

## Computer-Based Released Items Grade 8 MCAS Civics Spring 2025

The spring 2025 grade 8 Civics 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](http://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](http://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](http://www.doe.mass.edu/mcas/release.html).

This document provides information about each released and unreleased operational item from the *computer-based test*, including the following: reporting category, standard covered, practice standard, item type, item description, and correct answer (for released selected-response items only). Sample responses and scoring guidelines for constructed-response items will be posted at [www.doe.mass.edu/mcas/student/](http://www.doe.mass.edu/mcas/student/).

### A Note about Testing Mode

Most of the operational items on the grade 8 Civics 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 Civics content and assessed the same standard as the technology-enhanced item.

**Grade 8 Civics**  
**Spring 2025 Computer-Based Released Operational Items**

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>HSS Practice Standard</b>	<b>Item Type*</b>	<b>Item Description</b>	<b>Correct Answer (SR)**</b>
1	<i>Rights &amp; Responsibilities</i>	8.T4.2	<i>Civic Knowledge</i>	SR	Determine whether certain activities are rights or responsibilities of citizens.	<i>see page 6</i>
2	<i>Rights &amp; Responsibilities</i>	8.T4.12	<i>Civic Knowledge</i>	SR	Interpret a photograph to describe the role of political protest during the Civil Rights Movement.	<i>see page 6</i>
3	<i>Rights &amp; Responsibilities</i>	8.T4.8	<i>Explanations and Reasoning</i>	SR	Explain how citizens and elected officials worked together on a political issue using the source provided.	<i>see page 6</i>
4	<i>Rights &amp; Responsibilities</i>	8.T4.7	<i>Explanations and Reasoning</i>	CR	Analyze a source to explain how an elected official demonstrated a leadership quality.	
5	<i>Rights &amp; Responsibilities</i>	8.T4.9	<i>Explanations and Reasoning</i>	SR	Explain why public service jobs are important experiences for elected officials using information from a source.	<i>see page 6</i>
6	<i>Government Structures</i>	8.T3.5	<i>Analyzing Sources</i>	SR	Analyze political platforms to determine which policies a candidate would support during a political campaign.	D
7	<i>Rights &amp; Responsibilities</i>	8.T4.5	<i>Explanations and Reasoning</i>	CR	Evaluate data related to a political campaign to explain a characteristic of presidential campaigns.	
8	<i>Rights &amp; Responsibilities</i>	8.T4.5	<i>Explanations and Reasoning</i>	SR	Analyze a source to describe one role of citizens in developing public policy.	C
9	<i>Rights &amp; Responsibilities</i>	8.T4.13	<i>Explanations and Reasoning</i>	SR	Complete a diagram to describe the process of creating public policy based on information provided.	D
10	<i>Rights &amp; Responsibilities</i>	8.T4.13	<i>Explanations and Reasoning</i>	CR	Analyze a source to explain the role of policy organizations in the development of public policy.	
11	<i>Rights &amp; Responsibilities</i>	8.T4.10	<i>Civic-based Questioning</i>	CR	Analyze an issue involving individual rights conflicting with the common good, explain why democratic governments need to balance individual rights and the common good, and describe an action that can be taken to promote changing a law.	
12	<i>Foundations of Government</i>	8.T1.2	<i>Explanations and Reasoning</i>	SR	Determine which branch of the U.S. government was influenced by political characteristics of the Roman Republic.	<i>see page 7</i>
13	<i>Government Structures</i>	8.T3.1	<i>Explanations and Reasoning</i>	SR	Determine the relationship between two branches of government and identify a position within the executive branch using a source.	<i>see page 7</i>
14	<i>Government Structures</i>	8.T6.10	<i>Civic Knowledge</i>	SR	Determine the type of government described in a timeline.	C
15	<i>Government Structures</i>	8.T6.9	<i>Civic Knowledge</i>	SR	Identify the source of funds for a public facility using information from a timeline.	<i>see page 7</i>

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>HSS Practice Standard</b>	<b>Item Type*</b>	<b>Item Description</b>	<b>Correct Answer (SR)**</b>
16	<i>Government Structures</i>	8.T6.10	<i>Civic-based Questioning</i>	SR	Determine how individuals can participate in a local government decision-making process based on the information provided.	<i>see page 7</i>
17	<i>Rights &amp; Responsibilities</i>	8.T5.6	<i>Explanations and Reasoning</i>	SR	Use information from a Supreme Court case to determine which Constitutional amendment was applied in the Court's decision.	B
18	<i>Rights &amp; Responsibilities</i>	8.T5.1	<i>Analyzing Sources</i>	SR	Determine which part of the U.S. Constitution is illustrated in a political cartoon.	A
19	<i>Foundations of Government</i>	8.T1.4	<i>Analyzing Sources</i>	SR	Determine which right in the U.S. Constitution is similar to a right described in the Magna Carta.	C
20	<i>Foundations of Government</i>	8.T2.1	<i>Explanations and Reasoning</i>	SR	Describe how ideas from the Declaration of Independence were used to argue for freedom for enslaved people.	D
21	<i>Government Structures</i>	8.T3.2	<i>Civic Knowledge</i>	SR	Explain how one branch of government can check the power of another branch of government based on information in a source.	A

\*Civics item types are selected-response (SR) and constructed-response (CR).

\*\*Answers are provided here for selected-response items only. Pages 6 and 7 of this document provide correct answers for technology-enhanced (TE) items. Sample responses and scoring guidelines for constructed-response items will be posted at [www.doe.mass.edu/mcas/student/default.html](http://www.doe.mass.edu/mcas/student/default.html).

**Grade 8 Civics**  
**Spring 2025 Unreleased Operational Items**

<b>PBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>HSS Practice Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
22	<i>Government Structures</i>	8.T6.6	<i>Civic Knowledge</i>	SR	Identify a right protected by the Massachusetts Constitution.
23	<i>Government Structures</i>	8.T3.5	<i>Explanations and Reasoning</i>	SR	Explain how political parties support candidates in elections using information from a source.
24	<i>Foundations of Government</i>	8.T2.2	<i>Explanations and Reasoning</i>	SR	Determine whether characteristics apply to the Articles of Confederation, the U.S. Constitution, or both.
25	<i>Foundations of Government</i>	8.T2.5	<i>Analyzing Sources</i>	SR	Describe the purpose of a part of the Preamble to the U.S. Constitution.
26	<i>Rights &amp; Responsibilities</i>	8.T7.4	<i>Analyzing Sources</i>	SR	Analyze the point of view of a political cartoon on the use of digital news in a democracy.
27	<i>Foundations of Government</i>	8.T2.4	<i>Analyzing Sources</i>	SR	Determine an Anti-Federalist position on the U.S. Constitution using information from a source.
28	<i>Foundations of Government</i>	8.T2.1	<i>Explanations and Reasoning</i>	SR	Explain why colonists protested a British action during the American Revolutionary period and describe how the experience led to the Declaration of Independence.
29	<i>Rights &amp; Responsibilities</i>	8.T5.4	<i>Explanations and Reasoning</i>	SR	Explain how two federal laws expanded civil rights for students.
30	<i>Rights &amp; Responsibilities</i>	8.T7.6	<i>Analyzing Sources</i>	SR	Analyze two texts related to a public policy issue to determine which one is an opinion piece and use evidence to support this conclusion.
31	<i>Government Structures</i>	8.T6.7	<i>Civics-based Questioning</i>	SR	Determine which government website would provide information about a service provided by the Massachusetts state government based on the results of an internet search.
32	<i>Government Structures</i>	8.T6.8	<i>Civics-based Questioning</i>	SR	Determine which branch of Massachusetts state government is interacting with citizens based on information in a source.
33	<i>Government Structures</i>	8.T3.4	<i>Civic Knowledge</i>	SR	Describe how candidates move through the presidential election process and how voters directly participate in the process.
34	<i>Foundations of Government</i>	8.T2.2	<i>Analyzing Sources</i>	SR	Determine one weakness of the Articles of Confederation that led to the Constitutional Convention based on information in a source.
35	<i>Foundations of Government</i>	8.T1.1	<i>Explanations and Reasoning</i>	SR	Identify evidence from a source to support a claim about the influence of the political system of ancient Athens on the development of the U.S. government.
36	<i>Foundations of Government</i>	8.T1.1	<i>Civic Knowledge</i>	SR	Describe the role of a legislative assembly in ancient Athens based on information from a source.
37	<i>Foundations of Government</i>	8.T1.1	<i>Civic Knowledge</i>	SR	Compare the legislative branch of the U.S. government to the government of ancient Athens using information from a source.
38	<i>Government Structures</i>	8.T3.3	<i>Civics-based Questioning</i>	SR	Complete a diagram to describe how Supreme Court decisions affect lower court decisions.

<b>PBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>HSS Practice Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
39	<i>Foundations of Government</i>	8.T2.3	<i>Analyzing Sources</i>	SR	Explain why Anti-Federalists wanted to amend the U.S. Constitution based on a source.
40	<i>Foundations of Government</i>	8.T2.3	<i>Civic Knowledge</i>	SR	Explain why delegates from Massachusetts supported the Virginia Plan during the Constitutional Convention based on data provided.
41	<i>Government Structures</i>	8.T6.10	<i>Civics-based Questioning</i>	SR	Describe how results from a civics action project should be shared with a community.
42	<i>Rights &amp; Responsibilities</i>	8.T7.1	<i>Analyzing Sources</i>	SR	Analyze an op-ed to describe the purpose of the op-ed and explain the relationship between the op-ed and the First Amendment.
43	<i>Government Structures</i>	8.T6.1	<i>Civic Knowledge</i>	SR	Determine which powers are shared by the federal government and state governments.

\* Civics item types are: selected-response (SR) and constructed-response (CR).

### Correct Answer for CBT Item #1: Technology-Enhanced Item

Activity	Right	Responsibility
paying taxes	<input type="radio"/>	<input checked="" type="radio"/>
obeying traffic laws	<input type="radio"/>	<input checked="" type="radio"/>
practicing a religion	<input checked="" type="radio"/>	<input type="radio"/>

### Correct Answer for CBT Item #2: Technology-Enhanced Item

Select from the drop-down menus to correctly complete the sentence.

The individuals in Source 1 are  to  
show support for a cause.

### Correct Answer for CBT Item #3: Technology-Enhanced Item

Plans for successful Senate consideration of the Civil Rights Bill have been completed. . . .

At this time, there is no reason to believe that the promise to take up the Civil Rights Bill will be broken. . . .

Senators . . . have agreed upon an effective and continuous [communication] with civil rights organizations. . . .

A great many statements are being made about whether the House passed bill should or should not be amended.

### Correct Answer for CBT Item #5: Technology-Enhanced Item

Based on Source 1, Gerald Ford and Jimmy Carter both had experience in  service jobs before running for president of the United States. This experience is important for a U.S. president because it involves

### Correct Answer for CBT Item #12: Technology-Enhanced Item

Roman Political Characteristic	Legislative Branch	Executive Branch	Judicial Branch
Two consuls were elected to lead the military and government.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Citizens participated in assemblies where they voted to create laws.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eight men were chosen each year to make decisions about disagreements between Roman citizens.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Correct Answer for CBT Item #13: Technology-Enhanced Item

The U.S. Congress passes a law related to public safety and the Department of Homeland Security carries out the law. This is an example of

The Secretary of Homeland Security is part of

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

The new school in the timeline was most likely built using funds from

### Correct Answer for CBT Item #16: Technology-Enhanced Item

Date	Action
November 2017	<input type="text" value="A town proposes a project to build a new school."/>
December 2018	The town creates a proposed construction plan and budget.
January 2019	<input checked="" type="text" value="A town meeting is held to discuss the project with the community."/>
March 2019	<input type="text" value="A special town election is held at polling locations."/>
February 2020	<input type="text" value="Construction on the school begins."/>
September 2022	The new school opens.