Computer-Based Released Items
Grade 5 MCAS English Language Arts
Spring 2019

The spring 2019 grade 5 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 essay items.

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 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 5 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.5.4	SR	Determine the effect of the repetition of a word using evidence from the passage.	C
2	Reading	RL.5.1	SR	Determine what event will happen next using evidence from the passage.	B
3	Language	L.5.5	SR	Determine the effect of figurative language in a passage.	A
4	Reading	RL.5.6	SR	Identify the purpose of an author's use of literary techniques in a passage.	A
5	Reading	RL.5.1	SR	Make an inference about how mood is established in a passage.	D
6	Reading	RL.5.5	SR	Determine the effect of the structure of a section in a passage.	D
7	Reading	RL.5.1	SR	Identify evidence from the passage to make an inference about characters.	C
8	Reading	RL.5.4	SR	Identify sensory details and phrases used in a passage.	*see page 4*
9	Language, Writing	L.5.1, L.5.2, L.5.3, W.5.3, W.5.4	ES	Write a narrative describing what happens next in a passage.	*see page 5*
10	Reading	RL.5.3	SR	Identify a similarity between characters in a passage and choose evidence that best supports the similarity.	C;A
11	Reading	RL.5.2	SR	Determine a theme of a passage.	D
12	Reading	RL.5.2	SR	Create a summary of a passage by placing key events in the correct order.	*see page 4*
13	Reading	RL.5.5	SR	Identify what a section of a poem shows about a character.	B
14	Language	L.5.5	SR	Determine the meaning of figurative language in a poem.	B
15	Reading	RL.5.3	SR	Identify a similarity between a character from a passage and a character from a poem.	C
16	Reading	RL.5.3	SR	Identify a difference between a character from a passage and a character from a poem.	D
17	Language, Writing	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay that explains how a character from a passage and a character from a poem have similar feelings; use important details from both texts as evidence.	*see page 5*

* ELA item types are: selected-response (SR) 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 5 English Language Arts
Spring 2019 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
18	Language	L.5.4	SR	Determine the meaning of a word in context.
19	Reading	RI.5.8	SR	Determine the motivation of an individual in a passage and select evidence from the passage that best supports the motivation.
20	Language	L.5.2	SR	Determine how punctuation is used in a sentence.
21	Reading	RI.5.1	SR	Identify a statement with which the authors of a passage would agree.
22	Reading	RI.5.1	SR	Identify how the authors develop an important idea in a passage.
23	Reading	RI.5.5	SR	Determine the purpose of a text feature used in a passage.
24	Reading	RI.5.7	SR	Determine how a text feature contributes to the understanding of an idea in a passage and choose evidence that best supports the idea.
25	Language, Writing	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay that explains an important idea presented in a passage; use important details from the passage as evidence.

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

Correct Answer for CBT Item #8: Technology-Enhanced Item

Quotation	Sense of Touch	Sense of Sound	Both Senses
"A hurricane roared and raged through the night." (paragraph 1)	○	⦿	○
"It was so soft and squishy!" (paragraph 13)	⦿	○	○
"They squeaked as they snatched at the fluffy stuff." (paragraph 13)	○	○	⦿

Correct Answer for CBT Item #12: Technology-Enhanced Item

Summary

1.
Catalina enjoys looking at the night sky and dreams of someday becoming an astronomer.

2.
Catalina notices something is wrong with one of the telescopes and makes a decision to investigate.

3.
Catalina prevents a telescope from breaking and helps someone in need.

Scoring Rubric for Grade 5 Items #9 and #17: Essay

	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.