

Computer-Based Released Items
Grade 4 MCAS English Language Arts
Spring 2019

The spring 2019 grade 4 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 4 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 4 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	RI.4.1	SR	Identify an obstacle faced by individuals in the article.	C
2	Language	L.4.5	SR	Determine the meaning of figurative language used in the article.	D
3	Language	L.4.4	SR	Determine the meaning of a word in context.	D
4	Reading	RI.4.3	SR	Identify a description of an individual from the article and choose the evidence that best supports the description.	D;C
5	Reading	RI.4.2	SR	Identify the main idea of the article.	B
6	Reading	RI.4.5	SR	Identify the organizational structure of the article.	C
7	Language	L.4.5	SR	Determine the meaning of figurative language used in the article.	<i>see page 4</i>
8	Language, Writing	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that explains how an individual in the article is described; use important information 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 essay items are also provided in this document. Sample responses and scoring guidelines for essay items will be posted to the Department's website later this year.

Grade 4 English Language Arts
Spring 2019 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
9	Reading	RL.4.3	SR	Identify how a paragraph supports the reader's understanding of a character in the passage.
10	Language	L.4.5	SR	Identify an example of figurative language from the passage.
11	Reading	RL.4.1	SR	Determine what a sentence shows about an event in the passage.
12	Reading	RL.4.3	SR	Make an inference about a character from the passage and choose evidence from the passage that best supports the inference.
13	Reading	RL.4.2	SR	Identify the theme of the passage.
14	Reading	RL.4.3	SR	Identify the setting of the passage.
15	Reading	RL.4.2	SR	Select evidence that supports the main idea of the passage.
16	Language, Writing	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative from the main character's point of view describing what might happen next in the passage.
17	Reading	RI.4.5	SR	Determine how a section of the passage is organized.
18	Reading	RI.4.1	SR	Identify a detail related to the topic of the passage.
19	Reading	RI.4.7	SR	Analyze how a text feature supports an idea presented in the passage.
20	Reading	RI.4.7	SR	Determine the importance of a text feature to the reader's understanding of the passage.
21	Reading	RI.4.3	SR	Select details related to the topic of the passage.
22	Reading	RL.4.3	SR	Identify the topic of a section of the poem and choose evidence from the poem that best supports the topic.
23	Reading	RL.4.1	SR	Interpret the meaning of a line in the poem.
24	Reading	RI.4.9	CR	Write a paragraph that explains an idea from the passage and the poem; use important details from both texts as evidence.

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

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

Figurative Language	Meaning
“unlock the door to Egypt’s past” (paragraph 9)	<p style="text-align: center;">solve the problem of understanding the hieroglyphs</p>
“listened to the ancient voices” (paragraph 23)	<p style="text-align: center;">imagined hearing the words of people who wrote the hieroglyphs</p>

Scoring Rubric for Grade 4 Item #8: Essay

Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA* • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS* • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING 	
4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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.

*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	
<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE, AND MECHANICS 	
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
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
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	<ul style="list-style-type: none"> • Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.