

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 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/.

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.	<i>see page 4</i>
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.	<i>see page 4</i>
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 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.

Grade 3 English Language Arts
Spring 2025 Computer-Based Unreleased Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
20	<i>Reading</i>	RL.3.5	SR	Identify the purpose of paragraphs in the passage.
21	<i>Reading</i>	RL.3.3	SR	Determine how a character feels based on paragraphs from the passage.
22	<i>Reading</i>	RL.3.3	SR	Determine what specific paragraphs from the passage reveal about a character.
23	<i>Language</i>	L.3.1	SR	Identify a word used as a specific part of speech in a paragraph from the passage.
24	<i>Reading</i>	RL.3.1	SR	Use details from the passage to demonstrate understanding.
25	<i>Reading</i>	RL.3.5	SR	Identify the purpose of a paragraph in the passage.
26	<i>Reading</i>	RL.3.1	SR	Determine what specific paragraphs indicate about characters in the passage.
27	<i>Reading</i>	RL.3.4	SR	Distinguish between literal and figurative language in the passage.
28	<i>Reading</i>	RL.3.7	SR	Analyze how a picture contributes to the overall understanding of the passage.
29	<i>Reading</i>	RL.3.4	SR	Determine the meaning of figurative language used in the passage.
30	<i>Reading</i>	RL.3.2	SR	Determine the sequence of events in the passage.
31	<i>Reading</i>	RL.3.3	CR	Write a paragraph that explains the importance of an event, using important details from the passage as evidence.

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

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.