



RIDE Rhode Island
Department
of Education

*Release of Spring 2024
RICAS Test Information*

from the

Grade 3 English Language Arts Test

June 2024
Rhode Island Department of Education



This document was prepared by the
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Overview of Grade 3 English Language Arts Test

The spring 2024 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 doe.mass.edu/mcas/admin.html.

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.

The Department is not releasing items from the spring 2024 RICAS grades 3–8 tests. Released items from previous years' computer-based tests are available on the RICAS Resource Center website at ricas.pearsonsupport.com/released-items.

Test Sessions and Content Overview

The grade 3 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and constructed-response or 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 3 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* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island's English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at ride.ri.gov/ricas. The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at 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 operational item: reporting category, standard(s) covered, item type, and item description.

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 3 English Language Arts
Spring 2024 Computer-Based Operational Items

CBT Item No.	Reporting Category	Standard	Item Type*	Item Description
1	<i>Reading</i>	RL.3.3	SR	Identify phrases from a section of the story that support an idea about a character described in the story.
2	<i>Reading</i>	RL.3.5	SR	Determine the importance of a section in the story.
3	<i>Reading</i>	RL.3.5	SR	Identify the solution to a problem using evidence from the story.
4	<i>Reading</i>	RL.3.1	SR	Identify a key detail that explains an idea from the story.
5	<i>Reading</i>	RL.3.3	SR	Determine the reason for a character’s actions based on details from the story.
6	<i>Reading</i>	RL.3.3	SR	Determine what a phrase from a story suggests about a character.
7	<i>Reading</i>	RL.3.1	SR	Identify a key detail that explains an idea from the story.
8	<i>Language</i>	L.3.5	SR	Distinguish between figurative and literal language in the story.
9	<i>Reading</i>	RL.3.3	SR	Identify what is suggested about a character based on a detail from the story.
10	<i>Reading</i>	RL.3.3	SR	Determine a character’s motivation based on details from the story.
11	<i>Language</i>	L.3.4	SR	Determine the meaning of a word in context.
12	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that explains how a character’s feelings change throughout the story; use details from the story to support the explanation.
13	<i>Reading</i>	RI.3.6	SR	Determine the reason the author includes a particular sentence in the passage.
14	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a word in context.
15	<i>Reading</i>	RI.3.5	SR	Identify the purpose of a paragraph from the passage.
16	<i>Reading</i>	RI.3.7	SR	Identify how a text feature supports information from the passage.
17	<i>Reading</i>	RI.3.1	SR	Use information from the passage to support a particular idea.
18	<i>Language</i>	L.3.5	SR	Distinguish between figurative and literal language in the passage.
19	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the passage.
20	<i>Language</i>	L.3.1	SR	Identify proper nouns from the passage.
21	<i>Reading</i>	RI.3.3	SR	Determine the reason for an individual’s action in the passage.
22	<i>Reading</i>	RI.3.8	SR	Identify how a particular section of the passage is organized.
23	<i>Reading</i>	RI.3.2	SR	Determine the main idea of a section of the passage and choose evidence from the passage that supports the idea.
24	<i>Reading</i>	RI.3.5	CR	Write a paragraph that explains how the title connects to the ideas from the passage, using important information from the passage.
25	<i>Language</i>	L.3.5	SR	Identify what a phrase from the folktale suggests about a character.
26	<i>Reading</i>	RL.3.3	SR	Determine a character’s motivation in the folktale.
27	<i>Reading</i>	RL.3.5	SR	Identify the purpose of a section of the folktale.
28	<i>Reading</i>	RL.3.1	SR	Compare two details in the folktale.
29	<i>Language</i>	L.3.4	SR	Identify the meaning of a suffix as used in a word from the folktale.
30	<i>Reading</i>	RL.3.7	SR	Identify how an illustration contributes to understanding of the folktale.
31	<i>Reading</i>	RL.3.3	SR	Determine the traits of a character and choose evidence from the folktale that best supports each trait.

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

Grade 3 English Language Arts
Spring 2024 Paper-Based Operational Items

PBT Item No.	Reporting Category	Standard	Item Type*	Item Description
1	<i>Reading</i>	RL.3.3	SR	Identify phrases from a section of the story that support an idea about a character described in the story.
2	<i>Reading</i>	RL.3.5	SR	Determine the importance of a section in the story.
3	<i>Reading</i>	RL.3.5	SR	Identify the solution to a problem using evidence from the story.
4	<i>Reading</i>	RL.3.1	SR	Identify a key detail that explains an idea from the story.
5	<i>Reading</i>	RL.3.3	SR	Determine the reason for a character’s actions based on details from the story.
6	<i>Reading</i>	RL.3.3	SR	Determine what a phrase from a story suggests about a character.
7	<i>Reading</i>	RL.3.1	SR	Identify a key detail that explains an idea from the story.
8	<i>Language</i>	L.3.5	SR	Distinguish between figurative and literal language in the story.
9	<i>Reading</i>	RL.3.3	SR	Identify what is suggested about a character based on a detail from the story.
10	<i>Reading</i>	RL.3.3	SR	Determine a character’s motivation based on details from the story.
11	<i>Language</i>	L.3.4	SR	Determine the meaning of a word in context.
12	<i>Language, Writing</i>	L.3.1, L.3.2, L.3.3, W.3.2, W.3.4	ES	Write an essay that explains how a character’s feelings change throughout the story; use details from the story to support the explanation.
13	<i>Reading</i>	RI.3.6	SR	Determine the reason the author includes a particular sentence in the passage.
14	<i>Reading</i>	RI.3.4	SR	Determine the meaning of a word in context.
15	<i>Reading</i>	RI.3.5	SR	Identify the purpose of a paragraph from the passage.
16	<i>Reading</i>	RI.3.7	SR	Identify how a text feature supports information from the passage.
17	<i>Reading</i>	RI.3.1	SR	Use information from the passage to support a particular idea.
18	<i>Language</i>	L.3.5	SR	Distinguish between figurative and literal language in the passage.
19	<i>Language</i>	L.3.1	SR	Determine the part of speech of a word used in the passage.
20	<i>Language</i>	L.3.1	SR	Identify proper nouns from the passage.
21	<i>Reading</i>	RI.3.3	SR	Determine the reason for an individual’s action in the passage.
22	<i>Reading</i>	RI.3.8	SR	Identify how a particular section of the passage is organized.
23	<i>Reading</i>	RI.3.2	SR	Determine the main idea of a section of the passage and choose evidence from the passage that supports the idea.
24	<i>Reading</i>	RI.3.5	CR	Write a paragraph that explains how the title connects to the ideas from the passage, using important information from the passage.
25	<i>Language</i>	L.3.5	SR	Identify what a phrase from the folktale suggests about a character.
26	<i>Reading</i>	RL.3.3	SR	Determine a character’s motivation in the folktale.
27	<i>Reading</i>	RL.3.5	SR	Identify the purpose of a section of the folktale.
28	<i>Reading</i>	RL.3.1	SR	Compare two details in the folktale.
29	<i>Language</i>	L.3.4	SR	Identify the meaning of a suffix as used in a word from the folktale.
30	<i>Reading</i>	RL.3.7	SR	Identify how an illustration contributes to understanding of the folktale.
31	<i>Reading</i>	RL.3.3	SR	Determine the traits of a character and choose evidence from the folktale that best supports each trait.

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