

Computer-Based Released Items

Grade 6 MCAS English Language Arts

Spring 2025

The spring 2025 grade 6 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 6 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 6 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>Language</i>	L.6.2	SR	Determine the function of punctuation used in a sentence.	A
2	<i>Reading</i>	RI.6.1	SR	Make an inference about a specific idea in the passage.	D
3	<i>Reading</i>	RI.6.3	SR	Analyze how an important idea is developed in the passage.	C
4	<i>Reading</i>	RI.6.3	SR	Identify a sentence that helps develop a key idea in the passage.	D
5	<i>Language</i>	L.6.4	SR	Determine the meaning of a multiple-meaning word in context.	B
6	<i>Language</i>	L.6.2	SR	Determine the function of punctuation used in a sentence.	C
7	<i>Reading</i>	RI.6.6	SR	Determine the author's purpose for including specific information in the passage.	B
8	<i>Reading</i>	RI.6.3	SR	Analyze how an individual's actions are described in the passage.	B
9	<i>Reading</i>	RI.6.5	SR	Determine how the title supports ideas in the passage.	A
10	<i>Reading</i>	RI.6.6	SR	Determine the author's point of view in the passage and choose evidence that supports the point of view.	B;D
11	<i>Reading</i>	RI.6.3	SR	Select details that complete sentences describing key events from the passage.	<i>see page 5</i>
12	<i>Language, Writing</i>	L.6.1, L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that explains how others supported an individual's goals as described in the passage; use information from the passage to support the explanation.	
13	<i>Reading</i>	RL.6.6	SR	Analyze how specific paragraphs contribute to the development of a key idea in the passage.	D
14	<i>Reading</i>	RL.6.4	SR	Determine the mood of a section of the passage.	D
15	<i>Reading</i>	RL.6.4	SR	Determine how specific paragraphs of the passage help develop a character.	B
16	<i>Language</i>	L.6.2	SR	Determine the function of a text feature in a sentence.	A
17	<i>Reading</i>	RL.6.3	SR	Determine the reason for the actions of characters in the passage.	A

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
18	<i>Reading</i>	RL.6.3	SR	Determine what is suggested about characters in specific paragraphs from the passage.	D
19	<i>Reading</i>	RL.6.3	SR	Select details from the passage to support specific traits of a character.	<i>see page 5</i>

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

**Answers are provided here for selected-response items only. Page 5 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 6 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.6.3	SR	Determine how a phrase reveals aspects of a character in the passage.
21	<i>Reading</i>	RL.6.1	SR	Make an inference about an idea in the passage.
22	<i>Language</i>	L.6.1	SR	Determine how a specific sentence type contributes to a passage.
23	<i>Reading</i>	RL.6.6	SR	Determine what details in the passage reveal about the point of view of a character.
24	<i>Reading</i>	RL.6.3	SR	Determine what details in the passage reveal about the point of view of a character and support the point of view with evidence from the passage.
25	<i>Reading</i>	RL.6.3	SR	Determine how a paragraph in the passage helps develop the plot.
26	<i>Reading</i>	RL.6.1	SR	Make an inference about a specific idea in the passage.
27	<i>Language</i>	L.6.4	SR	Determine the meaning of a word in context.
28	<i>Reading</i>	RL.6.6	SR	Determine how the author develops the point of view of a character in the passage.
29	<i>Reading</i>	RL.6.2	SR	Identify a theme that is shared between two passages.
30	<i>Reading</i>	RL.6.3	SR	Select details that complete sentences describing key ideas from two passages.
31	<i>Language, Writing</i>	L.6.1 , L.6.2, L.6.3, W.6.2, W.6.4	ES	Write an essay that compares and contrasts the conflicts developed in two passages; use details from both passages to support the explanation.

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

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

Philo learned about the early efforts of scientists to create television by

However, he thought their inventions would not work because their devices were too

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

**Determined to
Help Ryan**

"He keeps on thinking up ideas for what I can do in the talent show."
(paragraph 15)

Protective of Ryan

"Ray reaches out to hold my hand as we pass the house with the barking dogs."
(paragraph 14)