

Computer-Based Released Items Grade 6 English Language Arts Spring 2018

The spring 2018 grade 6 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 essay questions.

A Note about Testing Mode

Most of the operational items on the grade 6 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 6 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***
1	1	<i>Reading</i>	RL.6.1	SR	Make an inference about characters using evidence from a passage.	A
2	2	<i>Language</i>	L.6.4	SR	Determine the meaning of a word in context.	A
3	3	<i>Reading</i>	RL.6.1	SR	Make an inference based on paragraphs from a passage.	C
4	4	<i>Reading</i>	RL.6.6	SR	Explain how a text feature helps to reveal the point of view of a character.	D
5	5	<i>Reading</i>	RL.6.3	SR	Analyze how a character changes throughout a passage and choose supporting evidence from the passage.	B;D
6	6	<i>Reading</i>	RL.6.3	SR	Analyze a passage to determine the character traits of two characters.	<i>see page 4</i>
7	7	<i>Language, Writing</i>	L.6.1, L.6.2, L.6.3, W.6.3, W.6.4	ES	Write a narrative that retells the events of a passage from a secondary character's point of view.	
16	8	<i>Reading</i>	RL.6.4	SR	Determine how a phrase reveals aspects of a character in a passage.	A
17	9	<i>Reading</i>	RL.6.5	SR	Analyze how specific paragraphs from a passage contribute to the development of the plot.	C
18	10	<i>Reading</i>	RL.6.1	SR	Make an inference based on a specific section of the passage.	B
19	11	<i>Reading</i>	RL.6.2	SR	Identify a central idea of a passage and choose supporting evidence from the passage.	A;D
20	12	<i>Reading</i>	RL.6.2	SR	Create a summary of a passage.	<i>see page 4</i>
21	13	<i>Reading</i>	RL.6.4	SR	Determine the tone in a particular section of a poem.	C
22	14	<i>Reading</i>	RL.6.5	SR	Analyze how lines in a poem contribute to the development of the plot.	A
23	15	<i>Reading</i>	RL.6.3	SR	Analyze how characters in a passage and a poem are similar.	B
24	16	<i>Language, Writing</i>	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that explains how a passage and a poem help a reader to understand an idea; use information from both the passage and the poem to support the explanation.	

**“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 6 ELA, found online at mcas.pearsonsupport.com/released-items.

**ELA item types are: selected-response (SR) 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 essay items will be posted to the Department’s website later this year.

Grade 6 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
8	<i>Language</i>	L.6.4	SR	Determine the meaning of a phrase in context.
9	<i>Reading</i>	RI.6.3	SR	Analyze how an author's word choice helps the reader to understand an individual in an article.
10	<i>Reading</i>	RI.6.8	SR	Identify a claim made in an article and select supporting evidence.
11	<i>Reading</i>	RI.6.5	SR	Determine the effect of a particular sentence structure in a portion of an excerpt.
12	<i>Reading</i>	RI.6.8	SR	Identify evidence that supports a claim made in an article.
13	<i>Reading</i>	RI.6.6	SR	Identify the purpose for writing an article and an excerpt.
14	<i>Reading</i>	RI.6.2	SR	Determine how authors develop central ideas in an article and an excerpt.
15	<i>Language, Writing</i>	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that explains an inspiration and a challenge for an individual in an article and an excerpt; use information from the article and the excerpt to support the explanation.

*“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) and essay (ES).

Correct Answer for CBT Item #6: Technology-Enhanced Item

<p>Raven</p> <p>bold</p>	<p>Silver</p> <p>caring</p>
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Correct Answer for CBT Item #20: Technology-Enhanced Item

- Rinko tries on a piece of clothing that Aunt Waka wants her to wear.**
- Aunt Waka and Rinko have an honest conversation with each other.**
- Rinko develops a sense of deep admiration for Aunt Waka.**

Scoring Rubric for CBT Items #7, #15, and #24: 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 TASK AND MODE 	
5	<ul style="list-style-type: none"> • Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	<ul style="list-style-type: none"> • Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
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 task and mode
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 task and mode
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
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.