Computer-Based Released Items
Grade 3 MCAS English Language Arts
Spring 2025

The spring 2025 grade 3 English Language Arts (ELA) 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. More information can be found on the MCAS Test Administration Resources page at www.doe.mass.edu/mcas/admin.html.

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.onlinehelp.cognia.org/released-items.

- Released items from the **paper-based test** are available in PDF format on the Department's website at www.doe.mass.edu/mcas/release.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/.

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 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 3 English Language Arts
Spring 2025 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	*Reading*	RI.3.1	SR	Use details from the passage to demonstrate understanding.	A
2	*Reading*	RI.3.1	SR	Determine the actions of an individual using a specific paragraph from the passage.	B
3	*Language*	L.3.4	SR	Determine the meaning of a word in context.	A
4	*Language*	L.3.1	SR	Identify words used as a specific part of speech in a paragraph.	*see page 3*
5	*Language*	L.3.4	SR	Determine what a phrase indicates about a character in the passage.	B
6	*Reading*	RI.3.5	SR	Determine how sentences from the passage are organized.	A
7	*Language*	L.3.4	SR	Identify a compound word in a specific paragraph from the passage.	B
8	*Reading*	RI.3.8	SR	Determine the purpose of particular sections in the passage.	*see page 3*
9	*Reading*	RI.3.7	SR	Determine how a text feature supports an idea from the passage.	A
10	*Language*	L.3.2	SR	Determine the purpose of punctuation used in the passage.	D
11	*Reading*	RI.3.1	SR	Determine how the title supports the main idea of the passage.	C
12	*Language, Writing*	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that explains how an individual overcomes challenges; use information from the passage to support the explanation.	
13	*Reading*	RL.3.6	SR	Identify the point of view the passage is told from.	D
14	*Reading*	RL.3.7	SR	Determine how a picture contributes to the overall understanding of the passage.	B
15	*Language*	L.3.4	SR	Determine the correct meaning of a multiple-meaning word in context.	C
16	*Language*	L.3.3	SR	Analyze the effect of words used in the passage.	A
17	*Reading*	RL.3.5	SR	Identify the purpose of a paragraph in the passage.	C
18	*Reading*	RL.3.3	SR	Determine which trait describes a character and choose evidence from the passage that supports the trait.	B;B
19	*Reading*	RL.3.1	SR	Identify evidence that supports an idea from the passage.	A

*ELA item types are selected-response (SR) and essay (ES).
**Answers are provided here for selected-response items only. Page 3 of this document provides 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 #4: Technology-Enhanced Item

16 Sweat [poured] down their faces, [turning] to mud as thick dust rose from the dirt [**road**]. They dunked their [**heads**] in every stream they [passed], but it didn't help.

Correct Answer for CBT Item #8: Technology-Enhanced Item

In paragraphs 1 and 2, the author shows how bicycles were [seen as something new ▾] in Oakland.

In paragraph 45, the author shows how bicycles were [commonly found ▾] in New York City.