

Computer-Based Released Items Grade 10 MCAS English Language Arts Spring 2019

The spring 2019 grade 10 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). Scoring rubrics are also provided for released essay items.

A Note about Testing Mode

Most of the operational items on the grade 10 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 10 English Language Arts
Spring 2019 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type ¹	Item Description	Correct Answer (SR) ²
1	Reading	RL.9-10.3	SR	Make an inference about a character based on details in a passage.	C
2	Reading	RL.9-10.3	SR	Make an inference about a character based on details in a passage.	D
3	Reading	RL.9-10.1	SR	Determine and compare the narrators' views on a topic in two passages.	A
4	Reading	RL.9-10.4	SR	Analyze the similarity in the settings of two different passages.	C
5	Reading	RL.9-10.3	SR	Analyze and compare how specific details contribute to characterization in different passages.	D
6	Language	L.9-10.1	SR	Identify parts of speech as used in sentences.	D
7	Reading	RL.9-10.4	SR	Identify and compare the authors' use of literary techniques in different passages.	D;A
8	Reading	RL.9-10.4	SR	Analyze the effect of similar stylistic choices in different passages.	<i>see page 4</i>
9	Language, Writing	L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.2, W.9-10.4	ES	Write an essay comparing the impact of sensory details on mood in excerpts from three different passages; use evidence from each passage to support the analysis.	<i>see page 6</i>
10	Reading	RI.9-10.6	SR	Determine an author's purpose for including a specific section of an excerpt.	C
11	Reading	RI.9-10.5	SR	Determine which claim is supported by evidence from two different excerpts.	B
12	Reading	RI.9-10.8	SR	Contrast the types of evidence used to support and develop claims in two excerpts.	B
13	Reading	RI.9-10.6	SR	Determine and compare the points of view of the authors of two excerpts on a similar topic.	D
14	Reading	RI.9-10.4	SR	Analyze the effect of figurative language in excerpts on similar topics.	C
15	Language	L.9-10.2	SR	Analyze the purpose of punctuation in a paragraph.	D
16	Reading	RI.9-10.5	SR	Identify evidence from two different excerpts to support and develop a claim.	C;C
17	Reading	RI.9-10.8	SR	Evaluate evidence that would support the authors' arguments in two excerpts on similar topics.	<i>see page 4</i>
18	Language, Writing	L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.1, W.9-10.4	ES	Write an argument in the form of a letter taking a position based on evidence from two excerpts on a similar topic.	<i>see page 6</i>
19	Reading	RL.9-10.1	SR	Make an inference about a character in a passage.	A

CBT Item No.	Reporting Category	Standard	Item Type ¹	Item Description	Correct Answer (SR) ²
20	Reading	RL.9-10.3	SR	Make an inference about a character based on details in a passage.	D
21	Reading	RL.9-10.3	SR	Analyze an author's development of a character within a passage.	D
22	Reading	RL.9-10.5	SR	Analyze the purpose of a specific paragraph in a passage.	C
23	Reading	RL.9-10.4	SR	Analyze the effect of figurative language on characterization.	B
24	Language	L.9-10.4	SR	Determine the meaning of a specific word based on context in a passage.	C
25	Reading	RL.9-10.4	SR	Determine the tone of a passage and select supporting evidence from given details from the passage.	B;D
26	Reading	RL.9-10.4	SR	Select details that contribute to mood in a passage.	<i>see page 5</i>
27	Question 27 was removed from the test and was not scored.³ Educators can view the question in the following PDF: www.doe.mass.edu/mcas/2019/release/g10ela-voidedessav.pdf.				
28	Reading	RL.9-10.1	SR	Make an inference about characters based on details in a specific section of an excerpt.	C
29	Reading	RL.9-10.1	SR	Make an inference based on details in an excerpt.	C
30	Reading	RL.9-10.3	SR	Analyze what is revealed about a character in a section of an excerpt.	B
31	Reading	RL.9-10.2	SR	Summarize an excerpt by placing key details in chronological order.	<i>see page 5</i>

¹ ELA item types are: selected-response (SR) and essay (ES).

²Answers 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.

³Due to the technical requirements of the TestNav 8 system, question 27 registers in the grade 10 released item ePAT as a one-point scorable question. However, students cannot interact with or complete the removed question.

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

Decay

“Sunlight poured through a hole in the ceiling, a few weeds growing in the debris where light touched the floor.” (paragraph 13 of *Station Eleven*)

Vulnerability

“... but just then the moon, sailing through the black clouds, appeared behind the jagged crest of a beetling, pine-clad rock, and by its light I saw around us a ring of wolves. . . .” (paragraph 3 of *Dracula*)

Correct Answer for CBT Item #17: Technology-Enhanced Item

Plastic: A Toxic Love Story

a map of the currents in the Pacific Ocean

High Tech Trash

a chart showing the change in the quantity of electronic waste by country over the past 10 years

Correct Answer for CBT Item #26: Technology-Enhanced Item

10 The door opened half an hour later and the team huddled on the sidewalk in a lantern's circle, consulting a ledger. They crossed the park, eventually stepping beyond the spy hole's domain. Cora had closed her eyes when their loud rapping on the front door shocked her. They stood directly beneath.

11 The next minutes moved with appalling slowness. Cora huddled in a corner, making herself small behind the final rafter. Sounds furnished details of the action below. Ethel greeted the night riders warmly; anyone who knew her would be certain she was hiding something. Martin made a quick tour of the attic to make sure nothing was amiss, and then joined everyone downstairs.

12 Martin and Ethel answered their questions quickly as they showed the group around. It was just the two of them. Their daughter lived elsewhere. (The night riders searched the kitchen and parlor.) The maid Fiona had a key but no one else had access to the house. (Up the stairs.) They had been visited by no strangers, heard no strange noises, noted nothing out of the ordinary. (They searched the two bedrooms.) Nothing was missing. There was no cellar—surely they knew by now that the park houses did not have cellars. Martin had been in the attic that very afternoon and noticed nothing amiss.

Correct Answer for CBT Item #31: Technology-Enhanced Item

Summary	
1.	<u>Hector and Achilles prepare for battle.</u>
2.	<u>Achilles throws his spear, but it misses Hector.</u>
3.	<u>Athena retrieves Achilles's spear and gives it back to Achilles.</u>
4.	<u>Hector's spear hits Achilles's shield, but it does not wound Achilles.</u>
5.	<u>Hector realizes he does not have another weapon.</u>

Scoring Rubric for Grade 10 Items #9 and #18: Essay

Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA/THESIS * • 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/thesis 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/thesis 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/thesis 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/thesis 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/thesis 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.