

Computer-Based Released Items
Grade 3 MCAS English Language Arts
Spring 2019

The spring 2019 grade 3 English Language Arts test was administered in two primary formats: a computer-based version and a paper-based version. The vast majority of students took the computer-based test. The paper-based test was offered as an accommodation for students with disabilities who are unable to use a computer, as well as for English learners who are new to the country and are unfamiliar with technology.

The Department of Elementary and Secondary Education is releasing items from both versions of the test to provide information about the knowledge and skills that students are expected to demonstrate.

- Released items from the **computer-based 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 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, and scoring rubrics are provided for released constructed-response items and essay items.

A Note about Testing Mode

Most of the operational items on the grade 3 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

**Grade 3 English Language Arts
Spring 2019 Computer-Based Released Operational Items**

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Reading	RL.3.4	SR	Interpret the meaning of a phrase from the passage in context.	C
2	Reading	RL.3.4	SR	Identify a comparison from the passage.	A
3	Reading	RL.3.3	SR	Determine how a character feels and choose evidence from the passage that best supports the feeling.	A;C
4	Reading	RL.3.2	SR	Retell the events of the passage by placing the events in the correct order.	<i>see page 4</i>
5	Reading	RI.3.4	SR	Determine the meaning of a word in context.	D
6	Reading	RI.3.4	SR	Determine the meaning of a word in context.	B
7	Reading	RI.3.7	SR	Determine the purpose of a text feature in the article.	D
8	Reading	RI.3.2	CR	Write a paragraph that explains how the author describes a topic, using important details from the article as evidence.	<i>see page 5</i>

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

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

Grade 3 English Language Arts
Spring 2019 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
9	Reading	RI.3.1	SR	Identify the main idea of a section of the passage.
10	Reading	RI.3.1	SR	Make a prediction about an individual based on information from the passage.
11	Language	L.3.2	SR	Determine the purpose of punctuation used in the passage.
12	Reading	RI.3.1	SR	Determine the motivation of an individual based on information from the passage.
13	Reading	RI.3.1	SR	Identify an event from the life of an individual from the passage.
14	Reading	RI.3.1	SR	Determine an individual's motivation and choose evidence from the passage that best supports the motivation.
15	Reading	RI.3.3	SR	Sort the activities that an individual did at different stages of life in the passage.
16	Language, Writing	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that describes how an individual showed determination; use information from the passage as evidence.
17	Language	L.3.2	SR	Analyze the author's use of punctuation in the passage.
18	Reading	RL.3.3	SR	Choose evidence from the passage that shows a difference between characters.
19	Reading	RL.3.3	SR	Identify a character's motivation and choose evidence from the passage that best supports the motivation.
20	Reading	RL.3.3	SR	Determine how a character feels about an event from the passage.
21	Language	L.3.4	SR	Determine the meaning of a phrase in context.
22	Reading	RL.3.4	SR	Determine what a phrase from the passage suggests about a character.
23	Reading	RL.3.3	SR	Select the phrases that describe interactions between characters.
24	Language, Writing	L.3.1, L.3.2, L.3.3, W.3.3, W.3.4	ES	Write a narrative about the feelings of a character based on events from the passage.

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

Correct Answer for CBT Item #4: Technology-Enhanced Item

First Event

Grandma tells
Lilly a story.

Lilly dreams about
the whales.

Lilly drops a
flower into the
water.

Last Event

Uncle Frederick
walks down the
hill to get Lilly.

Scoring Rubric for Grade 3 Item #8: Constructed 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