MASSACHUSETTS
Department of Elementary
and Secondary Education

Release of Spring 2025 MCAS Test Items

from the

Grade 6 English Language Arts Paper-Based Test

June 2025
Massachusetts Department of Elementary and Secondary Education

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Overview of Grade 6 English Language Arts Test

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.

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.

This document displays released items from the paper-based test, along with associated reading passages. Released items from the computer-based test are available on the MCAS Resource Center website at mcas.onlinehelp.cognia.org/released-items.

Test Sessions and Content Overview

The grade 6 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 6 ELA test was based on grades 6–12 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

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 document 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 both ELA test sessions, the use of authorized bilingual word-to-word dictionaries and glossaries was allowed for students who are currently or were ever reported as English learners. No other reference materials were allowed during any ELA test session.

Grade 6 English Language Arts

This session contains 19 questions.

Directions

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

For most questions, you will mark your answers by filling in the circles in your Test & 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.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

Read the passage and then answer the questions that follow.

The Boy Who Invented TV

by Kathleen Krull

1 Imagine what it was like growing up on a farm in the American West of 1906. With electricity rare out in the country, chores took up most of your day. No refrigerators, no cars, few phones, hardly any indoor bathrooms. Long distances separated you from friends and relations. Meeting up with others took some effort—you rode a horse or walked. There were trains, but riding or even seeing one was a big deal.

2 Getting news was another challenge. What government leaders were doing in Washington, the latest in the arts and sciences, whether sports teams were winning or losing, new information of any kind—it trickled in haphazardly by mail. Not many people had books, and libraries were few and far between.

3 It was all a bit lonely.

4 What about fun? Movies—no. Radio—no (it was only on military ships). There was music, if you played your own instruments. There were no malls to go hang out at. When you had enough money saved up to buy a bicycle or roller skates, you ordered from the . . . mail-order catalog.

5 And there was no television. That's right. **NO TV**.

6 In 1906, inside a log cabin on a farm in Utah, a boy was born who would change things. His name was Philo Taylor Farnsworth.

7 No sooner did Philo Farnsworth learn to talk than he asked a question. Then another, and another. His parents answered as best they could.

8 Noticing Philo's interest in anything mechanical, his father took the three-year-old boy to see a train at a station. At first Philo was afraid this huge, noisy thing might be a monster. But the nice engineer invited the boy up into the cab with him, explaining a bit about how steam-powered trains worked.

9 That night Philo sat at the kitchen table and drew detailed pictures of what went on inside the motor of a train.

10 Two new machines captivated Philo as he grew up. One was a hand-cranked telephone, purchased by a neighbor. Holding the phone one day, hearing the voice of his beloved aunt, six-year-old Philo got goose bumps. After all, she lived a long ways away!

11 Another neighbor brought a hand-cranked phonograph to a dance. Music swirling out of a machine—it was almost impossible to believe.

Phonograph

12 "These things seemed like magic to me," Philo said later. Besides being incredibly clever, the inventions brought people together in whole new ways.

13 Philo's father shared his wonder. On clear summer nights, as they lay in the grass and gazed at the stars, his father told him about Alexander Graham Bell and the telephone, Thomas Edison and the phonograph. Inventors—these became Philo's heroes.

14 Away on a temporary job, his father appointed Philo, the oldest of five children, the "man" in the family. Philo was eight. His many chores included feeding the pigs, milking and grazing the cow, fetching wood for the stove. . . .

15 He found it far more appealing to practice reading with his grandmother's . . . catalog. It had toys . . . as well as cameras, alarm clocks, and machines that used a new, invisible source of power. Electricity, it was called.

16 In his spare time, Philo raised lambs and sold them. When he had enough money saved up, he visited his grandmother to pick a bicycle out of her catalog.

17 But somehow, she talked him into ordering a violin instead. Philo did love the sound of music, its orderly rhythms. And even at age ten, he dreamed of fame. Maybe he could find it by creating music like what he heard on the neighbor's phonograph.

18 Soon he was performing in dance bands, making five dollars every Friday night. . . .

19 Trying for a better life, the Farnsworths moved from Utah to an Idaho farm with fields of beets and potatoes. Eleven-year-old Philo drove one of their covered wagons, carrying a crate of piglets, a cage of hens, his violin, and their new prize possession—a phonograph.

Covered wagons

20 Arriving in the Snake River Valley, he noticed something up in the air—power lines. Their new home was wired for electricity! A generator ran the lights and water heater, the hay stacker and grain elevator, and other farm equipment.

21 And up in the attic was another welcome surprise. A shelf of old popular-science magazines, with thrilling articles about magnetism, electricity, and those new "magic boxes"—radios. Philo promptly claimed this as his bedroom. His chores began before dawn, but he trained himself to wake an hour early so he could switch on the light and read in bed. Any spare money he had went to buy more magazines.

22 That's when he saw the word "television" for the first time. It meant a machine that was something like a radio, only it sent pictures instead of sounds.

23 It didn't actually exist yet, but scientists were racing to invent one.

24 The electric generator broke down a lot, and repairs were costly. Each time the repairman came, Philo bombarded him with questions.

25 After yet another breakdown, Philo set out to fix the machine himself. He took it apart, cleaned it, put it back together, and pressed the "on" button. It worked.

26 Philo's father was enormously proud of him. From then on, he was the Farnsworths' electrical engineer.

27 Philo tinkered with broken motors, reels of wire, old tools. He devised gadgets to hook up to the generator—anything to make his chores easier, like installing lights in the barn.

28 His least favorite thing was washing clothes—hours of standing while pushing and pulling the lever that swished the water around the washtub. So he attached a motor with pulleys to the lever to make it churn on its own, leaving him extra time to read.

29 When he was thirteen, Philo entered a contest sponsored by *Science and Invention* magazine. Using what he'd learned about magnets, he pictured an ignition lock that would make the new Model T [automobiles] harder to steal. . . .

30 Philo went on investigating television. An article called "Pictures that Fly Through the Air" stimulated him. Scientists were having no luck—so far their ideas resulted in crude mechanical devices that used whirling disks and mirrors.

31 Philo doubted any disk could whirl fast enough to work. Much better to do the job electronically. To harness electrons, those mysterious, invisible particles that traveled at the speed of light . . .

32 One bright, sunny day, fourteen-year-old Philo plowed the potato fields. It was the best chore for thinking—out in the open country by himself. Back and forth, back and forth . . . the plow created rows of overturned earth. He looked behind him at the lines he was carving—perfectly parallel.

33 Then he almost fell off the plow seat. All his thoughts fused together. Instead of seeing rows of dirt, he saw a way to create television: breaking down images into parallel lines of light, capturing them and transmitting them as electrons, then reassembling them for a viewer. If it was done quickly enough, people's eyes could be tricked into seeing a complete picture instead of lines. "Capturing light in a bottle" was how he thought of it—using electricity, not a machine with moving parts inside.

34 Philo's grin was wide. . . .

35 In the autumn Philo started high school, riding horseback four miles each way.

36 Mr. Tolman, the senior chemistry teacher, noticed that this freshman devoured books the way other students ate popcorn. He started tutoring Philo, coming in early and leaving late.

37 One day Mr. Tolman passed by a study hall and heard loud talking. Philo's latest hero was Albert Einstein, with his controversial new theory of relativity. Now Philo stood at the front of the room, enthusiastically explaining it to his classmates, step by step.

38 Usually Philo spoke little, with a halting voice. But when he could share his knowledge of science, he was a different boy.

39 Philo had been aching to discuss the idea he'd gotten in the potato field with someone who might understand. One day he finally told Mr. Tolman. All over the blackboard, he drew diagrams of his television.

40 His teacher was boggled. Philo ripped a page out of the notebook he always kept in his shirt pocket. He scribbled a diagram of an all-electric camera, the kind of converter he envisioned. An Image Dissector, he called it.

41 Mr. Tolman pointed out that it would take a lot of money to build such a thing. The only way he could think of helping was to encourage Philo to go on to college.

42 But Philo was forced to quit college at eighteen. . . . By then the family had moved back to Utah, to the town of Provo, and Philo supported them by working at all sorts of jobs in nearby Salt Lake City.

43 His favorite one was repairing radios. Though commercial radio broadcasts had started four years earlier, Philo couldn't believe, in 1924, how many people still hadn't heard one. On weekends he organized "radio parties" so his friends could gather around one of the bulky wooden cabinets and listen to the new stations.

44 Pem Gardner, the girl next door, was interested in radio—and also in Philo.

45 Wasn't it funny, Philo remarked to Pem, how they liked to watch the radio even though there was nothing to see? Radio was such a fine way to bring folks together. And television, he sensed, would be even better. . . .

46 Now what he needed was money. He grew a mustache to look older, bought a new blue suit, and started to call himself Phil.

47 He met two California businessmen, and over dinner one night, he took them through a step-by-step explanation of his Image Dissector: a camera tube that would dissect an image into a stream of electrons, converting them into pulses of electrical current. A receiver would capture the current, then convert it back into points of light—the original image.

48 As he talked, he got more and more passionate. After scanning images line by line, just like rows in a potato field, this machine would beam them into homes. That was the best thing about television, he said—it would let families and whole communities share the same stories. . . .

49 The two businessmen exchanged looks, then agreed to put up $6,000 so Philo could build the first model. They gave him a year to make it work.

50 Philo hit upon a way to work twenty-four hours a day: he set himself problems to solve while sleeping.

51 He filed for several government patents that would protect his ideas for the next seventeen years. It was important to him to keep control, to get credit. . . .

52 Pem helped out. Their first lab was their dining room table in Hollywood. Pem learned to use a precision welder to make tube elements—everything had to be built from scratch. When they needed a break, they went to one of the new talking movies.

53 Finally they got the lights, wires, and tubes to work in unison. But at the first demonstration, Philo forgot one item. He failed to take the power surge into account. The entire Image Dissector exploded. Pem, who took notes about everything, labeled this experiment "Bang! Pop! Sizzle!"

54 Still, Philo was able to find new investors, who gave him another year.

55 At his new lab in San Francisco, Philo met the deadline. In 1927, a small group of people watched as the first image in history flickered on a TV.

56 He said, "That's it, folks. We've done it—there you have electronic television."

57 That first image was not fancy. It was a straight line, blurry and bluish. Later he was able to show a dollar sign. . . .

58 The first person to be televised was . . . Pem, who didn't know she was on camera and had her eyes closed.

59 The following year, in front of a crowd of reporters, twenty-two-year-old Philo Farnsworth announced the invention of television.

60 That night he was behind the wheel of a borrowed car. He and Pem were heading home after catching a movie with another couple. They stopped to buy the *San Francisco Chronicle* from a newsboy. And there was a photo of Philo holding his invention. The article praised a "young genius" for creating a "revolutionary light machine."

61 Pem and his friends read it aloud, bouncing up and down, yelling. Philo was silent, but a big smile crossed his face.

62 He was a real inventor, like his heroes—someone who connected people, a shaper of the world to come. Thanks to him, the future would include TV.

1 Read the sentence from paragraph 1 in the box.

> Meeting up with others took some effort—you rode a horse or walked.

Which phrase **best** describes the function of the dash in the sentence?

Ⓐ to set off clarifying details

Ⓑ to separate contrasting opinions

Ⓒ to highlight material that is inaccurate

Ⓓ to emphasize words that are unspoken

2 Read the sentences from paragraph 2 in the box.

> Getting news was another challenge. What government leaders were doing in Washington, the latest in the arts and sciences, whether sports teams were winning or losing, new information of any kind—it trickled in haphazardly by mail.

Based on the passage, which idea do the sentences **most clearly** develop?

Ⓐ Information people received in the past was less descriptive than it is today.

Ⓑ People in the past relied on local libraries to provide the most current information.

Ⓒ Leaders in the past were generally unwilling to provide reliable information to people.

Ⓓ News was received by people less quickly in the past due to a lack of information technology.

3 Based on the passage, how did Philo's thoughts about radio increase his excitement about television?

Ⓐ He understood that radio would stop being useful over time.

Ⓑ He believed that people were starting to get tired of radio.

Ⓒ He saw that radio was a way to bring people together.

Ⓓ He knew that radio could help advertise his work.

4 Which sentence from the passage **best** suggests that Philo had many thoughts about creating mechanical improvements?

Ⓐ "It had toys . . . as well as cameras, alarm clocks, and machines that used a new, invisible source of power." (paragraph 15)

Ⓑ ". . . carrying a crate of piglets, a cage of hens, his violin, and their new prize possession—a phonograph." (paragraph 19)

Ⓒ "It meant a machine that was something like a radio, only it sent pictures instead of sounds." (paragraph 22)

Ⓓ "He devised gadgets to hook up to the generator—anything to make his chores easier, like installing lights in the barn." (paragraph 27)

5 Read the dictionary entry in the box.

aching: *v.* **1.** feeling discomfort **2.** yearning strongly **3.** feeling compassion **4.** experiencing regret

Read the sentence from paragraph 39 in the box.

Philo had been aching to discuss the idea he'd gotten in the potato field with someone who might understand.

Which meaning of the word *aching* is used in the sentence?

Ⓐ meaning 1

Ⓑ meaning 2

Ⓒ meaning 3

Ⓓ meaning 4

6 Read paragraph 44 in the box.

Pem Gardner, the girl next door, was interested in radio—and also in Philo.

What is the purpose of the commas in the paragraph?

Ⓐ to separate items in a series

Ⓑ to introduce a direct quotation

Ⓒ to set off additional information

Ⓓ to set off an introductory phrase

7 What is the **most likely** reason the author included paragraph 52 in the passage?

Ⓐ to suggest that Philo was unable to meet his deadline

Ⓑ to reveal that Philo had assistance in building his device

Ⓒ to describe the process Philo used to repair broken equipment

Ⓓ to explain the reason Philo needed more money for the project

8 Based on the passage, which phrase **best** describes how Philo overcame the challenge of his Image Dissector being destroyed?

Ⓐ by taking apart the machine

Ⓑ by solving the power surge problem

Ⓒ by setting up a specially designed office

Ⓓ by hiring a highly skilled employee to help

9 Which idea is **best** supported by the title of the passage?

Ⓐ Philo began thinking about how to transmit pictures when he was young.

Ⓑ Philo was worried his young age would keep people from taking his work seriously.

Ⓒ Philo started taking things apart when he was young to understand how they worked.

Ⓓ Philo was hopeful his discovery would make it easier for young people to connect with their friends.

10 **Part A**

Based on the passage, which statement **best** describes the author's point of view toward Philo?

Ⓐ She respects Philo for his kindness to others.

Ⓑ She admires Philo for his contribution to science.

Ⓒ She believes Philo sometimes took needless risks.

Ⓓ She thinks Philo occasionally focused on unnecessary details.

Part B

Which sentence from the passage **best** supports the answer to Part A?

Ⓐ "'Capturing light in a bottle' was how he thought of it—using electricity, not a machine with moving parts inside." (paragraph 33)

Ⓑ "On weekends he organized 'radio parties' so his friends could gather around one of the bulky wooden cabinets and listen to the new stations." (paragraph 43)

Ⓒ "He filed for several government patents that would protect his ideas for the next seventeen years." (paragraph 51)

Ⓓ "He was a real inventor, like his heroes—someone who connected people, a shaper of the world to come." (paragraph 62)

11 Based on the passage, choose the word or phrase that **best** completes **each** sentence.

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

Ⓐ attending college.

Ⓑ talking with family.

Ⓒ reading magazine articles.

Ⓓ listening to radio broadcasts.

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

Ⓐ slow.

Ⓑ large.

Ⓒ outdated.

Ⓓ expensive.

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

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

12 Based on *The Boy Who Invented TV*, write an essay that explains how people in Philo's life supported his passion for working with technological devices. Be sure to use information from the passage to develop your essay.

Write your answer on the next two pages.

You have a total of two pages on which to write your response.

12

Read the passage about a girl named Ryan and her brother Ray, who discuss an idea for a talent show. Then answer the questions that follow.

from *Ways to Make Sunshine*

by Renée Watson

1 I am still not used to Dad going to sleep while everyone else is waking up and getting ready for the day. Just before he goes into his room he says, "You two are brother and sister. You take care of each other no matter what, you hear me?"

2 "Yes, sir," Ray says.

3 "Ryan, I'm talking to you, too."

4 "Yes, sir." . . .

5 When we get to [school], Ray goes to his classroom. Me and KiKi go to ours. It's a normal day, a good day even, until Ms. Barnes says to me, "It's not that you can't cook for the talent show. It's just that you can't use a deep fryer here. Maybe you can make your elephant ears ahead of time and just do a demonstration for the judges."

6 Clearly Ms. Barnes has never had elephant ears. They have to be served hot, straight out of the deep fryer, so all that buttery, cinnamon goodness melts in the judges' mouths. "A demonstration without the hot elephant ears won't be the same," I tell her.

7 "Well, is there something else you can make? Something that doesn't require a stove or oven or deep fryer?"

8 "Cooking requires at least one of those."

9 "How about you make a nice fresh salad? You can come up with something unique to add to impress the judges, can't you?"

10 A salad? I'll definitely lose if I make a salad.

11 I tell Ms. Barnes I'll think about it and then I leave to meet Ray so we can walk home. KiKi has a doctor's appointment after school, so she's being picked up by her mom. As soon as I see Ray, I tell him what Ms. Barnes said. "I don't know what else to do besides cook. I won't be able to participate in the talent show."

12 Ray helps me brainstorm another talent to share. "You know how to play the piano. Why don't you do that?"

13 "I only know how to play 'Hot Cross Buns' and 'Mary Had a Little Lamb.'"

14 "But you play them well," Ray says. And I know this is him trying to live up to his name, like Dad always tells him to. It's nice of him, but I know my talent is not playing the piano. Not yet. "What if you film yourself cooking at our house and then you can show the video on the big screen. No one's ever used technology in their presentation. That's original." Ray reaches out to hold my hand as we pass the house with the barking dogs. He knows I'm afraid of dogs—even dogs behind gates who can't get to me.

15 He keeps on thinking up ideas for what I can do in the talent show. I don't want to talk about it anymore. I just want to think about it and come up with something on my own. But Ray is persistent. When we get home he insists on me trying out recipes that I could do at school.

16 After we eat dinner, Mom turns the kitchen over to us, only helping out when I call her. "Okay," Ray says. "What's something you can make that's quick and tasty and doesn't require an oven, stovetop, or deep fryer—or grill?"

17 At first I can't think of anything that would be good but then I remember that Amanda really liked the smoothie I made for her. Ms. Barnes didn't say anything about a blender. "I can make my Blackberry-Lime Extravaganza." (Amanda's name for it was the perfect name after all.)

18 Ray doesn't help but he does give suggestions. "You should add a vegetable. Adults will like that and all the fourth graders will be impressed that it still tastes good."

19 "Spinach! I can add spinach." I learned that spinach is good for you and when it's in smoothies you can't even taste it. I make the smoothie—but the spinach makes the texture a little weird, so I dump it out and try again, only Mom comes in and fusses at me for wasting food. "But Mom—the whole point is to experiment and try things out."

20 "Well, make less next time. And keep an eye on the clock. It'll be bedtime soon."

21 I try again. Ray and I drink it all but it doesn't taste that great. Not enough honey. Plus, the spinach makes the color too green.

22 "It's not *that* bad," Ray says.

23 "It's not that good, either."

24 Ray laughs, then I laugh, too, and the two of us sip and giggle until we are at the end of our smoothies.

25 "I don't have any talent," I say. "I'm not good at anything."

26 "You're good at lots of things. It's just that the things you're good at aren't so easy to put on a stage," Ray says. "You're good at helping and being nice to people, and sharing—even with me when I'm getting on your nerves." Ray slurps his drink, making the most obnoxious loud sound. I slurp mine, too. And without even meaning to we make a rhythm and once we realize that, we keep it going and have a whole song happening made from our straws slurping and tapping the glasses.

27 Mom calls out that it's time for bed, but we keep our song going a little longer. Ray stops slurping and starts freestyling while I keep the beat going. The last part of his rhyme is about me.

28 *"Ryan's got talent that matters most, she don't boast . . . her talent is the best, better than the rest . . . Ryan Hart got heart, her cookin' is art . . . her talent can't be seen, she's nice, not mean. Ryan's got talent that matters most . . ."*

13 What is the **most likely** reason the author included paragraphs 1–4 in the passage?

Ⓐ to emphasize that Dad wants Ryan and Ray to do well in school

Ⓑ to suggest that family members sometimes disagree about things

Ⓒ to explain what Dad does at night while Ryan and Ray are sleeping

Ⓓ to introduce the idea that family members should support one another

14 Based on the passage, which word **best** describes the mood in paragraphs 5–11?

Ⓐ cautious

Ⓑ apologetic

Ⓒ combative

Ⓓ discouraged

15 What do paragraphs 19 and 20 **mainly** reveal about Mom?

Ⓐ She is curious.

Ⓑ She is practical.

Ⓒ She is stubborn.

Ⓓ She is confused.

16 Read paragraph 22 in the box.

> "It's not *that* bad," Ray says.

Based on the passage, what is the **main** purpose of the italics in the paragraph?

Ⓐ to emphasize a specific word

Ⓑ to describe an interesting sound

Ⓒ to indicate the title of an important work

Ⓓ to reveal the inner thoughts of a character

17 Based on paragraphs 22–24, what is the **most likely** reason Ryan and Ray start laughing?

Ⓐ They are amused by each other's reaction to the new creation.

Ⓑ They are dreaming of Ryan's smoothie winning the talent show.

Ⓒ They have made a game out of sneaking sips from each other's smoothie.

Ⓓ They have realized that Ryan's new recipe will be as good as people think.

18 What do paragraphs 27 and 28 **mainly** suggest about Ryan and Ray?

Ⓐ They are disobedient and disrespectful.

Ⓑ They are enthusiastic and adventurous.

Ⓒ They are assertive and opinionated.

Ⓓ They are lively and imaginative.

19 Ray is sometimes determined to help Ryan and sometimes protective of her.

Based on the passage, which detail **best** shows that Ray is determined to help Ryan?

Ⓐ "I tell Ms. Barnes I'll think about it and then I leave to meet Ray. . . ." (paragraph 11)

Ⓑ "'No one's ever used technology in their presentation.'" (paragraph 14)

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

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

Ⓔ "And without even meaning to we make a rhythm. . . ." (paragraph 26)

Based on the passage, which detail **best** shows that Ray is protective of Ryan?

Ⓐ "I tell Ms. Barnes I'll think about it and then I leave to meet Ray. . . ." (paragraph 11)

Ⓑ "'No one's ever used technology in their presentation.'" (paragraph 14)

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

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

Ⓔ "And without even meaning to we make a rhythm. . . ." (paragraph 26)

Grade 6 English Language Arts
Spring 2025 Released Operational Items

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	10	*Language*	L.6.2	SR	Determine the function of punctuation used in a sentence.	A
2	10	*Reading*	RI.6.1	SR	Make an inference about a specific idea in the passage.	D
3	11	*Reading*	RI.6.3	SR	Analyze how an important idea is developed in the passage.	C
4	11	*Reading*	RI.6.3	SR	Identify a sentence that helps develop a key idea in the passage.	D
5	12	*Language*	L.6.4	SR	Determine the meaning of a multiple-meaning word in context.	B
6	12	*Language*	L.6.2	SR	Determine the function of punctuation used in a sentence.	C
7	13	*Reading*	RI.6.6	SR	Determine the author's purpose for including specific information in the passage.	B
8	13	*Reading*	RI.6.3	SR	Analyze how an individual's actions are described in the passage.	B
9	13	*Reading*	RI.6.5	SR	Determine how the title supports ideas in the passage.	A
10	14	*Reading*	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	15	*Reading*	RI.6.3	SR	Select details that complete sentences describing key events from the passage.	C;A
12	16	*Language, Writing*	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	22	*Reading*	RL.6.6	SR	Analyze how specific paragraphs contribute to the development of a key idea in the passage.	D
14	22	*Reading*	RL.6.4	SR	Determine the mood of a section of the passage.	D
15	22	*Reading*	RL.6.4	SR	Determine how specific paragraphs of the passage help develop a character.	B
16	23	*Language*	L.6.2	SR	Determine the function of a text feature in a sentence.	A
17	23	*Reading*	RL.6.3	SR	Determine the reason for the actions of characters in the passage.	A
18	23	*Reading*	RL.6.3	SR	Determine what is suggested about characters in specific paragraphs from the passage.	D
19	24	*Reading*	RL.6.3	SR	Select details from the passage to support specific traits of a character.	D;C

* ELA item types are: selected-response (SR) 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 6 English Language Arts
Spring 2025 Unreleased Operational Items

PBT Item No.	Reporting Category	Standard	Item Type*	Item Description
20	*Reading*	RL.6.3	SR	Determine how a phrase reveals aspects of a character in the passage.
21	*Reading*	RL.6.1	SR	Make an inference about an idea in the passage.
22	*Language*	L.6.1	SR	Determine how a specific sentence type contributes to a passage.
23	*Reading*	RL.6.6	SR	Determine what details in the passage reveal about the point of view of a character.
24	*Reading*	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	*Reading*	RL.6.3	SR	Determine how a paragraph in the passage helps develop the plot.
26	*Reading*	RL.6.1	SR	Make an inference about a specific idea in the passage.
27	*Language*	L.6.4	SR	Determine the meaning of a word in context.
28	*Reading*	RL.6.6	SR	Determine how the author develops the point of view of a character in the passage.
29	*Reading*	RL.6.2	SR	Identify a theme that is shared between two passages.
30	*Reading*	RL.6.3	SR	Select details that complete sentences describing key ideas from two passages.
31	*Language, Writing*	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).