

Grade 10 English Language Arts Computer-Based Practice Test Answer Key

In April 2018, grade 10 students participated in a field test of the next-generation MCAS English Language Arts assessment, which included new question types that align to the [2017 Massachusetts English Language Arts and Literacy Framework](#). This practice test is made up of questions from the field test. The purpose of the practice test is to increase students’ familiarity with the new question types and to show examples of how the new content will be assessed on the operational test. The practice test should not be used to evaluate how students will do on the next-generation operational test. The test design for the grade 10 operational test can be found [here](#).

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

Item Number	Answer Key	Total Points	Reporting Category	Standard
1	C	1	Reading	5
2	D	1	Reading	4
3	A	1	Reading	3
4	D	1	Reading	2
5	B	1	Reading	6
6	B	1	Language	4
7	Part A: B Part B: C	2*	Reading	9
8	<p>7 One day in 1936, while driving from Los Angeles to Watsonville, Thompson’s car broke down. [She managed to get the car towed into the Nipomo pea-pickers camp, had it repaired, and was just about to leave when Dorothea Lange appeared.] Thompson was not eager to have her family photographed and exhibited as specimens of poverty, but there were people starving in that camp, one of Thompson’s daughters later recalled, and Lange convinced her that the image would educate the public about the plight of hardworking but poor people like herself. Within days, the photo was being published in papers across the country—an instant classic of American photography. In the years to follow, the Thompson family kept their identities to themselves, but [the photograph was a continual subject of conversation]. “It always stayed with her,” said Katherine Thompson McIntosh of her mother. [“She always wanted a better life, you know.”]</p> <p>8 Thompson moved to Modesto in 1945 and went to work in a hospital there. [She had one of the most famous faces in the United States, yet, to keep her family together, she had to work 16 hours a day, seven days a week.] “I worked in hospitals,” Thompson told NBC in 1979, “I tended bar, I worked in the field, so I done a little bit of everything to make a living for my kids.” Thompson profited nothing from Migrant Mother. “I can’t get a penny out of it,” she once said, but she wasn’t exactly bitter. [She had posed for the photo to help others, not herself,] yet the disparity between her high profile and low status couldn’t help but bother her.</p>	2*	Reading	3
9	See Rubric	8	Writing Language	3,4 1,2,3
10	C	1	Reading	5
11	A	1	Reading	8
12	D	1	Reading	4
13	D	1	Reading	8

14	C	1	Reading	2																				
15	A	1	Language	2																				
16	Part A: C Part B: B	2*	Reading	2																				
17	<table border="1"> <thead> <tr> <th>Claim</th> <th>"When Mindfulness Meets the Classroom"</th> <th>Both</th> <th>"Instead of Detention"</th> </tr> </thead> <tbody> <tr> <td>Mindfulness can improve a student's well-being.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>It is helpful to have a separate relaxed space while meditating.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>There are benefits to alternate strategies for managing student discipline.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Mindfulness is beneficial to teachers because it gives them perspective on their work.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>	Claim	"When Mindfulness Meets the Classroom"	Both	"Instead of Detention"	Mindfulness can improve a student's well-being.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	It is helpful to have a separate relaxed space while meditating.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	There are benefits to alternate strategies for managing student discipline.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Mindfulness is beneficial to teachers because it gives them perspective on their work.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	2*	Reading	8
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18	<i>See Rubric</i>	8	Writing Language	1,4 1,2,3																				
19	A	1	Reading	3																				
20	B	1	Reading	4																				
21	D	1	Reading	1																				
22	Part A: B Part B: B, C	2*	Reading	2																				

* For two-point items, partial credit may be given.

Scoring rubric for Grade 10 Practice Test Items #9 and #18: Essay

Idea Development	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA/THESIS* • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF TASK AND MODE 	
5	<ul style="list-style-type: none"> • Central idea/thesis is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	<ul style="list-style-type: none"> • Central idea/thesis is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
3	<ul style="list-style-type: none"> • Central idea/thesis is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task and mode
2	<ul style="list-style-type: none"> • Central idea/thesis may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the task and mode
1	<ul style="list-style-type: none"> • Central idea/thesis is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
0	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

*For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include, but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

Standard English Conventions	
<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE, AND MECHANICS 	
3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	<ul style="list-style-type: none"> • Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.