

Computer-Based Released Items
Grade 4 MCAS English Language Arts
Spring 2025

The spring 2025 grade 4 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 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 2025 Computer-Based Released Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	<i>Reading</i>	RL.4.6	SR	Identify the point of view of the story.	D
2	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about a character based on details from the story.	D
3	<i>Reading</i>	RL.4.3	SR	Make an inference based on details from the story.	D
4	<i>Reading</i>	RL.4.3	SR	Determine the motivation of a character from the story.	A
5	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about a character based on details in the story.	A
6	<i>Reading</i>	RL.4.1	SR	Determine what a paragraph reveals about a character.	D
7	<i>Reading</i>	RL.4.1	SR	Make an inference to determine why a character performs an action in the story.	D
8	<i>Reading</i>	RL.4.3	SR	Determine how a character feels using details from the story.	<i>see page 3</i>
9	<i>Reading</i>	RL.4.1	SR	Make an inference based on details from the story.	A
10	<i>Reading</i>	RL.4.2	SR	Identify a theme of the story.	A
11	<i>Reading</i>	RL.4.2	SR	Identify details that support a lesson learned in the story.	<i>see page 3</i>
12	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that describes the relationship between two characters; use details from the story as evidence.	
13	<i>Language</i>	L.4.3	SR	Determine the meaning of a word in context.	C
14	<i>Reading</i>	RI.4.7	SR	Identify a text feature that would support information in a given section of the passage.	C
15	<i>Reading</i>	RI.4.2	SR	Identify a key detail that supports a main idea of the passage.	D
16	<i>Language</i>	L.4.3	SR	Identify the effect of specific words in the passage.	D
17	<i>Reading</i>	RI.4.8	SR	Identify a point an author makes about the subject of the passage.	C
18	<i>Reading</i>	RI.4.5	SR	Determine the purpose of a given section of the passage.	A
19	<i>Reading</i>	RI.4.5	SR	Determine the sequence of events described in the passage.	<i>see page 4</i>

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

**Answers are provided here for selected-response items only. Pages 3–4 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 #8: Technology-Enhanced Item

60 They crept around to the side where the eye was closed. Grandpa put on his gloves and held up his blanket. They inched toward the junglefowl. All this time, Min held her breath. Sweat and jitters trickled down her back.

61 With a swift scoop, Grandpa covered the creature and clamped him by the wings so he couldn't flap them.

Correct Answer for CBT Item #11: Technology-Enhanced Item

Lessons Min Learns about Life

"Respecting one's wish,
no matter how silly, is
important."
(paragraph 52)

"Maybe we should all
peck less and enjoy
flying more, she
thought and glanced up
at Grandpa."
(paragraph 79)

Correct Answer for CBT Item #19: Technology-Enhanced Item

First	An insect touches a Venus flytrap two times.
Then	The Venus flytrap halves close.
Which Leads to	The Venus flytrap releases digestive juices.
Then	The insect is able to be absorbed.
And Finally	The insect skeleton is released by the Venus flytrap leaf halves.