Computer-Based Released Items
Grade 4 MCAS English Language Arts
Spring 2023

The spring 2023 grade 4 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). Information about unreleased operational items is also presented here. Sample responses and scoring guidelines for released essay and constructed-response 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 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.

Grade 4 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	RI.4.1	SR	Identify a key detail related to the topic of the passage.	B
2	Reading	RI.4.3	SR	Identify an idea in the passage and choose evidence from the passage that supports the idea.	A;A
3	Reading	RI.4.3	SR	Use information from the passage to determine why an event occurred.	B
4	Language	L.4.4	SR	Determine the meaning of a phrase in the passage.	C
5	Reading	RI.4.4	SR	Determine the meaning of a word in context.	C
6	Reading	RI.4.2	SR	Identify the reason an event in the passage occurred.	D
7	Reading	RI.4.5	SR	Identify the purpose of a paragraph from the passage.	B
8	Reading	RI.4.4	SR	Determine the meaning of a word in context.	A
9	Reading	RI.4.1	SR	Identify a key detail that explains an idea from the passage.	A
10	Language	L.4.4	SR	Determine the meaning of a word from the passage and choose the evidence from the passage that supports the meaning.	C;B
11	Reading	RI.4.6	SR	Identify a detail from the passage that reveals the author's point of view.	D
12	Language, Writing	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that explains a key concept in the passage; use important information from the passage as evidence.	
13	Reading	RL.4.6	SR	Determine how the point of view of the passage impacts the reader's overall understanding.	C
14	Reading	RL.4.4	SR	Determine the meaning of a word used in the passage.	A
15	Language	L.4.5	SR	Identify the type of figurative language used in a phrase from the passage and determine what it suggests about the characters.	*see page 5*
16	Reading	RL.4.3	SR	Determine what is suggested about a character based on details in the passage.	C
17	Reading	RL.4.3	SR	Determine what is suggested about the relationship between two characters in the passage.	A
18	Language	L.4.5	SR	Determine why the author uses a comparison to provide details about a character from the passage.	C

| 19 | Reading | RL.4.3 | SR | Determine what is suggested about the relationship between two characters in the passage. | A |
| 20 | Reading | RL.4.2 | SR | Identify the theme of the passage. | B |

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

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

Grade 4 English Language Arts
Spring 2023 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
21	Reading	RI.4.2	SR	Identify a main idea developed in a section of the passage.
22	Reading	RI.4.4	SR	Use information from the passage to determine the meaning of a word.
23	Reading	RI.4.5	SR	Identify the section of the passage where specific information would be found.
24	Reading	RI.4.5	SR	Identify the organizational structure of the passage.
25	Reading	RL.4.6	SR	Identify the point of view of the passage.
26	Language	L.4.4	SR	Determine the correct meaning of a multiple-meaning word in context and identify another sentence that uses the word similarly.
27	Reading	RL.4.4	SR	Determine the meaning of a word in context.
28	Language	L.4.2	SR	Identify the purpose of punctuation used in a sentence from the passage.
29	Reading	RL.4.1	SR	Make an inference based on details from the
30	Reading	RI.4.9	SR	Identify an idea shared by two passages.
31	Reading	RI.4.9	SR	Identify an opinion shared by the authors of two passages.
32	Reading	RL.4.3	CR	Write a paragraph that describes a character's problem, using important details from the passage.

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

Correct Answer for CBT Item #15: Technology-Enhanced Item

In paragraphs 9 and 10 of the passage, Luke comes through the hedge "like a hawk searching for a rabbit." This phrase is an example

of [a simile ▾]. The **most likely** reason the author uses the phrase

is to show that Helen thinks Luke is [trying to get her in trouble ▾] .