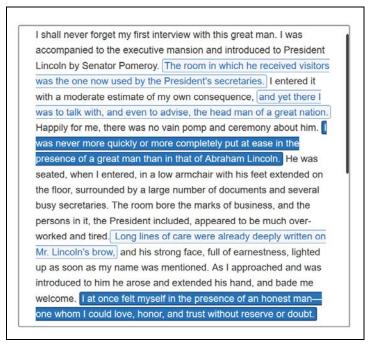
Grade 8 English Language Arts
Spring 2018 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

CBT Item No.*	Reporting Category	Standard	Item Type**	Description
17	*Reading*	RL.8.3	SR	Make an inference about a character's actions based on information in the passage.
18	*Reading*	RL.8.2	SR	Analyze how a specific section of text helps to develop the theme of a passage.
19	*Reading*	RL.8.1	SR	Determine the role of a character based on information from the passage.
20	*Reading*	RL.8.3	SR	Identify a technique the author uses to develop the plot.
21	*Language*	L.8.4	SR	Use context to determine the meaning of a word in the passage.
22	*Reading*	RL.8.3	SR	Analyze how specific actions in a passage reveal character, and provide support for this analysis.
23	*Reading*	RL.8.1	SR	Analyze how specific phrases reveal a character's belief.
24	*Language, Writing*	L.8.1, L.8.2, L.8.3, W.8.2, W.8.4	ES	Write an essay explaining how a character changes throughout the passage; use information from the passage to support the 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) and essay (ES).

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

I shall never forget my first interview with this great man. I was accompanied to the executive mansion and introduced to President Lincoln by Senator Pomeroy. The room in which he received visitors was the one now used by the President's secretaries. I entered it with a moderate estimate of my own consequence, and yet there I was to talk with, and even to advise, the head man of a great nation. Happily for me, there was no vain pomp and ceremony about him. I was never more quickly or more completely put at ease in the presence of a great man than in that of Abraham Lincoln. He was seated, when I entered, in a low armchair with his feet extended on the floor, surrounded by a large number of documents and several busy secretaries. The room bore the marks of business, and the persons in it, the President included, appeared to be much over-worked and tired. Long lines of care were already deeply written on Mr. Lincoln's brow, and his strong face, full of earnestness, lighted up as soon as my name was mentioned. As I approached and was introduced to him he arose and extended his hand, and bade me welcome. I at once felt myself in the presence of an honest man—one whom I could love, honor, and trust without reserve or doubt.

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

1.

Sonny swims to Keo to show that he is not afraid.

2.

Sonny's dad tells Aunty Pearl that he is prepared to care for Sonny.

3.

Sonny moves into his dad's house.

4.

Sonny swims with his dad and notices that he feels more comfortable.

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 TASK AND MODE**
5	• Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	• Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
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 task and mode
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 task and mode
1	• Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
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.