

Computer-Based Released Items
Grade 10 MCAS English Language Arts
Spring 2023

The spring 2023 grade 10 English Language Arts test was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer.

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 the following: reporting category, standard(s) covered, item type, item description, and correct answer (for selected-response items only). Sample responses and scoring guidelines for essay items will be posted at www.doe.mass.edu/mcas/student/default.html.

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 2023 Computer-Based Released Operational Items**

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	Reading	RL.9-10.3	SR	Analyze what is revealed about a character in a section of an excerpt.	B
2	Language	L.9-10.4	SR	Determine the meaning of an unknown word in an excerpt using context.	C
3	Language	L.9-10.2	SR	Analyze the purpose of a colon in a sentence from an excerpt.	A
4	Reading	RL.9-10.2	SR	Identify how lines of a poem contribute to the theme.	B
5	Reading	RL.9-10.2	SR	Determine the impact of a character's feelings on their identity in a poem.	D
6	Reading	RL.9-10.3	SR	Identify a contrast between the main character in an excerpt and the speaker of a poem.	D
7	Reading	RL.9-10.2	SR	Identify a shared theme in an excerpt and a poem; select evidence from both texts for support.	B;D
8	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 that compares and contrasts the attitudes of a character in an excerpt with those of a speaker in a poem.	
9	Reading	RL.9-10.4	SR	Determine the meaning of figurative language used in a poem.	D
10	Reading	RL.9-10.9	SR	Determine a key idea of a poem based on allusions in a line of the poem.	D
11	Reading	RL.9-10.5	SR	Analyze how the second stanza of a poem relates to ideas established in the first stanza.	D
12	Reading	RL.9-10.6	SR	Analyze details to determine the author's point of view in a poem and select evidence for support.	C;D
13	Reading	RL.9-10.3	SR	Compare how ideas are developed in one stanza of a poem to how ideas are developed in another stanza of the poem.	<i>see page 4</i>
14	Reading	RI.9-10.4	SR	Identify a detail that contributes to a specific tone in an article.	D
15	Reading	RI.9-10.2	SR	Determine the purpose of a specific section of an article.	C
16	Reading	RI.9-10.3	SR	Determine the purpose of a specific introductory detail in an article.	B
17	Language	L.9-10.5	SR	Determine the impact of figurative language on meaning in an excerpt.	C
18	Reading	RI.9-10.1	SR	Identify a detail that supports a specific claim made in an article.	B
19	Language	L.9-10.2	SR	Identify the purpose of dashes in sentences from two articles on similar topics.	D

20	Reading	RI.9-10.5	SR	Determine an idea developed in a specific paragraph of an article and identify a detail that develops a similar idea in an article on a similar topic.	B;A
21	Reading	RI.9-10.2	SR	Match details from two articles on similar topics with the central ideas they support.	<i>see page 4</i>
22	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 advocating for a topic addressed in two articles; use evidence from both articles for support.	
23	Reading	RL.9-10.5	SR	Make an inference about the effect of a specific paragraph in an excerpt.	C
24	Language	L.9-10.4	SR	Determine the context for an unfamiliar word in an excerpt.	B
25	Reading	RL.9-10.3	SR	Make an inference about a character based on details in an excerpt.	D
26	Reading	RL.9-10.3	SR	Make an inference about a character based on dialogue in a specific section of an excerpt.	C
27	Reading	RL.9-10.3	SR	Make an inference about two characters from excerpts on similar topics based on specific details in the excerpts.	B
28	Reading	RL.9-10.3	SR	Make an inference about characters' relationships based on specific details from two excerpts on similar topics.	C
29	Reading	RL.9-10.1	SR	Determine which sentence from an excerpt supports an interpretation of a character and which sentence from another excerpt suggests a similar interpretation of a different character.	B;B
30	Reading	RL.9-10.2	SR	Determine which quotations from two excerpts on similar topics support two different themes shared by the excerpts.	<i>see page 5</i>

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

**Answers are provided here for selected-response items only. Pages 4 and 5 of this document provide correct answers for technology-enhanced (TE) items. Sample responses and scoring guidelines for essay items will be posted at www.doe.mass.edu/mcas/student/default.html.

Correct Answer for CBT Item #13: Technology-Enhanced Item

In the first stanza, the speaker describes spring as “a young child,” emphasizing its .

However, in the second stanza the speaker emphasizes that “our bodies” in early childhood are

by using words

like

Correct Answer for CBT Item #21: Technology-Enhanced Item

Algae are of tremendous benefit to the world.

“Through photosynthesis, marine microalgae account for . . . nearly half of the photosynthesizing biomass produced on the planet, . . .” (paragraph 10 of “Can Algae Save the World?”)

“Seaweed can play a huge role in fighting climate change by absorbing carbon emissions . . . as well as generating marine protein.” (paragraph 3 of “The Ocean Farmers”)

The use of algae to address climate issues comes with some concerns.

“Algae can take in our carbon emissions, yes; but too much, and our treasured friend becomes toxic.” (paragraph 31 of “Can Algae Save the World?”)

“If seaweed is just grown for the purpose of absorbing carbon without being harvested, it will rot and release the CO₂ it has captured back into the atmosphere.” (paragraph 8 of “The Ocean Farmers”)

Correct Answer for CBT Item #30: Technology-Enhanced Item

Moving to another country can mean a new start.

“My American dream was now becoming real life, and it seemed like everything in my past life was becoming a dream that I needed to wake up from.” (paragraph 34 of *Call Me American*)

“The rest is up to him: he, now, must play his part.” (paragraph 21 of *Golden Child*)

“But all that is over now; he must think only of the task ahead.” (paragraph 24 of *Golden Child*)

A successful journey starts with careful preparation.

“She took out a pink piece of paper and on the bottom wrote two words, ‘Missing transcript.’” (paragraph 18 of *Call Me American*)

“The Kenya immigration officer looked at my visa, stamped my refugee documents, and waved me through.” (paragraph 33 of *Call Me American*)

“Inside the knapsack are several important documents, which he checked and re-checked at home in Port of Spain before they set off for the airport.” (paragraph 4 of *Golden Child*)