

## **Computer-Based Released Items Grade 4 MCAS English Language Arts Spring 2021**

The spring 2021 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](https://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](http://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.

### **2021 Session Sampling**

In 2021, due to the COVID-19 pandemic, the Department reduced testing time for students in grades 3–8 through a session sampling approach, in which each student took only a portion of each MCAS assessment. Instead of taking two sessions in each subject, individual students took one session each.

**Grade 4 English Language Arts  
Spring 2021 Computer-Based Released Operational Items**

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>	<b>Correct Answer (SR)**</b>
1	Reading	RL.4.3	SR	Determine what is suggested about a character based on information in the story.	D
2	Language	L.4.5	SR	Interpret the meaning of a phrase in the story.	B
3	Reading	RL.4.3	SR	Determine what is suggested about a character based on information in the story.	C
4	Language	L.4.4	SR	Determine the meaning of a word in context.	A
5	Reading	RL.4.7	SR	Determine how a picture contributes to the understanding of the story.	C
6	Reading	RL.4.4	SR	Determine how a paragraph is important to the story.	C
7	Reading	RL.4.3	SR	Determine how a character feels using details from the story.	D
8	Reading	RL.4.3	SR	Choose details that best describe the characters in the story.	<i>see page 4</i>
9	Language	L.4.5	SR	Interpret the meaning of a phrase using details from the story.	D
10	Reading	RL.4.3	SR	Determine how a character changes at the end of the story.	A
11	Reading	RL.4.2	SR	Create a summary of the story by dragging events into the correct order.	<i>see page 4</i>
12	Language, Writing	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative that describes what will most likely happen next in the story.	<i>see page 5</i>
13	Reading	RI.4.2	SR	Identify a description of two individuals based on information in the article.	B
14	Language	L.4.2	SR	Identify the reason a word is placed in quotation marks in the article.	A
15	Language	L.4.3	SR	Identify the reason italics are used in the article.	A
16	Reading	RI.4.1	SR	Identify the actions of an individual in the article.	B
17	Language	L.4.4	SR	Determine which meaning of a multiple-meaning word is used in the article.	B
18	Reading	RI.4.1	SR	Identify an event using information from the article.	C

\* 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 2021 Computer-Based Unreleased Operational Items**

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
19	Reading	RI.4.1	SR	Determine what is suggested about an individual based on information in the passage.
20	Reading	RI.4.1	SR	Make an inference about an individual and choose evidence from the passage that best supports the inference.
21	Language	L.4.4	SR	Determine the meaning of a word in context.
22	Reading	RI.4.7	SR	Determine how an illustration contributes to the reader's understanding of the passage.
23	Reading	RI.4.1	SR	Identify the sentence that best describes an individual in the passage.
24	Reading	RI.4.1	SR	Determine what is suggested about an individual based on information in the passage.
25	Reading	RI.4.9	SR	Identify evidence that compares the feelings of others toward individuals in both passages.
26	Reading	RI.4.3	SR	Identify the feelings of individuals described in the passages.
27	Reading	RI.4.9	SR	Identify which problems individuals in the passages faced.
28	Reading	RI.4.9	SR	Identify the steps two individuals had to take to accomplish their goals in the passages.
29	Reading	RI.4.9	SR	Identify a difference between two individuals and choose evidence from one of the passages that best supports the difference.
30	Reading	RI.4.3	SR	Determine the effect of the successes of two individuals based on information in both passages.
31	Reading	RI.4.3	CR	Write a paragraph that describes a character trait of an individual in the passage, using important details from the passage as evidence.

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

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

Tom	Ed
feels better after the other kids walk over to talk with him	wishes good luck to the other boy
worries that he will lose the competition	tells the other boy that he should have kept the broken fin a secret

### Correct Answer for CBT Item #11: Technology-Enhanced Item

- Tom sets up his rocket while the other kids don't pay attention to him.
- Tom meets Ed, who has built a rocket as good as Tom's.
- Tom rushes over to Ed to tell him about an issue with the fin.
- Tom is invited to hang out with the other kids.

## Scoring Rubric for Grade 4 Item #12: Essay

<b>Idea Development</b>	
<ul style="list-style-type: none"> <li>• <b>QUALITY AND DEVELOPMENT OF CENTRAL IDEA*</b></li> <li>• <b>SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS*</b></li> <li>• <b>ORGANIZATION</b></li> <li>• <b>EXPRESSION OF IDEAS</b></li> <li>• <b>AWARENESS OF PURPOSE FOR WRITING</b></li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the purpose for writing</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Central idea is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the purpose for writing</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the purpose for writing</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Central idea is not present and/or not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal or no organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the purpose for writing</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.</li> </ul>

\*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.

<b>Standard English Conventions</b>	
<ul style="list-style-type: none"> <li>• <b>SENTENCE STRUCTURE</b></li> <li>• <b>GRAMMAR, USAGE, AND MECHANICS</b></li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.</li> </ul>