



**RIDE** Rhode Island  
Department  
of Education

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*Release of Spring 2024  
RICAS Test Information*

*from the*

*Grade 4 English Language Arts Test*

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**Rhode Island Department of Education**

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# Overview of Grade 4 English Language Arts Test

The spring 2024 grade 4 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](https://doe.mass.edu/mcas/admin.html).

Most of the operational items on the grade 4 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](https://ricas.pearsonsupport.com/released-items).

## Test Sessions and Content Overview

The grade 4 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 4 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](https://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](https://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 4 English Language Arts**  
**Spring 2024 Computer-Based Operational Items**

<b>CBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
1	<i>Reading</i>	RL.4.5	SR	Determine why an event described in a given section of the story is important.
2	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.
3	<i>Reading</i>	RL.4.3	SR	Determine how the character changes in a given section of the story.
4	<i>Language</i>	L.4.5	SR	Identify what a phrase suggests about characters in the story.
5	<i>Reading</i>	RL.4.3	SR	Determine what a paragraph suggests about a character and choose evidence from the story that supports the suggestion.
6	<i>Reading</i>	RL.4.3	SR	Identify a character’s motivation and choose evidence from the story that best supports that motivation.
7	<i>Reading</i>	RL.4.4	SR	Determine the meaning of a phrase used in the story.
8	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.
9	<i>Reading</i>	RL.4.6	SR	Determine how the character’s point of view helps the reader understand the story.
10	<i>Reading</i>	RL.4.2	SR	Identify a theme of the story.
11	<i>Reading</i>	RL.4.1	SR	Make an inference based on information from the story.
12	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative that describes what will most likely happen next in the story.
13	<i>Reading</i>	RI.4.2	SR	Identify a key detail using information from the passage.
14	<i>Reading</i>	RI.4.3	SR	Determine the impact of an individual on the events in the passage.
15	<i>Language</i>	L.4.4	SR	Select phrases from the passage that support the meaning of a word.
16	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.
17	<i>Reading</i>	RI.4.3	SR	Identify how an individual feels based on information in the passage.
18	<i>Reading</i>	RI.4.8	SR	Identify evidence that supports an idea from the passage.
19	<i>Reading</i>	RI.4.8	SR	Use information from the passage to explain a particular point.
20	<i>Language</i>	L.4.2	SR	Identify the purpose of punctuation in the passage.
21	<i>Language</i>	L.4.2	SR	Identify the purpose of punctuation in the passage.
22	<i>Reading</i>	RI.4.5	SR	Identify the organizational structure of the passage.
23	<i>Reading</i>	RI.4.2	SR	Identify the main idea of the passage and choose evidence that best supports the main idea.
24	<i>Reading</i>	RI.4.3	CR	Write a paragraph that explains the impact of an event in the passage and use important details from the passage as evidence.
25	<i>Reading</i>	RI.4.5	SR	Identify the purpose of a paragraph from the article.
26	<i>Reading</i>	RI.4.7	SR	Determine how an illustration contributes to the understanding of the article.
27	<i>Reading</i>	RI.4.2	SR	Determine the main idea of a paragraph from the article.
28	<i>Reading</i>	RI.4.1	SR	Make an inference based on information from the article.
29	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.
30	<i>Reading</i>	RI.4.8	SR	Determine what idea is best supported by a detail from the article.
31	<i>Reading</i>	RI.4.2	SR	Identify the purpose of the article and choose evidence that best supports the purpose.

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

**Grade 4 English Language Arts**  
**Spring 2024 Paper-Based Operational Items**

<b>PBT Item No.</b>	<b>Reporting Category</b>	<b>Standard</b>	<b>Item Type*</b>	<b>Item Description</b>
1	<i>Reading</i>	RL.4.5	SR	Determine why an event described in a given section of the story is important.
2	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.
3	<i>Reading</i>	RL.4.3	SR	Determine how the character changes in a given section of the story.
4	<i>Language</i>	L.4.5	SR	Identify what a phrase suggests about characters in the story.
5	<i>Reading</i>	RL.4.3	SR	Determine what a paragraph suggests about a character and choose evidence from the story that supports the suggestion.
6	<i>Reading</i>	RL.4.3	SR	Identify a character’s motivation and choose evidence from the story that best supports that motivation.
7	<i>Reading</i>	RL.4.4	SR	Determine the meaning of a phrase used in the story.
8	<i>Language</i>	L.4.4	SR	Determine the meaning of a word in context.
9	<i>Reading</i>	RL.4.6	SR	Determine how the character’s point of view helps the reader understand the story.
10	<i>Reading</i>	RL.4.2	SR	Identify a theme of the story.
11	<i>Reading</i>	RL.4.1	SR	Make an inference based on information from the story.
12	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.3, W.4.4	ES	Write a narrative that describes what will most likely happen next in the story.
13	<i>Reading</i>	RI.4.2	SR	Identify a key detail using information from the passage.
14	<i>Reading</i>	RI.4.3	SR	Determine the impact of an individual on the events in the passage.
15	<i>Language</i>	L.4.4	SR	Select phrases from the passage that support the meaning of a word.
16	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.
17	<i>Reading</i>	RI.4.3	SR	Identify how an individual feels based on information in the passage.
18	<i>Reading</i>	RI.4.8	SR	Identify evidence that supports an idea from the passage.
19	<i>Reading</i>	RI.4.8	SR	Use information from the passage to explain a particular point.
20	<i>Language</i>	L.4.2	SR	Identify the purpose of punctuation in the passage.
21	<i>Language</i>	L.4.2	SR	Identify the purpose of punctuation in the passage.
22	<i>Reading</i>	RI.4.5	SR	Identify the organizational structure of the passage.
23	<i>Reading</i>	RI.4.2	SR	Identify the main idea of the passage and choose evidence that best supports the main idea.
24	<i>Reading</i>	RI.4.3	CR	Write a paragraph that explains the impact of an event in the passage and use important details from the passage as evidence.
25	<i>Reading</i>	RI.4.5	SR	Identify the purpose of a paragraph from the article.
26	<i>Reading</i>	RI.4.7	SR	Determine how an illustration contributes to the understanding of the article.
27	<i>Reading</i>	RI.4.2	SR	Determine the main idea of a paragraph from the article.
28	<i>Reading</i>	RI.4.1	SR	Make an inference based on information from the article.
29	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.
30	<i>Reading</i>	RI.4.8	SR	Determine what idea is best supported by a detail from the article.
31	<i>Reading</i>	RI.4.2	SR	Identify the purpose of the article and choose evidence that best supports the purpose.

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