

## **Computer-Based Released Items Grade 5 MCAS English Language Arts Spring 2021**

The spring 2021 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](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 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.

### **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 5 English Language Arts**  
**Spring 2021 Computer-Based Released Operational Items**

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Reading	RL.5.5	SR	Determine the importance of given paragraphs to the overall passage.	D
2	Language	L.5.5	SR	Interpret the meaning of figurative language used in the passage.	C
3	Reading	RL.5.3	SR	Identify a description of an individual and choose evidence from the passage that best supports the description.	A;B
4	Reading	RL.5.6	SR	Determine what is being described in a detail from the passage.	D
5	Reading	RL.5.1	SR	Make an inference based on details from the passage.	C
6	Reading	RL.5.5	SR	Determine the importance of given paragraphs in the passage.	C
7	Reading	RI.5.8	SR	Identify why the author includes a given section in the passage.	D
8	Reading	RI.5.1	SR	Make an inference based on information from the passage.	A
9	Language	L.5.4	SR	Identify the word from the passage that has a prefix with a given meaning.	A
10	Reading	RI.5.2	SR	Identify the main idea of the passage and choose evidence from the passage that best supports the main idea.	C;B
11	Reading	RL.5.3	SR	Identify character traits of individuals in the passage.	<i>see page 4</i>
12	Language, Writing	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay that explains the relationship between two individuals in the passage; use information from the passage as evidence.	<i>see page 5</i>
13	Reading	RL.5.5	SR	Determine the purpose of a paragraph in the fable.	B
14	Reading	RL.5.1	SR	Identify the significance of an event from the fable.	B
15	Reading	RL.5.3	SR	Identify a description of characters based on information in the fable.	A
16	Language	L.5.4	SR	Determine the meaning of a word in context.	D
17	Reading	RL.5.3	SR	Determine what is suggested about a character using details from the fable.	C
18	Reading	RL.5.2	SR	Determine the importance of the setting of the fable.	A
19	Reading	RL.5.2	SR	Determine the importance of the title of the fable.	B

\* 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 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>
20	Reading	RI.5.8	SR	Determine the purpose of a paragraph in the passage.
21	Reading	RI.5.4	SR	Determine the meaning of a word in context.
22	Reading	RI.5.5	SR	Determine how paragraphs are connected in the passage.
23	Language	L.5.5	SR	Interpret the meaning of punctuation used in the passage.
24	Language	L.5.2	SR	Determine the use of punctuation in a sentence from the passage.
25	Reading	RI.5.4	SR	Determine the meaning of a word in context.
26	Reading	RI.5.3	SR	Identify how a problem in the passage was solved and choose evidence from the passage that best supports the solution.
27	Reading	RI.5.3	SR	Place events from the passage into the correct order.
28	Reading	RI.5.5	SR	Identify the organizational structure of the passage.
29	Reading	RI.5.9	SR	Compare how information from two passages contributes to overall understanding of a topic.
30	Reading	RI.5.7	SR	Use text features to identify similarities on a topic presented in two passages.
31	Language, Writing	L.5.1, L.5.2, L.5.3, W.5.2, W.5.4	ES	Write an essay that explains how individuals addressed challenges presented in two passages; use information from both passages as evidence.

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

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

<b>Character Trait</b>	<b>Seaman</b>	<b>Lewis</b>	<b>Both</b>
loyal to others	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
happiest in the wild	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
eager to please others	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested in learning about plants and animals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## Scoring Rubric for Grade 5 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>