
IV. English Language Arts, Grade 5

Grade 5 English Language Arts Test

The spring 2017 grade 5 English Language Arts test was a next-generation assessment, featuring a new test design and new item types. The test was administered in two formats: a computer-based version and a paper-based version. The test included both operational items, which count toward a student's score, and matrix items. The matrix portion of the test consisted of field-test questions that do not count toward a student's score.

In general, all students were administered the same operational items, regardless of whether they took the computer-based test or the paper-based test. In some instances, the wording or content of a paper item differed slightly from the computer-based version. More information about the differences between the computer-based and paper-based tests will be posted to the MCAS website at www.doe.mass.edu/mcas/.

This document displays the **paper-based versions** of the 2017 operational items that have been released. The **computer-based versions** of the released items are available on the MCAS Resource Center website at mcas.pearsonsupport.com.

Test Sessions and Content Overview

The grade 5 ELA test was made up of three separate test sessions. Each session included reading passages, followed by selected-response and essay questions. On the paper-based test, the selected-response questions were multiple-choice items, in which students select the correct answer from among several answer options.

Standards and Reporting Categories

The grade 5 ELA test was based on Pre-K–5 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (March 2011) listed below. Page numbers for the learning standards appear in parentheses.

- Reading (*Framework*, pages 13–19)
- Writing (*Framework*, pages 23–28)
- Language (*Framework*, pages 33–40)

The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at www.doe.mass.edu/frameworks/current.html.

ELA test results are reported under three MCAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this chapter provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During all three ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English language learner students only. No other reference materials were allowed during any ELA test session.

Grade 5 English Language Arts

This session contains 7 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in your Student Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Student Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One question will ask you to write an essay. Write your essay in the space provided in your Student Answer Booklet. Only essays written within the provided space will be scored.

English Language Arts

Museums contain many interesting objects. Read the two poems about museums. Then answer the questions that follow.

Read the poem about looking at pictures in a museum.

Museum

by Felice Holman



Pictures on the wall
look into lives
back when
I was not
5 anyone at all.
They smile
frown
play chess
walk to town
10 pat heads
of children
see them
to their beds.
They seem so real
15 and near
but they are fixed there
on the wall
and I am
here.

"Museum" by Felice Holman, from *Behind the Museum Door: Poems to Celebrate the Wonders of Museums*. Copyright © 2007 by Felice Holman. Reprinted by permission of the author. Photograph copyright © El Chapulin/Alamy.

English Language Arts

Read the poem about a mummy that is displayed in a museum.

Mummy

by Myra Cohn Livingston



So small a thing
This mummy lies,
Closed in death
Red-lidded eyes,
5 While, underneath
The swaddled clothes,
Brown arms, brown legs
Lie tight enclosed.
What miracle
10 If he could tell
Of other years
He knew so well;
What wonderment
To speak to me
15 The riddle of
His history.

"Mummy" by Myra Cohn Livingston, from *The Way Things Are and Other Poems*. Copyright © 1974 Myra Cohn Livingston. Reprinted by permission of Marian Reiner. Photograph copyright © Ashmolean Museum, University of Oxford, UK/Bridgeman Images.

English Language Arts

- 1 What do lines 1–5 of “Museum” **mainly** suggest about the subjects of the pictures?
- A. They were famous.
 - B. They lived long ago.
 - C. They had many children.
 - D. They were related to the speaker.
- 2 In line 6 of “Museum,” the word *they* refers to
- A. people in the pictures.
 - B. people in the museum.
 - C. people the speaker knows.
 - D. people the speaker imagines.
- 3 In line 16 of “Museum,” what does the word **fixed** mean?
- A. painted
 - B. repaired
 - C. made ready
 - D. placed securely

English Language Arts

- 4 In lines 9–16 of “Mummy,” what does the speaker wish?
- A. that she had lived in an earlier time
 - B. that she had learned more about the past
 - C. that she could have a conversation with the mummy
 - D. that she could see the details of the mummy more clearly
- 5 Lines 15 and 16 of “Mummy” suggest something that is
- A. precious.
 - B. depressing.
 - C. mysterious.
 - D. challenging.
- 6 What is **most likely** true about the speakers in both poems?
- A. They would like to visit other museums.
 - B. The idea of becoming artists excites them.
 - C. The objects they see capture their imaginations.
 - D. They think the museums should include modern objects.

English Language Arts

This question is a text-based essay question. Write your essay in the space provided in your Student Answer Booklet. Your essay should:

- Present and develop a central idea.
- Provide evidence/details from the passage(s).
- Include correct grammar, spelling, and punctuation.

7 Write an essay describing how the speakers in **both** poems feel as they visit the museums. Be sure to use information from **both** poems to develop your essay.

Grade 5 English Language Arts
Spring 2017 Released Operational Items:
Reporting Categories, Standards, Item Descriptions, and Correct Answers

Item No.	Page No.	Reporting Category	Standard	Item Type*	Description	Correct Answer (SR)**
1	40	<i>Reading</i>	RL.5.3	SR	Make an inference about subjects of paintings based on lines from a poem.	B
2	40	<i>Language</i>	L.5.1	SR	Identify what the pronoun “they” refers to.	A
3	40	<i>Language</i>	L.5.4	SR	Identify the meaning in context of a word with multiple meanings.	D
4	41	<i>Reading</i>	RL.5.6	SR	Determine the speaker’s point of view based on lines from the poem.	C
5	41	<i>Reading</i>	RL.5.2	SR	Determine how lines from the poem contribute to the overall theme.	C
6	41	<i>Reading</i>	RL.5.6	SR	Identify a similarity between the speakers of two poems.	C
7	42	<i>Writing Language</i>	W.5.2, W.5.4, L.5.1, L.5.2, L.5.3	ES	Write an essay describing the feelings of the speakers of two poems; use details from the poems as evidence.	

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

**Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department’s website later this year.

Grade 5 English Language Arts
Spring 2017 Unreleased Operational Items:
Reporting Categories, Standards, and Item Descriptions

Item No.	Reporting Category	Standard	Item Type*	Description
8	<i>Reading</i>	RL.5.2	SR	Identify the theme of the passage and choose the evidence that best supports the theme.
9	<i>Reading</i>	RL.5.3	SR	Identify the character's feeling and choose evidence that best supports that feeling.
10	<i>Reading</i>	RL.5.7	SR	Analyze how an illustration and a detail from the passage each contribute to an understanding of a character.
11	<i>Language</i>	L.5.4	SR	Identify the meaning of a vocabulary word in context.
12	<i>Writing Language</i>	W.5.3, W.5.4, L.5.1, L.5.2, L.5.3	ES	Write a narrative describing what might happen next in the passage.
13	<i>Reading</i>	RI.5.3	SR	Analyze how the author presents information to create interest in the topic.
14	<i>Reading</i>	RI.5.3	SR	Determine what is surprising about the topic based on a given section of the article.
15	<i>Reading</i>	RI.5.3	SR	Make an inference about a main idea in the article.
16	<i>Reading</i>	RI.5.1	SR	Identify an answer based on an explicit reading of a paragraph.
17	<i>Reading</i>	RI.5.1	SR	Identify an answer based on an explicit reading of a paragraph.
18	<i>Reading</i>	RI.5.7	SR	Analyze text and a diagram to identify a contrast identified in the article.
19	<i>Reading</i>	RI.5.7	SR	Determine a fact based on information presented throughout the article.
20	<i>Reading</i>	RI.5.1	SR	Make an inference based on information presented throughout the article.
21	<i>Reading</i>	RI.5.1	SR	Make an inference based on information presented throughout the article.
22	<i>Reading</i>	RI.5.6	SR	Identify the author's purpose for writing the article.
23	<i>Language</i>	L.5.4	SR	Identify a word from the article that refers to direction.
24	<i>Language</i>	L.5.4	SR	Determine the meaning of a phrase used in the article.
25	<i>Writing Language</i>	W.5.2, W.5.4, L.5.1, L.5.2, L.5.3	ES	Write an essay analyzing and explaining information from the article; use information from the article as evidence.

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