# Computer-Based Released Items
# Grade 10 MCAS English Language Arts
# Spring 2024

The spring 2024 grade 10 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 10 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 10 English Language Arts
## Spring 2024 Computer-Based Released Operational Items

| CBT Item No. | Reporting Category | Standard | Item Type* | Item Description | Correct Answer (SR)** |
|---|---|---|---|---|---|
| 1 | Reading | RL.9-10.5 | SR | Determine the impact of sentence structure on characterization in a specific paragraph of an excerpt. | C |
| 2 | Language | L.9-10.4 | SR | Determine the meaning of an unfamiliar word in an excerpt. | B |
| 3 | Language | L.9-10.3 | SR | Contrast the use of dashes in sentences from two excerpts on similar topics. | B |
| 4 | Reading | RL.9-10.2 | SR | Compare how authors develop key themes in two excerpts on similar topics. | C |
| 5 | Reading | RL.9-10.5 | SR | Select sentences, one from each of two excerpts on similar topics, that represent a turning point for the characters in each excerpt. | C |
| 6 | Reading | RL.9-10.2 | SR | Identify a shared theme in two excerpts on similar topics. | A |
| 7 | Reading | RL.9-10.3 | SR | Determine what specific sentences from an excerpt reveal about a character and identify a sentence from an excerpt on a similar topic that suggests a similar characterization. | B;D |
| 8 | Reading | RL.9-10.2 | SR | Identify details from two excerpts on similar topics that support central ideas developed in both excerpts. | *see page 4* |
| 9 | Language, Writing | L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.2, W.9-10.4 | ES | Write an essay explaining how a central idea is developed in two excerpts on similar topics; use details from both excerpts for support. | |
| 10 | Reading | RL.9-10.1 | SR | Make an inference about what lines in a poem reveal about the speaker. | B |
| 11 | Reading | RL.9-10.4 | SR | Determine the main effect of a transition between lines of a poem. | B |
| 12 | Reading | RL.9-10.2 | SR | Determine the main idea that is expressed in lines from a poem. | C |
| 13 | Reading | RL.9-10.4 | SR | Identify details from a poem that convey the speaker's tone. | *see page 4* |
| 14 | Reading | RI.9-10.4 | SR | Determine how the author uses figurative language in a paragraph of an excerpt. | A |
| 15 | Reading | RI.9-10.5 | SR | Analyze how a paragraph from an excerpt develops an author's ideas. | B |
| 16 | Reading | RI.9-10.2 | SR | Determine the central idea of an excerpt. | D |
| 17 | Reading | RI.9-10.6 | SR | Determine the purpose of rhetorical questions in a paragraph of an article. | B |
| 18 | Language | L.9-10.4 | SR | Identify a phrase from a paragraph of an article that provides context for understanding the meaning of an unknown word. | B |

| CBT Item No. | Reporting Category | Standard | Item Type* | Item Description | Correct Answer (SR)** |
|---|---|---|---|---|---|
| 19 | Reading | RI.9-10.1 | SR | Identify an inference that is best supported by a sentence in an article. | B |
| 20 | Language | L.9-10.2 | SR | Identify the purpose of colons in sentences from an excerpt and an article on similar topics. | *see page 4* |
| 21 | Reading | RI.9-10.3 | SR | Determine a detail from an excerpt that introduces an idea developed in a sentence from the excerpt; identify a quotation from an article on a similar topic that relates to the idea in the excerpt. | B;B |
| 22 | Language, Writing | L.9-10.1, L.9-10.2, L.9-10.3, W.9-10.1, W.9-10.4 | ES | Write an essay arguing why specific skills are important based on an excerpt and an article on similar topics; use information from the excerpt and the article to develop the essay. | |
| 23 | Reading | RI.9-10.3 | SR | Analyze how an author introduces ideas in an excerpt. | C |
| 24 | Language | L.9-10.4 | SR | Determine the meaning of an unfamiliar word based on context. | B |
| 25 | Language | L.9-10.3 | SR | Determine the reason an author uses quotation marks in an article. | C |
| 26 | Reading | RI.9-10.3 | SR | Determine which paragraph from an article presents an idea similar to an idea expressed in another article on a similar topic. | C |
| 27 | Reading | RI.9-10.1 | SR | Make an inference comparing ideas addressed in three texts on similar topics. | C |
| 28 | Reading | RI.9-10.1 | SR | Make an inference based on ideas from three texts on similar topics. | D |
| 29 | Reading | RI.9-10.3 | SR | Select evidence from two articles that supports an idea presented in an excerpt on a similar topic. | *see page 5* |
| 30 | Reading | RI.9-10.2 | SR | Determine which quotations from three texts on similar topics support stated central ideas shared by the texts. | *see page 6* |

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

\*\*Answers are provided here for selected-response items only. Pages 4–6 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/.

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

| The narrator spends much of her childhood with a filtered perspective of her environment. | The narrator experiences a change that sharpens her perspective of her environment. |
|---|---|
| "I half listen, or not at all, to anyone, not even Miss Pellman when she greets me each morning." (paragraph 1 of *Becoming Maria*) | "The colors I see are hot pink and turquoise and purple, but they are bold and important and meaningful, not just loud." (paragraph 11 of *Becoming Maria*) |
| "Miss Pellman's lips are moving. *Nice color lipstick*, I think." (paragraph 3 of *Becoming Maria*) | "Now everything is particular and distinct, the house a nosy child's dreamworld." (paragraph 18 of *The Yellow House*) |
| "This world of mine, it must be said outright, is a blur." (paragraph 2 of *The Yellow House*) | |

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

**Sense of Freedom**

- "From this hour I ordain myself loos'd of limits" (line 25)
- ". . . my own master total and / absolute," (lines 27 and 28)
- "I inhale great draughts of space," (line 34)

## Correct Answer for CBT Item #20: Technology-Enhanced Item

In the quotation from *The Lost Art of Listening*, the purpose of the colons is to introduce statements that [ explain ▾ ] the ideas that precede them.

In the quotation from "Talk Less. Listen More. Here's How.," the purpose of the colon is to introduce [ a specific example. ▾ ]

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# Correct Answer for CBT Item #29: Technology-Enhanced Item

from "Why the Passenger Pigeon Went Extinct"

**10** Revive & Restore plans to breed the birds in captivity before returning them to the wild in the 2030s. Novak says the initial research indicates that North American forests could support a reintroduced population. He hopes animals brought back from extinction—not just birds but eventually also big creatures like woolly mammoths—will **draw the public to zoos in droves, generating revenues that can be used to protect wildlife.** "De-extinction [can] get the public interested in conservation in a way that the last 40 years of doom and gloom has beaten out of them," he says.

**11** Other experts aren't so sanguine. They question whether the hybrid animal could really be called a passenger pigeon. They doubt the birds could survive without the enormous flocks of the 19th century. And they question Novak's belief that the forests could safely absorb the reintroduction. "The ecosystem has moved on," says Temple. "If you put the organism back in, it could be disruptive to a new dynamic equilibrium. It's not altogether clear that putting one of these extinct species from the distant past back into an ecosystem today would be much more than introducing an exotic species. It would have repercussions that we're probably not fully capable of predicting."

from "Woolly Mammoth on Verge of Resurrection, Scientists Reveal"

**8** "We already know about ones to do with small ears, subcutaneous fat, hair and blood, but there are others that seem to be positively selected," he said.

**9** Church said that **these modifications could help preserve the Asian elephant, which is endangered,** in an altered form. However, others have raised ethical concerns about the project.

**10** Matthew Cobb, professor of zoology at the University of Manchester, said: "The proposed 'de-extinction' of mammoths raises a massive ethical issue—the mammoth was not simply a set of genes, it was a social animal, as is the modern Asian elephant. What will happen when the elephant-mammoth hybrid is born? How will it be greeted by elephants?"

**11** Church also outlined plans to grow the hybrid animal within an artificial womb rather than recruit a female elephant as a surrogate mother—a plan which some believe will not be achievable within the next decade.

**12** The woolly mammoth roamed across Europe, Asia, Africa and North America during the last Ice Age and vanished about 4,000 years ago, probably due to a combination of climate change and hunting by humans.

# Correct Answer for CBT Item #30: Technology-Enhanced Item

| People bear some responsibility for extinctions. | Modern science may be able to reverse some extinctions. |
|---|---|
| "The doomed bird was the prime model of what happened when humanity refused to coexist with its environment." (paragraph 21 of *Woolly*) | "Revive & Restore plans to breed the birds in captivity before returning them to the wild in the 2030s." (paragraph 10 of "Why the Passenger Pigeon Went Extinct") |
| "Passenger pigeons might have even survived the commercial slaughter if hunters weren't also disrupting their nesting grounds—killing some adults, driving away others, and harvesting the squabs." (paragraph 6 of "Why the Passenger Pigeon Went Extinct") | "Since starting the project in 2015 the researchers have increased the number of 'edits' where mammoth DNA has been spliced into the elephant genome from 15 to 45." (paragraph 7 of "Woolly Mammoth on Verge of Resurrection") |