

## **Computer-Based Released Items Grade 3 MCAS English Language Arts Spring 2026**

The spring 2026 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](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(s) covered, item type, item description, and correct answer (for released selected-response items only). Sample responses and scoring guidelines for essay 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 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 2026 Computer-Based Released Operational Items**

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>	<b>Correct Answer (SR) **</b>
1	<i>Reading</i>	RL.3.1	SR	Identify the setting of the passage.	B
2	<i>Language</i>	L.3.4	SR	Identify the meaning of a prefix as used in a word from the passage.	B
3	<i>Reading</i>	RL.3.3	SR	Identify a description of a character based on details from the passage.	D
4	<i>Reading</i>	RL.3.1	SR	Determine how specific paragraphs support details from the passage.	C
5	<i>Reading</i>	RL.3.4	SR	Distinguish between literal and figurative language in the passage.	see page 4
6	<i>Reading</i>	RL.3.5	SR	Identify the purpose of a paragraph in the passage.	B
7	<i>Reading</i>	RL.3.2	SR	Identify the lesson a character learns in the passage.	C
8	<i>Language</i>	L.3.2	SR	Determine the purpose of punctuation used in a sentence from the passage.	A
9	<i>Reading</i>	RL.3.5	SR	Identify the purpose of a paragraph in the passage.	C
10	<i>Language</i>	L.3.4	SR	Determine the meaning of a word in context.	A
11	<i>Reading</i>	RL.3.2	SR	Distinguish between main idea and supporting details from the passage.	see page 4
12	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that explains how a character's feelings change throughout the passage; use details from the passage to develop the essay.	
13	<i>Reading</i>	RL.3.3	SR	Determine a character's thoughts based on details from the passage.	B
14	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the passage.	B
15	<i>Reading</i>	RL.3.3	SR	Identify the paragraph from the passage that shows a change in a character's thoughts.	D
16	<i>Reading</i>	RL.3.3	SR	Identify the word that best describes the character based on details from the passage.	D
17	<i>Language</i>	L.3.4	SR	Identify the word that best helps to determine the meaning of a word in context.	C
18	<i>Reading</i>	RL.3.3	SR	Determine what a character thinks based on events from the passage.	see page 4
19	<i>Reading</i>	RL.3.1	SR	Determine what is suggested about characters using details from the passage.	A

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

\*\*Answers are provided here for selected-response items only. Page 4 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](http://www.doe.mass.edu/mcas/student/default.html).

**Grade 3 English Language Arts  
Spring 2026 Computer-Based Unreleased Operational Items**

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
20	<i>Reading</i>	RI.3.6	SR	Determine the reason the author includes information in a section of the passage.
21	<i>Reading</i>	RI.3.6	SR	Determine the reason the author includes a particular sentence in the passage.
22	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a word in context.
23	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a word in a paragraph.
24	<i>Reading</i>	RI.3.1	SR	Use information from the passage to support a particular idea.
25	<i>Reading</i>	RI.3.7	SR	Identify how a text feature supports information from the passage.
26	<i>Language</i>	L.3.5	SR	Distinguish between figurative and literal language in the passage.
27	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the passage.
28	<i>Reading</i>	RI.3.3	SR	Determine the correct sequence of steps in a process described in the passage.
29	<i>Reading</i>	RI.3.3	SR	Determine the reason for an individual's action in the passage.
30	<i>Reading</i>	RI.3.8	SR	Identify how a particular section of the passage is organized.
31	<i>Reading</i>	RI.3.5	CR	Write a paragraph that explains how the title connects to the ideas from the passage; use important information from the passage to support the response.

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

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

<b>Detail</b>	<b>Literal Language</b>	<b>Figurative Language</b>
“... listened to the rain whisper against his stained-glass window.” (paragraph 12)	<input type="radio"/>	<input checked="" type="radio"/>
“... paper on his antique desk.” (paragraph 14)	<input checked="" type="radio"/>	<input type="radio"/>
“... bristles of the paintbrush into the water.” (paragraph 16)	<input checked="" type="radio"/>	<input type="radio"/>

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

<b>Sentence</b>	<b>Main Idea</b>	<b>Supporting Detail</b>
Ray prepares artwork for a city contest.	<input checked="" type="radio"/>	<input type="radio"/>
Ray plans to get hot dogs for lunch with Grampa.	<input type="radio"/>	<input checked="" type="radio"/>
Ray looks through a dinosaur book for new ideas.	<input type="radio"/>	<input checked="" type="radio"/>

**Correct Answer for CBT Item #18: Technology-Enhanced Item**

<b>Event</b>	<b>Bitter</b>	<b>Sweet</b>
telling her friends at school goodbye	<input checked="" type="radio"/>	<input type="radio"/>
seeing her new house in the candlelight	<input type="radio"/>	<input checked="" type="radio"/>
watching her teacher take down her artwork	<input checked="" type="radio"/>	<input type="radio"/>