

Computer-Based Released Items
Grade 6 MCAS English Language Arts
Spring 2019

The spring 2019 grade 6 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 6 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 6 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.6.1	SR	Cite textual evidence to support an inference based on a passage.	D
2	Reading	RI.6.2	SR	Identify a central idea of a passage and choose supporting evidence.	B;A
3	Reading	RI.6.5	SR	Determine the reason for including a text feature in a passage.	A
4	Language	L.6.5	SR	Analyze how figurative language contributes to an understanding of a passage.	D
5	Reading	RI.6.2	SR	Determine the appropriate order of events for a passage summary.	<i>see page 4</i>
6	Reading	RI.6.9	SR	Contrast two authors' presentations of the same event.	C
7	Reading	RI.6.5	SR	Compare the text structures of two passages.	A
8	Language, Writing	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that explains whether an individual discussed in a pair of passages would be considered heroic; use information from the passages to support the explanation.	<i>see page 5</i>

* 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 6 English Language Arts
Spring 2019 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
9	Reading	RL.6.4	SR	Determine how the tone of a passage changes based on a portion of the text.
10	Reading	RL.6.5	SR	Analyze how a specific section from a passage contributes to the development of the plot.
11	Reading	RL.6.2	SR	Identify a central idea in a passage.
12	Reading	RL.6.3	SR	Analyze a passage to determine traits of a character and choose supporting evidence from the passage.
13	Reading	RL.6.4	SR	Analyze the effect of figurative language in a passage.
14	Reading	RL.6.6	SR	Explain how the author develops the point of view of a character in a passage.
15	Reading	RL.6.5	SR	Identify the events that contribute to the structure of a passage's plot.
16	Language, Writing	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that explains how a particular theme is developed in a passage; use information from the passage to support the explanation.
17	Reading	RL.6.5	SR	Analyze how a section of a passage contributes to the development of characterization and plot.
18	Reading	RL.6.3	SR	Analyze the feelings of a character and choose supporting evidence from the passage.
19	Language	L.6.4	SR	Determine the meaning of a word in context.
20	Reading	RL.6.2	SR	Identify how the interactions of characters help to develop a central idea of a passage; choose supporting evidence from the passage.
21	Language	L.6.5	SR	Determine the meaning of figurative language in a passage.
22	Reading	RL.6.4	SR	Determine how a phrase reveals aspects of a character in a passage.
23	Reading	RL.6.3	SR	Analyze how a character responds to an event in a passage.
24	Language, Writing	L.6.1, L.6.2, L.6.3, W.6.3, W.6.4	ES	Based on a passage, write a narrative from a secondary character's point of view, telling what happens next in the story.

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

Correct Answer for CBT Item #5: Technology-Enhanced Item

1.

Favorable weather conditions allowed Shackleton to launch a rescue mission to find his crew.

2.

The weather on the journey to Elephant Island was mostly clear, but fog near the island made the trip stressful.

3.

The crew was detected by Worsley, and the rescue party quickly approached the island to rescue the men there.

Scoring Rubric for Grade 6 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 TASK AND MODE 	
5	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<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 task and mode
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 task and mode
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
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.