

Computer-Based Released Items Grade 3 English Language Arts Spring 2018

The spring 2018 grade 3 English Language Arts (ELA) test was administered in two formats: a computer-based version and a paper-based version.

- Released items from the **computer-based version** of the test are available online at ricas.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 version** of the 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). Information about unreleased operational items is also presented here, along with scoring rubrics for both constructed-response questions and essay questions.

A Note about Testing Mode

Most of the operational items on the grade 3 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In some instances, the wording of a paper item differed slightly from the computer-based version. In places where a technology-enhanced item was used on the computer-based test, that item was typically replaced with one or more alternative items on the paper test. These alternative items sometimes assessed the same standard as the technology-enhanced item, or other standards from the same reporting category.

Grade 3 English Language Arts
Spring 2018 Computer-Based Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

CBT Item No.*	ePAT Item No.*	Reporting Category	Standard	Item Type**	Description	Correct Answer***
9	1	<i>Reading</i>	RI.3.8	SR	Use details to explain a comparison from the passage.	C
10	2	<i>Language</i>	L.3.4	SR	Determine the meaning of a domain-specific word in a passage.	C
11	3	<i>Reading</i>	RI.3.1	SR	Use information from the passage to demonstrate understanding.	A
12	4	<i>Language</i>	L.3.4	SR	Determine the meaning of a word in context.	D
13	5	<i>Reading</i>	RI.3.1	SR	Use evidence to demonstrate understanding of the passage.	B
14	6	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a domain-specific word and choose the evidence from the passage that best supports its meaning.	A;D
15	7	<i>Reading</i>	RI.3.3	SR	Use information from the passage to determine when events occur.	<i>see page 4</i>
16	8	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that explains how the author uses text features to help the reader understand the topic. Use information from the passage as evidence.	

*“CBT Item Number” refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item. “ePAT Item Number” refers to the position of the item in the 2018 released item set for grade 3 ELA, found online at mcas.pearsonsupport.com/released-items.

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

***Answers are provided here for selected-response items only. Correct answers for technology-enhanced (TE) items can be found on page 4 of this document. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department’s website later this year.

Grade 3 English Language Arts
Spring 2018 Computer-Based Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

CBT Item No.*	Reporting Category	Standard	Item Type**	Description
1	<i>Reading</i>	RL.3.4	SR	Determine the purpose of a repeated phrase in the story.
2	<i>Reading</i>	RL.3.1	SR	Use details from the story to demonstrate understanding.
3	<i>Reading</i>	RL.3.4	SR	Interpret what a word suggests about characters in the story.
4	<i>Reading</i>	RL.3.3	SR	Analyze a character's actions in the story.
5	<i>Reading</i>	RL.3.3	SR	Determine a character's motivation in the story.
6	<i>Reading</i>	RL.3.3	SR	Identify the word that best describes the main character and choose evidence from the story that best supports the description.
7	<i>Reading</i>	RL.3.2	SR	Identify details that support the main idea of the story.
8	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.3, W.3.4	ES	Write a narrative describing what might happen next in the story.
17	<i>Reading</i>	RI.3.1	SR	Use information from the article to demonstrate understanding.
18	<i>Reading</i>	RI.3.5	SR	Determine where additional information should be included in the article.
19	<i>Language</i>	L.3.5	SR	Determine the meaning of a word in context.
20	<i>Reading</i>	RI.3.9	SR	Compare information about a topic found in the article and the story.
21	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a word used in context in the article and in the story.
22	<i>Reading</i>	RI.3.1	SR	Identify information and choose supporting evidence from the article.
23	<i>Reading</i>	RI.3.8	SR	Select details from the story to demonstrate understanding of a cause-effect relationship.
24	<i>Reading</i>	RI.3.9	CR	Write a paragraph that compares the main ideas of the article and the story; include important details from both texts.

*“CBT Item Number” refers to the position of the item on the operational computer-based test. This is the item number that DESE refers to when reporting student results for a CBT item.

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

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

Facts About Grizzlies	Winter	Spring
use extra fat to survive	<input checked="" type="radio"/>	<input type="radio"/>
leave the den to search for food	<input type="radio"/>	<input checked="" type="radio"/>
give birth to cubs in the den	<input checked="" type="radio"/>	<input type="radio"/>

Scoring Rubric for CBT Items #8 and #16: Essays

Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA* • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS* • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING 	
4	<ul style="list-style-type: none"> • Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	<ul style="list-style-type: none"> • Central idea 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 purpose for writing
1	<ul style="list-style-type: none"> • Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
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.

Scoring Rubric for CBT Item #24: Constructed Response

Score Point	Description
3	<ul style="list-style-type: none">• Demonstrates full understanding of the reading material• Includes important and specific evidence/details for support
2	<ul style="list-style-type: none">• Demonstrates partial understanding of the reading material• Includes some important evidence/details for support
1	<ul style="list-style-type: none">• Demonstrates minimal understanding of the reading material• Includes little or no evidence/details for support
0	<ul style="list-style-type: none">• Demonstrates no understanding of the reading material• Includes insufficient evidence/details for support