



pennsylvania
DEPARTMENT OF EDUCATION



**PENNSYLVANIA
KEYSTONE EXAMS**

Literature
Item and Scoring Sampler



2021*

* This is a revised version of the 2017 Item and Scoring Sampler.

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INTRODUCTION

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned to the Pennsylvania Core Standards (PCS). These tools include the standards, assessment anchor documents, Keystone Exams Test Definition, Classroom Diagnostic Tool, Standards Aligned System, and content-based item and scoring samplers. This 2021 Literature Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing students for the Keystone Exams, by providing samples of test item types and scored student responses. The Item Sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

This Item and Scoring Sampler contains released operational multiple-choice and constructed-response items that have appeared on previously administered Keystone Exams. These items will not appear on any future Keystone Exams. Released items provide an idea of the types of items that have appeared on operational exams and that will appear on future operational Keystone Exams. Each item has been through a rigorous review process to ensure alignment with the Assessment Anchors and Eligible Content. This sampler includes items that measure a variety of Assessment Anchor or Eligible Content statements, but it does not include sample items for all Assessment Anchor or Eligible Content statements.

Typically an item and scoring sampler is released every year to provide students and educators with a resource to assist in delivering focused instructional programs aligned to the PCS. However, due to the cancellation of standardized testing in 2019–2020, the 2021 Item and Scoring Sampler is a revised version of the previously released 2017 Item and Scoring Sampler. This revised version ensures that students and educators have an enhanced item and scoring sampler to use during instruction and/or preparation of students to take the Keystone Exam.

The items in this sampler may be used¹ as samples of item types that students will encounter in operational testing. Classroom teachers may find it beneficial to have students respond to the constructed-response items in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues.

This Item and Scoring Sampler is available in Braille format. For more information regarding Braille, call (717) 901-2238.

ABOUT THE KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments currently designed to assess proficiencies in Algebra I, Biology, and Literature. For detailed information about how the Keystone Exams are being integrated into the Pennsylvania graduation requirements, please contact the Pennsylvania Department of Education or visit the PDE website at <http://www.education.pa.gov>.

¹ The permission to copy and/or use these materials does not extend to commercial purposes.

Alignment

The Literature Keystone Exam consists of questions grouped into **two modules**: Module 1—Fiction Literature and Module 2—Nonfiction Literature. Each module corresponds to specific content aligned to statements and specifications included in the course-specific assessment anchor documents. The Literature content included in the Keystone Literature multiple-choice items will align with the Assessment Anchors as defined by the Eligible Content statements. The process skills, directives, and action statements will also specifically align with the Assessment Anchors as defined by the Eligible Content statements.

The content included in Literature constructed-response items aligns with content included in the Eligible Content statements. The process skills, directives, and action statements included in the performance demands of the Literature constructed-response items align with specifications included in the Assessment Anchor statements, the Anchor Descriptor statements, and/or the Eligible Content statements. In other words, the verbs or action statements used in the constructed-response items or stems can come from the Eligible Content, Anchor Descriptor, or Assessment Anchor statements.

Depth of Knowledge

Webb’s Depth of Knowledge (DOK) was created by Dr. Norman Webb of the Wisconsin Center for Education Research. Webb’s definition of depth of knowledge is the cognitive expectation demanded by standards, curricular activities, and assessment tasks. Webb’s DOK includes four levels, from the lowest (recall) level to the highest (extended thinking) level.

Depth of Knowledge	
Level 1	Recall
Level 2	Basic Application of Skill/Concept
Level 3	Strategic Thinking
Level 4	Extended Thinking

Each Keystone item has been through a rigorous review process and is assigned a DOK level. For additional information about depth of knowledge, please visit the PDE website at [http://static.pdesas.org/content/documents/Keystone Exams Understanding Depth of Knowledge and Cognitive Complexity.pdf](http://static.pdesas.org/content/documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf).

Exam Format

The Keystone Exams are delivered in a paper-and-pencil format as well as in a computer-based online format. The multiple-choice items require students to select the best answer from four possible answer options and record their answers in the spaces provided. The correct answer for each multiple-choice item is worth one point. The constructed-response items require students to develop and write (or construct) their responses. There is a single response page in the pencil-and-paper format and up to 1,500 characters in the online format. Constructed-response items in Literature are scored using item-specific scoring guidelines based on a 0- to 3-point scale. Each multiple-choice item is designed to take about one to one-and-a-half minutes to complete. Each constructed-response item is designed to take about 10 minutes to complete. The estimated time to respond to a test question is the same for both test formats. During an actual exam administration, students are given additional time as necessary to complete the exam.

ITEM AND SCORING SAMPLER FORMAT

This sampler includes the test directions and scoring guidelines that appear in the Keystone Exams. Each sample multiple-choice item is followed by a table that includes the alignment, the answer key, the DOK, the percentage² of students who chose each answer option, and a brief answer option analysis or rationale. Each constructed-response item is followed by a table that includes the alignment, the DOK, and the mean student score. Additionally, each of the included item-specific scoring guidelines is combined with sample student responses representing each score point to form a practical, item-specific scoring guide. The General Description of Scoring Guidelines for Literature used to develop the item-specific scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

Example Multiple-Choice Item Information Table

Item Information	
Alignment	Assigned AAEC
Answer Key	Correct Answer
Depth of Knowledge	Assigned DOK
p-value A	Percentage of students who selected this option
p-value B	Percentage of students who selected this option
p-value C	Percentage of students who selected this option
p-value D	Percentage of students who selected this option
Option Annotations	Brief answer option analysis or rationale

Example Open-Ended Item Information Table

Alignment	Assigned AAEC	Depth of Knowledge	Assigned DOK	Mean Score	
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² All p-value percentages listed in the item information tables have been rounded.

LITERATURE EXAM DIRECTIONS

Directions:

On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 1.

This module has two passage sets. Each passage set includes a passage, a series of multiple-choice questions, and at least one constructed-response question.

Before responding to any exam questions, be sure to carefully read each passage and follow the directions for each passage set.

There are two types of questions in each module.

Multiple-Choice Questions:

These questions will ask you to select an answer from among four choices.

- Read each question, and choose the correct answer.
- Only one of the answers provided is correct.
- Record your answer in the Literature answer booklet.

Constructed-Response Questions:

These questions will require you to write your response.

- Be sure to read the directions carefully.
- You cannot receive the highest score for a constructed-response question without following all directions.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- If the question asks you to explain, be sure to explain. If the question asks you to analyze, describe, or compare, be sure to analyze, describe, or compare.
- All responses must be written in the appropriate response space in the Literature answer booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the Literature answer booklet.

If you finish early, you may check your work in Module 1 [or Module 2] only.

- Do not look ahead at the questions in Module 2 [or back at Module 1] of your exam materials.
- After you have checked your work, close your exam materials.

You may refer to this page at any time during this portion of the exam.

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR LITERATURE

3 Points

- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

2 Points

- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

1 Point

- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.

OR

- The response relates minimally to the task.

0 Points

- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

Literature Module 1

PASSAGE 1

Read the following passage. Then answer questions 1–9.

excerpt from **Miss Brill**

by Katherine Mansfield

Although it was so brilliantly fine—the blue sky powdered with gold and great spots of light splashed over the Jardins Publiques¹—Miss Brill was glad that she had decided on her fur. The air was motionless, but when you opened your mouth there was just a faint chill, like a chill from a glass of iced water before you sip, and now and again a leaf came drifting—from nowhere, from the sky.

There were a number of people out this afternoon, far more than last Sunday. And the band sounded louder and merrier. That was because the Season had begun. For although the band played all the year round on Sundays, out of season it was never the same. It was like someone playing with only the family to listen; it didn't care how it played if there weren't any strangers present. Wasn't the conductor wearing a new coat, too? She was sure it was new. He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda² blew out their cheeks and glared at the music. Now there came a little “flutey” bit—very pretty!—a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.

Only two people shared her “special” seat: a fine old man in a velvet coat, his hands clasped over a huge carved walking-stick, and a woman, sitting upright, with a roll of knitting on her embroidered apron. They did not speak. This was disappointing, for Miss Brill always looked forward to the conversation. She had become really quite expert, she thought, at listening as though she didn't listen, at sitting in other people's lives just for a minute while they talked round her.

She glanced, sideways, at the old couple. Perhaps they would go soon. Last Sunday, too, hadn't been as interesting as usual. An Englishman and his wife, he wearing a dreadful Panama hat and she button boots. And she'd gone on the whole time about how she ought to wear spectacles; she knew she needed them; but that it was no good getting any; they'd be sure to break and they'd never keep on. And he'd been so patient. He'd suggested everything—gold rims, the kind that curve round your ears, little pads inside the bridge. No, nothing would please her. “They'll always be sliding down my nose!” Miss Brill had wanted to shake her.

The old people sat on a bench, still as statues. Never mind, there was always the crowd to watch. To and fro, in front of the flower beds and the band rotunda, the couples and groups paraded, stopped to talk, to greet, to buy a handful of flowers from the man who had his tray fixed to the railings. Little children ran among them, swooping and laughing; little boys with big white silk bows under their chins, little girls, little French dolls, dressed up in velvet and lace. And sometimes

¹ Jardins Publiques—public gardens

² rotunda—a round building, especially one with a dome

a tiny staggerer came suddenly rocking into the open from under the trees, stopped, stared, and suddenly sat down “flop,” until its small high-stepping mother, like a young hen, rushed scolding to its rescue. Other people sat on the benches and green chairs, but they were nearly always the same, Sunday after Sunday, and—Miss Brill had often noticed—there was something funny about nearly all of them. They were odd, silent, nearly all old, and from the way they stared they looked as though they’d just come from dark little rooms or even—even cupboards!

Behind the rotunda the slender trees with yellow leaves down drooping, and through them just a line of sea, and beyond the blue sky with gold-veined clouds.

Two young girls in red came by and two young soldiers in blue met them, and they laughed and paired and went off arm-in-arm. Two peasant women with funny straw hats passed, gravely, leading beautiful smoke-colored donkeys. A beautiful woman came along and dropped her bunch of violets, and a little boy ran after to hand them to her, and she took them and threw them away as if they’d been poisoned. Dear me! Miss Brill didn’t know whether to admire that or not! And now an ermine toque³ and a gentleman in gray met just in front of her. He was tall, dignified, and she was wearing the ermine toque she’d bought when her hair was yellow. Now everything, her hair, her face, even her eyes, was the same color as the shabby ermine, and her hand, in its cleaned glove, lifted to dab her lips, was a tiny yellowish paw. Oh, she was so pleased to see him—delighted! She rather thought they were going to meet that afternoon. She described where she’d been—everywhere, here, there, along by the sea. The day was so charming—didn’t he agree? And wouldn’t he, perhaps? . . . But he shook his head and walked on. The ermine toque was alone; she smiled more brightly than ever. But even the band seemed to know what she was feeling and played more softly, played tenderly, and the drum beat, “The Brute! The Brute!” over and over. What would she do? What was going to happen now? But as Miss Brill wondered, the ermine toque turned, raised her hand as though she’d seen someone else, much nicer, just over there, and pattered away. And the band changed again and played more quickly, more jubilantly than ever, and the old couple on Miss Brill’s seat got up and marched away, and such a funny old man with long whiskers hobbled along in time to the music and was nearly knocked over by four girls walking side-by-side.

Oh, how fascinating it was! How she enjoyed it! How she loved sitting here, watching it all! It was like a play. It was exactly like a play. Who could believe the sky at the back wasn’t painted? But it wasn’t till a little brown dog trotted on solemn and then slowly trotted off, like a little “theatre” dog, that Miss Brill discovered what it was that made it so exciting. They were all on stage. They weren’t only the audience, not only looking on; they were acting. Even she had a part and came every Sunday. No doubt somebody would have noticed if she hadn’t been there; she was part of the performance after all. How strange she’d never thought of it like that before! And yet it explained why she made such a point of starting from home at just the same time each week—so as not to be late for the performance—and it also explained why she had a shy feeling at telling her English pupils how she spent her Sunday afternoons. No wonder! Miss Brill nearly laughed out loud. She was on the stage.

³ ermine toque—a close-fitting style of hat made of fur

MULTIPLE-CHOICE ITEMS

1. Read the sentence from the passage.

“He scraped with his foot and flapped his arms like a rooster about to crow, and the bandsmen sitting in the green rotunda blew out their cheeks and glared at the music.”

What is most likely the intended effect of the simile in the sentence?

- A. to present a complication in the moment before the music begins
- B. to suggest how loudly the music is going to be played
- C. to exaggerate the tension of the scene
- D. to convey a sense of showiness in the scene

Item Information	
Alignment	L.F.2.5.1
Answer Key	D
Depth of Knowledge	2
p-value A	13%
p-value B	22%
p-value C	24%
p-value D	41% (correct answer)
Option Annotations	<p>Students are asked to analyze the intended effect of a simile in a text. Students must be able to identify the simile and interpret what it is communicating.</p> <p>Option D is the correct answer because the conductor’s action of flapping “his arms like a rooster” suggests a dramatic flair to the musical performance on stage. Option A is incorrect, because there is no complication in the text that is presented before the music begins. Option B is incorrect, because the conductor’s actions do not relate to the volume of the music played since the text does not mention volume. Option C is incorrect because people are in the gardens to listen to a concert and there is no tension in the scene. Students may select these incorrect options if they misinterpret the simile or the context in which it appears.</p>

2. Which excerpt from the passage **best** shows that Miss Brill takes pride in her own perceptiveness?
- A. “Wasn’t the conductor wearing a new coat, too? She was sure it was new.”
- B. “Now there came a little ‘flutey’ bit—very pretty!—a little chain of bright drops. She was sure it would be repeated. It was; she lifted her head and smiled.”
- C. “She glanced, sideways, at the old couple. Perhaps they would go soon. Last Sunday, too, hadn’t been as interesting as usual.”
- D. “Behind the rotunda the slender trees with yellow leaves down drooping, and through them just a line of sea, and beyond the blue sky with gold-veined clouds.”

Item Information	
Alignment	L.F.2.3.1
Answer Key	B
Depth of Knowledge	2
p-value A	19%
p-value B	62% (correct answer)
p-value C	11%
p-value D	8%
Option Annotations	<p>Students are asked to determine which excerpt from the text reflects a particular trait of the main character. Students must be able to understand how details in the text help to show Miss Brill’s pride in her perceptiveness.</p> <p>Option B is the correct answer. Miss Brill is able to discern which instrument plays a certain part in the musical piece and is able to predict that the notes would be repeated. The sentence stating that Miss Brill “lifted her head and smiled” reveals her pride. Although options A and C show Miss Brill’s perceptiveness, these choices do not show her pride in her perceptiveness; therefore, they are incorrect. Option D is incorrect, because it reveals a description of the setting but does not show Miss Brill’s perceptiveness or her pride in this trait. Students may select these incorrect options if they misinterpret details in the text.</p>

3. Which statement **best** explains how the next-to-last paragraph supports the author’s purpose?
- A. Miss Brill is shown as a detached yet sensitive observer of humanity.
 - B. Miss Brill is shown as a tolerant and impartial judge of people.
 - C. Miss Brill is shown as a meddlesome and opinionated person.
 - D. Miss Brill is shown as a realistic yet inflexible social critic.

Item Information	
Alignment	L.F.1.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	62% (correct answer)
p-value B	16%
p-value C	10%
p-value D	12%
Option Annotations	<p>Students are asked to analyze how an example from the text supports the author’s purpose. Students must be able to infer the author’s purpose.</p> <p>Option A is the correct answer. In the next-to-last paragraph, Miss Brill watches and listens to the interactions of people she comes in contact with in the gardens. She notices details of people and wonders about their actions, never getting involved in the scenes she witnesses. Option B is incorrect, because even though Miss Brill speculates about the people around her, her thoughts do not go as far as to reflect judgment. Option C is incorrect, because Miss Brill is uninvolved in the scene, so she is not meddlesome. Option D is incorrect, because Miss Brill’s interest in the people around her is personal, and she is not interested in the social structure at large. Students may select these incorrect options if they misinterpret the author’s purpose or the details in the text.</p>

4. What is the main idea of the last paragraph?
- A. Miss Brill views social interaction as a stage play.
 - B. Miss Brill is embarrassed to admit that she enjoys play acting.
 - C. Miss Brill sees the interaction among people in the garden as a comedy.
 - D. Miss Brill is disappointed to realize that the events in the gardens seem scripted.

Item Information	
Alignment	L.F.1.3.1
Answer Key	A
Depth of Knowledge	2
p-value A	74% (correct answer)
p-value B	12%
p-value C	10%
p-value D	4%
Option Annotations	<p>Students are asked to identify the main idea in the text. Students must understand the concept of main idea in order to identify it in the last paragraph of the text.</p> <p>Option A is the correct answer. Miss Brill views herself as the audience watching and listening to the events in the gardens. However, she suddenly realizes she also views herself as a performer, on stage with other characters. This thought pervades the entire last paragraph; therefore, it is the main idea. Option B is incorrect, because although Miss Brill may enjoy her roles as both audience and performer, she is not embarrassed by it. Option C is incorrect, because there is no evidence in the text to support that Miss Brill views the interaction among people as funny. She views the interaction among the visitors as fascinating and exciting. Option D is incorrect, because there is no text evidence to support that Miss Brill views the events as scripted. Students may select these incorrect options if they lack an understanding of main idea or if they misinterpret details in the text.</p>

5. Which statement **best** describes how the passage is affected by the third person point of view?
- A. It enhances the characterization of Miss Brill by showing how each minor character views her.
 - B. It allows the reader to see the action from the perspective of Miss Brill and to see her objectively.
 - C. It helps the reader understand the thoughts and feelings of each character that Miss Brill sees.
 - D. It encourages sympathy toward Miss Brill by directly addressing the reader.

Item Information	
Alignment	L.F.2.3.6
Answer Key	B
Depth of Knowledge	3
p-value A	10%
p-value B	51% (correct answer)
p-value C	34%
p-value D	5%
Option Annotations	<p>Students are asked to analyze the point of view used in the text. Students must understand the concept of point of view and be able to analyze its use within a text.</p> <p>Option B is the correct answer. By using the third person limited omniscient point of view, the text allows the reader to see all actions from the perspective of Miss Brill. Option A is incorrect, because the reader does not know how the minor characters in the text view her since only Miss Brill's thoughts and actions are shared. Option C is incorrect, because the reader does not know the thoughts and feelings of each character. The reader only understands the characters as Miss Brill describes. Option D is incorrect, because even though readers may feel sympathy for Miss Brill, the point of view used does not directly address the reader. Students may select these incorrect options if they lack an understanding of point of view.</p>

6. How does the setting **most** contribute to a theme of the passage?
- A. It provides an opportunity for the main character to indulge in imagination.
 - B. It provides a safe place for the main character to feel at home with family.
 - C. It provides an arena for the main character to learn the customs of a foreign culture.
 - D. It provides a colorful backdrop for the main character to listen to a band.

Item Information	
Alignment	L.F.2.3.2
Answer Key	A
Depth of Knowledge	3
p-value A	60% (correct answer)
p-value B	10%
p-value C	8%
p-value D	22%
Option Annotations	<p>Students are asked to analyze how the setting contributes to a theme in the text. Students must understand the concepts of setting and theme and how literary elements influence one another.</p> <p>Option A is the correct answer. Sitting in a garden by herself and listening to music provides Miss Brill the opportunity to watch people and to imagine their lives. Option B is incorrect, because Miss Brill is not in the company of family but with strangers she has never met. Option C is incorrect, because Miss Brill goes to the gardens regularly and teaches English in the town, so even though she is in France, she is quite familiar with its customs. Option D is incorrect, because the theme encompasses more than listening to a band. Students may select these incorrect options if they do not have an understanding of the theme in the text.</p>

7. Which statement **best** explains how the passage reflects the modernist focus on alienation?
- A. It highlights sensory details and establishes societal norms the characters must follow.
 - B. It creates drab imagery and portrays the unrealistic expectations of all the characters.
 - C. It focuses on character rather than plot and emphasizes the emotional isolation of the protagonist.
 - D. It stresses the concerns of the female protagonist and points out the limitations faced by women.

Item Information	
Alignment	L.F.2.4.1
Answer Key	C
Depth of Knowledge	3
p-value A	19%
p-value B	13%
p-value C	62% (correct answer)
p-value D	6%
Option Annotations	<p>Students are asked to analyze the literary significance of the text. Students must understand the literary, historical, and cultural significance of the text.</p> <p>Option C is the correct answer. The alienation of the individual from society is one of the characteristics of the modernist literary period. The development of Miss Brill's character and her isolation from people is the focus of the text. Options A, B, and D are all incorrect, because they do not focus on the individual. Students may select these options if they do not understand the literary and cultural focus of the text.</p>

8. What is the main way the author's use of fiction as a literary form influences the meaning of the passage?
- A. It allows for the inclusion of the author's bias.
 - B. It provides insight into a variety of different characters.
 - C. It enables the motivation of an invented character to be revealed gradually.
 - D. It allows the thoughts of an invented character to be presented as stream of consciousness.

Item Information	
Alignment	L.F.2.2.1
Answer Key	D
Depth of Knowledge	3
p-value A	7%
p-value B	32%
p-value C	19%
p-value D	42% (correct answer)
Option Annotations	<p>Students are asked to determine how the author's use of fiction as a literary form influences the text. Students must understand different forms of fiction and how these forms can impact a text.</p> <p>Option D is the correct answer. In this text, thoughts of the main character, Miss Brill, are revealed through interior monologue. Option A is incorrect, because the point of view is from an invented character, so the author's opinions are not included. Option B is incorrect, because the limited omniscient point of view is used and the text provides insight into only Miss Brill's thoughts, not into the thoughts of different characters. Option C is incorrect, because the motivations of Miss Brill are not revealed in the text; the reader only knows she enjoys observing others and does so regularly. Students may select these incorrect options if they do not understand the literary form of the text.</p>

CONSTRUCTED-RESPONSE ITEM

9. Read the sentence from the passage.

“She had become really quite expert, she thought, at listening as though she didn’t listen, at sitting in other people’s lives just for a minute while they talked round her.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.



SCORING GUIDE**#9 Item Information**

Alignment	L.F.2.1.1	Depth of Knowledge	3	Mean Score	1.42
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Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of the significance of the sentence to the passage. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of the significance of the sentence to the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of the significance of the sentence to the passage. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

Response Score: 3 points

9. Read the sentence from the passage.

“She had become really quite expert, she thought, at listening as though she didn’t listen, at sitting in other people’s lives just for a minute while they talked round her.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

Throughout the passage, many different personality traits of Miss Brille have been revealed. One of the biggest aspects of who she is, is almost 'living through other people.' In a way, she had become accustomed to using her imagination to hold conversations with others. "They did not speak. This was disappointing, for Miss Brille always looked forward to the conversation." As stated here, she did not engage in a conversation with any strangers she happened to be in close proximity with, but instead, took some enjoyment in listening to what they would talk about with each other instead. As well as her listening, she was able to formulate an imaginative conversation between two people, a conversation she imagined they would have. "Oh - she was pleased to see him, delighted! She rather thought they were going to meet that afternoon." Even if Miss Brille didn't have the courage to speak out herself, she still found a way to live - just, through others.

The student has given a clear, complete, and accurate analysis of the significance of the sentence quoted from the passage. The student's response opens with a clear statement of analysis (*Throughout the passage, many different personality traits of Miss Brille have been revealed. One of the biggest aspects of who she is, is almost 'living through other people'*) and adds an explanation (*In a way, she had become accustomed to using her imagination to hold conversations with others*). The student then provides text support (*"They did not speak. This was disappointing, for Miss Brille always looked forward to the conversation"*) that illustrates the point that Miss Brill lives vicariously through other people's lives. The student creates the visual of Miss Brill sitting silently and listening in on the conversations around her (*she did not engage in a conversation with any strangers she happened to be in close proximity with, but instead, took some enjoyment in listening to what they would talk about with each other instead.*) The student explains the lengths to which Miss Brill would go to in order to live vicariously through others, even if there was no conversation for her to eavesdrop on (*As well as her listening, she was able to formulate an imaginative conversation between two people, a conversation she imagined they would have*), which is followed by relevant and specific information from the passage (*"Oh- she was pleased to see him, delighted! She rather thought they were going to meet that afternoon"*). The conclusion restates the point (*Even if Miss Brille didn't have the courage to speak out herself, she still found a way to live – just, through others*).

STUDENT RESPONSE

Response Score: 2 points



9. Read the sentence from the passage.

“She had become really quite expert, she thought, at listening as though she didn’t listen, at sitting in other people’s lives just for a minute while they talked round her.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

The significance of that sentence is that it describes what Miss Brill does for the rest of the passage. She looks or listens to what other people are doing and she makes up the rest of their lives or conversations for them. The most prominent example of this is with the lady wearing the ermine toque. She only observed from afar what was going on but she made up a conversation between her and the man and even gave them personalities. This was also done with the englishman and his wife. She completely “sitting in other people’s lives”

The student has given a partial analysis of the significance of the sentence quoted from the passage. The student opens with an analytical response to the prompt (*it describes what Miss Brill does for the rest of the passage. She looks or listens to what other people are doing and she makes up the rest of their lives or conversations for them*). The student then provides information from the passage (*The most prominent example of this is with the lady wearing the ermine toque. She only observed from afar what was going on but she made up a conversation between her and the man and even gave them personalities*), which includes some confusion about who is being referred to as “she” and “her.” The student provides additional information from the passage (*This was also done with the englishman and his wife*) but does not give much of an explanation other than the statement (*She completely “sitting in other people’s lives”*).

STUDENT RESPONSE

Response Score: 1 point



9. Read the sentence from the passage.

“She had become really quite expert, she thought, at listening as though she didn’t listen, at sitting in other people’s lives just for a minute while they talked round her.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

This is important to the passage because it tells us about ther main characters motivation. Why she does what she does. We know that the main character likes to pretend to be a part of other peoples lives for a little while, but she is good at hiding it.

The student has given a minimal analysis of the significance of the sentence quoted from the passage. The student’s response begins with a limited explanation of the significance (*it tells us about ther main characters motivation. Why she does what she does*) followed by some information from the passage (*the main character likes to pretend to be a part of other peoples lives for a little while, but she is good at hiding it*) that does not extend much beyond rephrasing the quoted sentence.

STUDENT RESPONSE

Response Score: 0 points

9. Read the sentence from the passage.

“She had become really quite expert, she thought, at listening as though she didn’t listen, at sitting in other people’s lives just for a minute while they talked round her.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

It Practically tells the story right
there - what she Does, how she does it.

The student’s response contains insufficient information to demonstrate comprehension of the task. The student’s attempt at analyzing the passage (*It Practically tells the story right there – what she does, how she does it*) does not demonstrate comprehension.

PASSAGE 2

Read the following passage. Then answer questions 10–19.

excerpt from **In the Lake of the Woods**¹

by Tim O'Brien

When she cleared Magnuson's Island, Kathy gave the Evinrude² an extra shot of gas and continued north past American Point and Bucket Island, holding a course roughly west toward Angle Inlet. It was mostly open lake, wide and blue, and the boat planed along with a firm, rhythmic thump, the bow stiff against the waves. She felt better now. The morning sunshine helped. Here and there she passed little islands, with forests pushing up flush against the shoreline, purely wild, too isolated for lumbering, everything thick and firm to her eye. The water itself seemed solid, and the sky, and the autumn air. Like flesh, she thought—like the tissue of some giant animal, a creature too massive for the compass of her city block mind. All around her, things were dense with color. On occasion she spotted a deserted fishing cabin, or a broken-down dock, but after a time the wilderness thickened and deepened and became complete. She could hear her thoughts unwinding.

And so she leaned back and gave the throttle a quarter turn and allowed herself to open up to the sun and speed. A golden September day, fresh-feeling, crisp, and new, and everything was part of everything else. It all blended into a smooth repetitive oneness, the trees and coves and water and sky, each piece of wilderness identical to every other piece. Kathy put a hand overboard, letting it trail through the water, watching its foamy imprint instantly close back on itself. Identical, which erased identity. Or it was all identity. An easy place, she thought, to lose yourself.

Which is what happened, maybe.

Maybe the singleness of things confused her. Maybe Bucket Island was not Bucket Island. Maybe she missed the channel into Angle Inlet by only a fraction of a mile, a miscalculation of gradient or degree. Daydreaming, maybe, or closing her eyes for an instant, or stretching out to absorb the fine morning sun. It was one possibility. No accident at all, just a human blunder, and she would've continued up the lake without worry, soon crossing into Canadian waters, into a great interior of islands and forests that reached northward over many hundred square miles.

For well over an hour she would've been lost without knowing how lost she was. Her eye was untrained. She had no instinct for the outdoors. She knew nothing about the sun's autumn angles, or how to judge true north, or where in nature to look for help. She was ignorant of even the most fundamental rule of the woods, which was to stop moving if ever in doubt, to take shelter and wait to be found.

¹ Lake of the Woods—a lake occupying parts of Minnesota and the Canadian provinces of Ontario and Manitoba

² Evinrude—a brand of boat motor

Almost certainly she would've tried to work her way out; almost certainly she would've ended up hopelessly turned around.

And so at some point that morning she must've felt the first soft nudge of anxiety. Too much time, she thought. Twice before, with John³, she had made the trip by water into Angle Inlet—barely forty minutes, dock to dock.

She looked at her wristwatch. The obvious thing was to start backtracking. Swing the boat south, keep her eyes open.

She was in a wide, gently curving channel flanked by four little islands, and for a few seconds she idled there, not sure about direction. She opened the red gas can, refueled, then turned the boat in a slow semicircle and took aim at a stand of pines a mile or so back down the channel. The breeze had picked up now. Not quite a wind, but the waves stood higher on the lake, and the air was taking sharp bites at her neck and shoulders. There was no sound except for the rusty old Evinrude.

Kathy buttoned up her sweater. No problem, she thought. Connect the dots.

And then for well over an hour, she held the line toward the southeast. It was thick, gorgeous country, everything painted in blues and greens, and the engine gave off a steady burbling noise that reassured her. A good story for dinner. Danger and high adventure.

After twenty minutes the channel forked around a large rocky island, narrowing for a mile, then breaking off into three smaller channels that curled away into the trees. The place struck her as both familiar and foreign. On whim, she took the center channel and followed it through a funnel of pine and brush for what seemed like far too long. Occasionally the channel widened out, opening into pretty little bays and then closing up tight again. Like a river, she thought, except it didn't flow. The water beneath her had the feel of something static and purposeless, with no reality beyond its own vague alliance with everything else.

Curiously, she felt no fear at all. It occurred to her that she was almost comfortable with the situation. She felt strong and capable, the same calm that came over her whenever she opened up a new crossword puzzle—all that stern geography to negotiate, a fixed grid full of hidden connections and hidden meanings. She liked unlocking things, finding solutions. For more than twenty years she'd started the day with a crossword and a cup of coffee, easing into the daylight, enjoying the soft flowering sensation that came into her bones as blocks of space suddenly took on clarity and design. It was more than habit; it was something in her genes. Even as a kid she'd lived in a puzzle world, where surfaces were like masks, where the most ordinary objects seemed fiercely alive with their own sorrows and desires. She remembered giving secret names to things, carrying on conversations with chairs and trees. Peculiar, yes, but she couldn't help herself. It had always seemed so implausible that the world could be indifferent to its own existence; Kathy couldn't help believing in some fundamental governing principle beneath things, an aspect of consciousness that could be approached through acts of human sympathy.

Ahead, the channel widened out into a stretch of open water, deep blue and icy looking. She squinted up at the sun to calculate the remaining daylight. Maybe five hours until dark. Angle Inlet had to be somewhere off to the south, probably a shade to the west.

³ John—Kathy's husband

She nodded to herself and said, “All right, fine,” and fixed the boat on a southerly course, or what she took to be south, now and then checking her direction against the sun. The day was bright and windy, a string of filmy white clouds scudding eastward. She eased back on the throttle and for more than two hours moved through a chain of silvery bays and lakes that unfolded without stop to the horizon. There were no cabins, no other boats. Along the shoreline, thick growths of cattails bent sideways in the wind, and there were occasional flights of ducks and loons, but mostly it was a dull succession of woods and water. After a time she felt detached laziness come over her, a shutting-down sensation.

Still, it was hard to keep her mind on the boat. Hard to sustain much resolve. Overhead, a big pale sun burned without heat. The day was slowly tilting toward shadow. Her mind, too.

MULTIPLE-CHOICE ITEMS

10. In the first paragraph, how does Kathy feel as she heads past American Point and Bucket Island?
- A. She is unsure if she will find help.
 - B. She is confused by her surroundings.
 - C. She is ready for an exciting adventure.
 - D. She is starting to relax into her situation.

Item Information	
Alignment	L.F.2.3.1
Answer Key	D
Depth of Knowledge	2
p-value A	5%
p-value B	14%
p-value C	22%
p-value D	59% (correct answer)
Option Annotations	<p>Students are asked to analyze how a character, Kathy, feels at a certain point in the plot of the text. Students must be able to understand details from the text in order to identify how Kathy feels.</p> <p>Option D is the correct answer. In the first paragraph, the author states that Kathy “felt better now” and that “she could hear her thoughts unwinding,” which suggests that Kathy is relaxing as she continues her boat ride on the lake. Options A and B are incorrect, because it is not until later in the text that Kathy becomes confused about where she is and unsure if she will find anyone to help her. Option C is incorrect, because there is no textual evidence to suggest that Kathy is seeking an exciting adventure while on the boat. Students may select these incorrect options if they misinterpret details from the text.</p>

11. In the first paragraph, what does the phrase “a creature too massive for the compass of her city block mind” foreshadow?
- A. Kathy’s challenge in reaching her destination
 - B. Kathy’s comfort with being in an unknown area
 - C. Kathy’s indifference toward the weather conditions
 - D. Kathy’s resolve to keep thinking about her boat as a guide

Item Information	
Alignment	L.F.2.5.1
Answer Key	A
Depth of Knowledge	3
p-value A	55% (correct answer)
p-value B	34%
p-value C	5%
p-value D	6%
Option Annotations	<p>Students are asked to analyze the effect of the figurative language in the given phrase on the text. Students must be able to interpret the figurative language in the phrase and its function within the text.</p> <p>Option A is the correct answer. The creature refers to how the lake is too large for Kathy to navigate competently. Option B is incorrect, because the phrase foreshadows Kathy becoming lost on the lake. Kathy is not comfortable being in an unknown area. Option C is incorrect, because Kathy notices that the wind is becoming stronger and the waves are getting larger on the lake; therefore, she is not indifferent to the changing weather conditions. Option D is incorrect, because Kathy does not think of her boat as a guide and does not have faith that it will take her back to her home. Students may select these incorrect options if they misinterpret the figurative language in the phrase or do not recognize what it foreshadows.</p>

12. What does Kathy's memory of a crossword puzzle symbolize?
- A. her inquisitive nature
 - B. the frigid blue water
 - C. her sense of humor
 - D. the passing of daylight

Item Information	
Alignment	L.F.2.5.1
Answer Key	A
Depth of Knowledge	2
p-value A	77% (correct answer)
p-value B	6%
p-value C	6%
p-value D	11%
Option Annotations	<p>Students are asked to analyze the meaning of an example of symbolism in the text. Students must understand how symbolism is used in fiction.</p> <p>Option A is the correct answer. Kathy's memory of doing crossword puzzles symbolizes her interest in solving problems and shows an inquisitive nature. Symbolism is used in fiction to represent abstract ideas, including character traits. Option C is incorrect, because there is no textual evidence to suggest that Kathy has a sense of humor or that links doing crossword puzzles to a sense of humor. Options B and D are incorrect, because Kathy's solving crossword puzzles does not relate to the blue water or to the passing of daylight. Students may select these incorrect options if they do not understand symbolism or how it is used in the text.</p>

13. Which word is an antonym of the word implausible?

- A. agreeable
- B. believable
- C. capable
- D. recognizable

Item Information	
Alignment	L.F.1.2.1
Answer Key	B
Depth of Knowledge	1
p-value A	8%
p-value B	53% (correct answer)
p-value C	29%
p-value D	10%
Option Annotations	<p>Students are asked to identify the word that is an antonym of the word “implausible.” Students must understand the meaning of the given word so as to identify the antonym of it.</p> <p>Option B is the correct answer. Since the word “implausible” means doubtful or unbelievable, the word “believable” would be the antonym. Options A, C, and D are incorrect antonyms for “implausible.” Students may select these incorrect options if they do not understand what an antonym is or if they do not know the meaning of the word “implausible.”</p>

14. In the last two paragraphs, what does the author mainly use to create a somber mood?
- A. metaphor
 - B. dialogue
 - C. allegory
 - D. imagery

Item Information	
Alignment	L.F.2.3.5
Answer Key	D
Depth of Knowledge	3
p-value A	8%
p-value B	7%
p-value C	6%
p-value D	79% (correct answer)
Option Annotations	<p>Students are asked to identify which literary element the author uses to create a particular mood in the text. Students must understand the concept of mood and how authors use literary elements to create mood.</p> <p>Option D is the correct answer. In the last two paragraphs, the author paints a picture of isolation by describing the natural elements that are devoid of any human existence. The given text includes an extended metaphor (<i>surfaces were like masks, where the most ordinary objects seemed fiercely alive with their own sorrows and desires</i>). Option A is incorrect, because the text does not create a somber mood. Options C and D are incorrect, because they do not use metaphor, dialogue, or allegory. Students may select these incorrect options if they fail to understand the concept of mood or the literary elements that are given as choices.</p>

15. Read the last two sentences of the passage.

“The day was slowly tilting toward shadow. Her mind, too.”

Which idea does the author convey through the use of figurative language?

- A. the approaching doubt within the main character
- B. the signals of oncoming bad weather
- C. the poor condition of the boat
- D. the conclusion of a long day

Item Information	
Alignment	L.F.1.1.3
Answer Key	A
Depth of Knowledge	3
p-value A	53% (correct answer)
p-value B	4%
p-value C	2%
p-value D	41%
Option Annotations	<p>Students are asked to interpret how the author uses techniques of fiction to effectively communicate an idea. Students must be able to interpret figurative language and its function within the text.</p> <p>Option A is the correct answer. The figurative language of Kathy’s mind “tilting toward shadow” means that just like the daylight is giving way to night, Kathy’s focus is giving way to distraction. Option B is incorrect, because even though night is coming, the day tilting toward shadow indicates approaching darkness, not oncoming bad weather. Option C is incorrect, because there is no textual evidence that the boat is in poor condition. Option D is incorrect, because even though the day “tilting toward shadow” indicates it is getting dark, “the conclusion of a long day” conveys only a superficial interpretation of the figurative language. Students may choose these incorrect options if they misinterpret the figurative language or are unable to understand how it functions within the text.</p>

16. Which statement describes the main conflict in the passage?
- A. A woman faces varying weather conditions as she travels by boat on a vast lake.
 - B. A woman attempts to find her way while traveling by boat on a vast lake.
 - C. A woman deals with unpleasant memories as she travels by boat on a vast lake.
 - D. A woman confronts her fear of being alone while traveling by boat on a vast lake.

Item Information	
Alignment	L.F.2.3.3
Answer Key	B
Depth of Knowledge	2
p-value A	9%
p-value B	75% (correct answer)
p-value C	5%
p-value D	11%
Option Annotations	<p>Students are asked to identify the main conflict in the passage. Students must understand the concept of conflict and be able to identify it within a text.</p> <p>Option B is the correct answer. Kathy becomes lost while on a boat ride and struggles to find her destination. Option A is incorrect, because although the varying weather conditions include increasing wind and waves, this is a detail, not the main conflict. Option C is incorrect, because even though Kathy does relay some childhood memories, they are not unpleasant and do not present a conflict. Option D is incorrect, because Kathy does not express a fear of being alone on the boat. Students may select these incorrect options if they do not have an understanding of conflict.</p>

17. Which sentence **best** expresses a theme of the passage?
- A. Evaluating priorities is an important task to complete.
 - B. Asking for assistance is considered an admission of defeat.
 - C. Having confidence does not guarantee success in all ventures.
 - D. Reliving old memories is one way to confront them.

Item Information	
Alignment	L.F.2.3.4
Answer Key	C
Depth of Knowledge	3
p-value A	15%
p-value B	4%
p-value C	73% (correct answer)
p-value D	8%
Option Annotations	<p>Students are asked to identify a theme of the text. Students must understand the concept of theme and be able to interpret it within a text.</p> <p>Option C is the correct answer. The text states that Kathy “felt no fear at all” and that “she felt strong and capable.” Even though Kathy feels confident, she is not able to find her destination; night is falling and she remains lost on the lake. Option A is incorrect, because Kathy does not really evaluate priorities in the passage. She only makes decisions about what direction to take to try to find her destination. Option B is incorrect, because Kathy does not ask for assistance since she sees no people on the lake or on the shore. Option D is incorrect, because the memories that Kathy recalls of her childhood are not to confront them but perhaps to help her deal with her current state of mind. Students may select these incorrect options if they do not have an understanding of theme or if they misinterpret details in the text.</p>

18. Which characteristic of the passage **best** distinguishes it as narrative rather than poetry or drama?
- A. the structure of the text
 - B. the absence of dialogue
 - C. the inclusion of a turning point
 - D. the use of figurative language

Item Information	
Alignment	L.F.2.2.4
Answer Key	A
Depth of Knowledge	3
p-value A	57% (correct answer)
p-value B	16%
p-value C	15%
p-value D	12%
Option Annotations	<p>Students are asked to identify the characteristic of a text that best distinguishes it as a narrative. Students must understand the characteristics of narratives, poems, and dramas.</p> <p>Option A is the correct answer. The paragraph structure of the text distinguishes the text as a narrative rather than a poem or drama. Option B is incorrect, because texts without dialogue can include both narratives and poems. Both options C and D are incorrect, because narratives, poems, and dramas can all include turning points as well as figurative language. Students may select these incorrect options if they do not understand the distinguishing characteristics of different genres.</p>

CONSTRUCTED-RESPONSE ITEM

19. Analyze how the point of view used in the passage helps readers understand Kathy’s personality. Use information from the passage to support your analysis.



SCORING GUIDE**#19 Item Information**

Alignment	L.F.1.1.3	Depth of Knowledge	3	Mean Score	1.67
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Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of how the point of view used in the passage helps readers understand Kathy’s personality. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the point of view used in the passage helps readers understand Kathy’s personality. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the point of view used in the passage helps readers understand Kathy’s personality. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

Response Score: 3 points



19. Analyze how the point of view used in the passage helps readers understand Kathy's personality. Use information from the passage to support your analysis.

The point of view in “In the lake of the woods” shows and explains Kathy’s personality so the reader is able to understand it. For example, the author says “she leaned back and gave the throttle a quarter turn and allow herself to open up to the sun and speed”. This quote explains one part of Kathy’s personality as it shows she is a confident person and can believe in her self. Also, the author says “she was ignorant of even the most fundamental rule of the woods”. This explains how she is not always prepared, she knew she was going into the wilderness and she should have been prepared which she was not. Finally, the author says “curiously, she felt no fear at all”. This explains how she was somewhat fearless and ready to face whatever was in her way. To conclude, third person point of view in this story helps the readers understand Kathy’s personality better as opposed to Kathy hiding her thoughts and personality through first person.

The student has given a clear, complete, and accurate analysis of how the point of view used in the passage helps readers understand Kathy’s personality. The student starts with an analytic statement (*The point of view in “In the lake of the woods” shows and explains Kathy’s personality so the reader is able to understand it*) and then provides a text reference (*For example, the author says “she leaned back and gave the throttle a quarter turn and allow herself to open up to the sun and speed”*). This is followed by an explanation of how the quote helps the reader understand Kathy’s personality (*This quote explains one part of Kathy’s personality as it shows she is a confident person and can believe in her self*). The student’s response continues with another text reference (*Also, the author says “she was ignorant of even the most fundamental rule [rule] of the woods”*) and then analyzes Kathy’s personality (*explains how she is not always prepared, she knew she was going into the wilderness and she should have been prepared which she was not*). The student continues with another quote (*Finally, the author says “curiously, she felt no fear at all”*) followed by an explanation (*how she was somewhat fearless and ready to face whatever was in her way*). The student’s response concludes with a strong summation of the overall analysis (*third person point of view in this story helps the readers understand Kathy’s personality better as opposed to Kathy hiding her thoughts and personality through first person*).

STUDENT RESPONSE

Response Score: 2 points

19. Analyze how the point of view used in the passage helps readers understand Kathy's personality. Use information from the passage to support your analysis.

The point of view used in the passage helps readers understand Kathy's personality, because it gives you almost like a birds eye view of her, problems and how she handles them. For example in the passage it says, "Her eyes untrained. She had no instinct for the outdoors." This is giving an example of Kathy's personality, because she doesn't know anything about outdoors, and how to navigate through forest terrain.

The student has given a partial analysis of how the point of view used in the passage helps readers understand Kathy's personality. The student gives an incomplete analysis (*it gives you almost like a birds eye view of her problems and how she handles them*) with a limited text reference (*in the passage it says, "Her eyes untrained. She had no instinct for the outdoors"*). The student's response concludes with an explanation of the quotation (*she doesn't know anything about outdoors, and how to navigate through forest terrain*).

STUDENT RESPONSE

Response Score: 1 point

19. Analyze how the point of view used in the passage helps readers understand Kathy's personality. Use information from the passage to support your analysis.

The point of view used in the passage helps readers understand Kathy's personality by using third person perspective. It shows that she was scared and was trying to relax.

The student has given a minimal analysis of how the point of view used in the passage helps readers understand Kathy's personality. The student's response begins by identifying the point of view (*third person perspective*) and then provides a minimal analysis based on the text (*It shows that she was scared and was trying to relax*).

STUDENT RESPONSE

Response Score: 0 points



19. Analyze how the point of view used in the passage helps readers understand Kathy's personality. Use information from the passage to support your analysis.

The point of view in a passage or story helps you relate more to it. Like if its 1st person, 2nd person or 3rd person.

The student has given a response to the task that contains insufficient information to demonstrate comprehension. The student begins with a vague, general statement about point of view (*The point of view in a passage or story helps you relate more to it*) and then lists different potential viewpoints (*Like if its 1st person, 2nd person or 3rd person*).

LITERATURE MODULE 1—SUMMARY DATA

Multiple-Choice Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.F.2.5.1	D	2	13%	22%	24%	41%
2	L.F.2.3.1	B	2	19%	62%	11%	8%
3	L.F.1.1.2	A	3	62%	16%	10%	12%
4	L.F.1.3.1	A	2	74%	12%	10%	4%
5	L.F.2.3.6	B	3	10%	51%	34%	5%
6	L.F.2.3.2	A	3	60%	10%	8%	22%
7	L.F.2.4.1	C	3	19%	13%	62%	6%
8	L.F.2.2.1	D	3	7%	32%	19%	42%
10	L.F.2.3.1	D	2	5%	14%	22%	59%
11	L.F.2.5.1	A	3	55%	34%	5%	6%
12	L.F.2.5.1	A	2	77%	6%	6%	11%
13	L.F.1.2.1	B	1	8%	53%	29%	10%
14	L.F.2.3.5	D	3	8%	7%	6%	79%
15	L.F.1.1.3	A	3	53%	4%	2%	41%
16	L.F.2.3.3	B	2	9%	75%	5%	11%
17	L.F.2.3.4	C	3	15%	4%	73%	8%
18	L.F.2.2.4	A	3	57%	16%	15%	12%

Constructed-Response Questions

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.F.2.1.1	3	3	1.42
19	L.F.1.1.3	3	3	1.67

LITERATURE MODULE 2**PASSAGE 1**

Read the following passage. Then answer questions 1–9.

The Long and Short of Goals

by Beverly K. Bachel

“If you don’t know where you are going, you might wind up someplace else.”
—Yogi Berra¹

How do you get from where you are today to a tomorrow where what you want has a chance of happening? By taking action. Sure, it would be nice if simply making a wish, or hoping for something good to happen, or spending lots of time dreaming would lead to a better future—but life doesn’t work that way. It’s up to us to make our dreams real.

In other words, you (or anyone else) can’t just want something and expect to get it. Instead, you need to figure out how you’re going to get it. This is where goal setting comes in. Your goals are the “how to” process for reaching your dreams.

Some goals can be achieved in a day, a week, or a month. These are called short-term goals. Others, such as being awarded MVP² on your tennis team this season or reading several of Shakespeare’s plays, may require a lot more time and effort. These are called long-term goals. Usually, long-term goals are broken down into several short-term goals that help you keep moving toward your main goal. So, in this sense, short-term goals can support your long-term ones.

But short-term goals don’t always have to support a long-term goal. For example, you could decide that your goal is to finish your homework by the time your favorite TV show comes on this evening. Or you could have a goal of exercising for twenty-five minutes today. Setting and reaching small challenges like these can get you in a goal-setting frame of mind. If you’d like, you can focus on a few short-term goals until you feel inspired to work your way up to goals that require more time to complete.

Goal Setters in Action

When Thien left Vietnam at age thirteen and arrived in the United States, she didn’t know any English. But she came with a dream of becoming a doctor, so she could help others. Inspired by her grandmother, a highly respected herbal-medicine doctor in Vietnam, Thien began setting short-term goals. First, she tackled English by learning three or four new words a day. She did it by reading children’s books and a dictionary, and by practicing her new words in conversations with friends.

¹ Yogi Berra—Lawrence Peter “Yogi” Berra; a former American Major League Baseball player and manager

² MVP—Most Valuable Player

Thien’s vocabulary grew quickly, giving her confidence to set and achieve other goals. Today, she’s on her way to achieving her long-term goal of becoming a doctor. “It’s not always easy,” says Thien, “but I stay motivated by reminding myself that all this hard work will be worth it in the end.”

Labeling your goals as short-term or long-term isn’t the most important thing you’ll need to know about the process. What’s more significant is that your goals have the power of the “Three Ps.” In other words, they’re:

1. Positive!

Who could feel fired up about a goal like this, “Stop being such a slob.” Or this, “Practice my jump shot, so I don’t look bad to others on the court.” Be sure to phrase your goals positively to feel good about what you’re trying to accomplish. How about, “Clean my room twice a week—and put on some music to make the job more fun.” Or, “Practice my jump shot for twenty minutes at least three days this week to improve my skills.”

2. Personal!

Remember that your goals must be meaningful to you. They have to reflect your dreams and values. This way, you’re guaranteed to feel more motivated to reach them. For example, fourteen-year-old Delfino values nature and loves to be outdoors, so he joined a hiking club. His dream was to become a nature guide. Delfino takes it one hike—one goal—at a time.

3. Possible!

Becoming an ace student or the captain of your team isn’t something you can do overnight. When setting goals, it’s important to consider what’s actually possible. And what’s within your control. Sometimes people set goals they have little control over, and then feel disappointed about the outcome. Focus on goals that are under your control, so you’ve got a greater chance of success.

Your goals should also be “SMART.” What does this mean? The goals you set—whether they’re short-term or long-term—need to be:

- **SAVVY**
- **MEASURABLE**
- **ACTIVE**
- **REACHABLE**
- **TIMED**

Savvy goals are easy to understand and use. (The opposite are goals that are vague, confusing, or difficult to follow.) To make your goals savvy, keep them specific and within the realm of possibility.

Measurable goals define exactly what you intend to accomplish. Your destination should be crystal clear. To make sure your goals are measurable, get specific about the outcome you want. What do you really hope to achieve?

Active goals tell you what specific *action* you’re taking. Active goals include “do it” words, or verbs, that keep you moving forward.

Reachable goals stretch you but still feel within your reach. To check if your goal is reachable, ask yourself, “Do I feel that I can attain this? Is it realistic for me? Is this a challenge I feel comfortable taking?” Your motivation may fizzle if your goal seems unreachable.

Timed goals have clear dates when you'll be able to say, "I did it!" These deadlines give you something to aim for and look forward to. They also motivate you—kind of like school assignment due dates.

What **NOT-SO-SMART** goals look like:

Goal: "Be a better person."

This is a nice idea, but not a savvy goal. Why? Because it's vague. What does "better" mean: kinder, more polite, more organized, stronger? Aiming for a hazy goal like this could leave you feeling confused about your progress.

Goal: "Be the best basketball player on the team."

The problem with this goal is that the measurement (best) is pretty "mushy." How do you measure "best"? Does it mean: scoring the most points, having the highest shot percentage, starting every game, playing more minutes than any other player, getting the most positive press, being named MVP, being selected for the all-conference team, or knowing you tried your hardest? Depending on how you define "best," your strategy for reaching your goal could change dramatically. It's important to have a more clearly *measurable* goal.

Goal: "Feel better about myself."

A worthy aim, but there's no clear "do it" word. What action might you take to feel better? Do you want to eat healthy foods, start a fitness routine, act more confident in social situations, work harder in school, or help someone in your community? *Active* goals include strong action words or verbs that help guide you in a positive direction.

Goal: "Get an A+ in chemistry."

Is this goal truly *reachable*? It may be if you're currently in the A range in this class. But what if you're having some trouble understanding the material? If this is the case, a more reachable goal may be committing to several tutoring sessions that could help you learn the material you don't understand.

Goal: "Get a new bike next year."

This goal isn't clearly *timed*. Just as you're more likely to work on a school assignment that has a specific due date, you're more likely to work on goals that have clear deadlines. Like your goals themselves, the time frames should be as specific as possible. A deadline like "by May 31" leaves no doubt as to when you intend to complete your goal.

MULTIPLE-CHOICE ITEMS

1. What is the author’s main purpose for using an emotional appeal in the beginning of the passage?
- A. to argue that goals are achieved through cooperation
 - B. to assert that goals are essential for individual success
 - C. to show that goals can be fulfilled in more than one way
 - D. to prove that goals make the world a better place

Item Information	
Alignment	L.N.2.5.4
Answer Key	B
Depth of Knowledge	3
p-value A	11%
p-value B	58% (correct answer)
p-value C	26%
p-value D	5%
Option Annotations	<p>Students are asked to infer the author’s purpose of using an emotional appeal at the beginning of the text. Students must understand rhetorical strategies and how they are used to influence readers.</p> <p>Option B is the correct answer. The use of the quote from a professional athlete and the content of the first paragraph speak to the reader’s emotions by appealing to the desire to be successful. Option A is incorrect, because there is no reference to cooperation with others as necessary to achieve goals or any text about implementing multiple strategies at the beginning of the passage. Option C is incorrect, because the author differentiates short-term and long-term goals, but does not state that goals can be achieved in multiple ways. Option D is incorrect, because the beginning of the text does not reference making the world a better place. Students may select these incorrect options if they do not understand rhetorical strategies and how they are used to persuade readers.</p>

2. Which detail from the passage is **least** essential for understanding the significance of the anecdote about Thien?
- A. Thien arrived in the United States with the long-term goal of becoming a doctor.
 - B. Thien’s grandmother is a highly respected herbal-medicine doctor in Vietnam.
 - C. Thien attempted to master her new language by learning a few new words each day.
 - D. Thien’s motivation is the realization that her efforts will be rewarded.

Item Information	
Alignment	L.N.2.5.3
Answer Key	B
Depth of Knowledge	3
p-value A	6%
p-value B	68% (correct answer)
p-value C	11%
p-value D	15%
Option Annotations	<p>Students are asked to identify a detail from the text that is least essential for understanding the significance of the anecdote about Thien. Students must be able to differentiate essential from nonessential information.</p> <p>Option B is the correct answer, because knowing that Thien’s grandmother is an herbal-medicine doctor in Vietnam may help to partially understand Thien’s desire to be a physician, but it does not explain how Thien’s practice of goal setting is helping her achieve her dream. Options A, C, and D are incorrect, because it is important to know Thien’s goal, how she set small goals to reach her ultimate dream, and how she keeps her motivation strong. Students may select these incorrect options if they cannot distinguish essential from nonessential information or if they misinterpret the usefulness of the given information.</p>

3. Read the opinion from the passage.

“Becoming an ace student or the captain of your team isn’t something you can do overnight.”

The opinion was used to support which idea?

- A. Difficult goals should be avoided.
- B. Vague goals often lead to failure.
- C. Realistic goals are the most productive.
- D. Personal goals must be set early in life.

Item Information	
Alignment	L.N.2.5.2
Answer Key	C
Depth of Knowledge	2
p-value A	7%
p-value B	11%
p-value C	62% (correct answer)
p-value D	20%
Option Annotations	<p>Students are asked to determine which idea is supported by an opinion in the text. Students must understand how opinions are used to support ideas in texts.</p> <p>Option C is the correct answer, because referring to a goal that “isn’t something you can do overnight” implies that people cannot achieve goals immediately and should have goals that are reasonable. Option A is incorrect, because even though goals should be realistic, there is nothing in the text to suggest that difficult goals should be avoided. Option B is incorrect, because even though the text does state that having vague goals makes achieving them more difficult, the given opinion does not relate to this idea. Option D is incorrect, because although the text provides the anecdote about Thien, who had set a goal early in her life to become a physician, the text does not state that “personal goals must be set early in life.” Students may select these incorrect options if they do not understand how opinions are used to support ideas or if they misinterpret details in the text.</p>

4. According to the passage, what is the main reason measurable goals are desirable?
- A. They allow goal setters to compare their progress with that of another.
 - B. They allow goal setters to strive for results that broaden their capabilities.
 - C. They allow goal setters to know precisely what their targeted outcomes are.
 - D. They allow goal setters to experience a greater sense of challenge in their lives.

Item Information	
Alignment	L.N.1.3.1
Answer Key	C
Depth of Knowledge	1
p-value A	6%
p-value B	18%
p-value C	65% (correct answer)
p-value D	11%
Option Annotations	<p>Students are asked to identify a key detail that supports a main idea. Students must understand the concept of main idea and how details are used to support it.</p> <p>Option C is the correct answer, because one of the main ideas of the text is that people should set measurable goals since they define exactly what is intended to be accomplished. Options A, B, and D are incorrect. These options are not supported by information in the text. Students may select these incorrect options if they misinterpret details in the text.</p>

5. Which sentence from the passage **best** supports the generalization that “the best goals are ones that you have control over”?
- A. “**Savvy** goals are easy to understand and use.”
 - B. “**Measurable** goals define exactly what you intend to accomplish.”
 - C. “**Active** goals tell you what specific *action* you’re taking.”
 - D. “**Reachable** goals stretch you but still feel within your reach.”

Item Information	
Alignment	L.N.2.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	15%
p-value B	23%
p-value C	22%
p-value D	40% (correct answer)
Option Annotations	<p>Students are asked to determine which sentence best supports the generalization that the best goals are ones that people have control over. Students must use clues from the sentences in order to identify the one sentence that supports this generalization.</p> <p>Option D is the correct answer, because if goals are reachable, they are able to be achieved. A goal that one can have control over is one that can be reached. Options A, B, and C are incorrect, because goals that are easy to understand, that define what is intended, or that state specific actions are not necessarily ones that a person can control. Students may select these incorrect options if they misunderstand the generalization or misinterpret the clues in the sentences.</p>

6. How do the bold headings about goals in the final section of the passage relate to the requirements of being a SMART goal?
- A. The headings provide examples of goals that offer alternative ways to meet the requirements of being a SMART goal.
 - B. The headings provide examples of goals that need clarification based on the requirements of being a SMART goal.
 - C. The headings provide examples of goals that expand on the requirements of being a SMART goal.
 - D. The headings provide examples of goals that satisfy the requirements of being a SMART goal.

Item Information	
Alignment	L.N.2.4.3
Answer Key	B
Depth of Knowledge	3
p-value A	13%
p-value B	52% (correct answer)
p-value C	17%
p-value D	18%
Option Annotations	<p>Students are asked to analyze how the bold headings in the final section of the text relate to the requirements of SMART goals. Students must understand the purpose of headings and be able to make connections between the headings and other parts of the text.</p> <p>Option B is the correct answer, because the headings provide examples of goals that need to be revised since they are “NOT-SO-SMART.” Option A is incorrect, because the goals listed in the headings do not offer alternative ways of meeting the requirements of being SMART goals. Both options C and D are incorrect, because the goals do not provide examples of goals that either satisfy or expand on the requirements of SMART goals since the goals listed in the headings are all poorly stated. Students may select these incorrect options if they do not understand the purpose of headings or cannot make connections between the headings and the other parts of the text.</p>

7. Based on the “Three Ps” described in the passage, which goal is stated in a way that is most likely to be useful?
- A. Be the best babysitter in my neighborhood.
 - B. Fill out some job applications during my free time.
 - C. Try to quit wasting time in homeroom for the rest of the school year.
 - D. Write notes for a research paper thirty minutes each night this week.

Item Information	
Alignment	L.N.2.1.1
Answer Key	D
Depth of Knowledge	3
p-value A	6%
p-value B	16%
p-value C	9%
p-value D	69% (correct answer)
Option Annotations	<p>Students are asked to draw a conclusion about which goal is stated in a way that is most likely to be useful. Students must be able to use textual evidence to draw this conclusion.</p> <p>Option D is the correct answer, because this goal is written so that it is positive, personal, and possible. Options A, B, and C are incorrect. Option A is personal and positive but is not possible. This goal is written in such a way that may not be within one’s control. Option B is positive and possible but is not very personal since it does not reflect a specific goal. Option C is not positive; rather, it is written in a negative way that would do little to motivate a person. Students may select these incorrect options if they misinterpret the textual evidence.</p>

8. Which element of the passage helps develop the author’s inspirational tone?
- A. short sentences that summarize important points
 - B. parentheses to add pertinent information to sentences
 - C. words that refer to time, such as “month” and “future”
 - D. personal pronouns, such as “you,” to address the reader

Item Information	
Alignment	L.N.2.3.5
Answer Key	D
Depth of Knowledge	2
p-value A	15%
p-value B	6%
p-value C	9%
p-value D	70% (correct answer)
Option Annotations	<p>Students are asked to determine which textual element helps develop the inspirational tone. Students must be able to determine how literary techniques are used in nonfiction.</p> <p>Option D is the correct answer, because the author’s use of personal pronouns, like “you,” creates an inspirational tone by establishing a connection and suggesting a conversation between the author and the reader. Option A is incorrect, because the author’s use of short sentences under the headings does not develop an inspirational tone. Option B is incorrect, because the use of parentheses adds informality to the text but does not create an inspirational tone. Option C is incorrect, because although words such as “month” and “future” may help the reader look ahead, they do not in themselves create an inspirational tone. Students may select these incorrect options if they misinterpret textual evidence or do not understand how literary techniques can be used to establish tone.</p>

CONSTRUCTED-RESPONSE ITEM

- 9. Analyze the relationship between short-term goals and long-term goals. Use information from the passage to support your analysis.



SCORING GUIDE**#9 Item Information**

Alignment	L.N.1.3.3	Depth of Knowledge	3	Mean Score	1.88
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Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of the relationship between short-term goals and long-term goals. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of the relationship between short-term goals and long-term goals. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of the relationship between short-term goals and long-term goals. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

Response Score: 3 points



9. Analyze the relationship between short-term goals and long-term goals. Use information from the passage to support your analysis.

The relationship between short-term goals and long-term goals is that short-term goals can serve as support of long-term goals. As the author explains, “Usually, long-term goals are broken down into several short-term goals that help you keep moving toward your main goal.” This relationship can be analyzed as being beneficial in achieving long-term goals in the future. For example, Thien, who was introduced in the passage, used short-term goals, such as learning a few new English words a day, to help her work up to her long-term goal of becoming a doctor in the United States. This relationship served as a benefit because, “Thien’s vocabulary grew quickly, giving her confidence to set and achieve other goals.” In other words, the short-term goals were beneficial to Thien because they increased her confidence and led her to setting more personal, long-term goals.

The student has given a clear, complete, and accurate analysis of the relationship between short-term goals and long-term goals. The student begins with a clear, text-based response to the prompt (*The relationship between short-term goals and long-term goals is that short-term goals can serve as support of long-term goals*) followed by relevant and specific information from the passage (*As the author explains, “Usually, long-term goals are broken down into several short-term goals that help you keep moving toward your main goal”*). The student’s analytic statement (*This relationship can be analyzed as being beneficial in achieving long-term goals in the future.*) builds on the initial idea that short-term goals lead to long-term goals. The student’s response continues with additional, specific text references that support this idea (*For example, Thien, who was introduced in the passage, used short-term goals, such as learning a few new English words a day, to help her work up to her long-term goal of becoming a doctor in the United States*). The student draws a parallel between short-term and long-term goals by using a text reference (*“Thien’s vocabulary grew quickly, giving her confidence to set and achieve other goals.”*). The student concludes with an explanation of the text reference (*In other words, the short-term goals were beneficial to Thien because they increased her confidence and led her to setting more personal, long-term goals*).

STUDENT RESPONSE

Response Score: 2 points

9. Analyze the relationship between short-term goals and long-term goals. Use information from the passage to support your analysis.

Short term goals are something that you can achieve in a short amount of time, within a couple a couple of weeks or a monty. Long term goals are goals that take time to accomplish, anything longer than a month. Short term goals also can contribute to long term goals by motivation, and they could be used as progress marks while trying to reach the ultimate long term goal. "Usually, long-term goals are broken down into several short-term goals that help you keep moving forward to your main goal."

The student has given a partial analysis of the relationship between short-term goals and long-term goals. The student begins with the text-based analysis (*Short term goals are something that you can achieve in a short amount of time, within a couple a couple of weeks or a monty [month]. Long term goals are goals that take time to accomplish, anything longer than a month*) that describes the relationship between short-term and long-term goals. The student's response provides further partial analysis that is vague and general (*Short term goals also can contribute to long term goals by motivation, and they could be used as progress marks while trying to reach the ultimate long term goal*). The student ends by using a quote from the passage ("*Usually, long-term goals are broken down into several short-term goals that help you keep moving forward to your main goal*") without an explanation.

STUDENT RESPONSE**Response Score: 1 point**

9. Analyze the relationship between short-term goals and long-term goals. Use information from the passage to support your analysis.

The relationship between short-term goals and long-term goals are that they can be used together. In long-term goals usually they are made up of several short-term goals. That helps to keep on moving to your main goal.

The student has given a minimal analysis of the relationship between short-term goals and long-term goals. The student provides a minimal response to the task (*they can be used together*). The student's ends by paraphrasing the text (*long-term goals usually they are made up of several short-term goals. That helps to keep on moving to your main goal*).

STUDENT RESPONSE**Response Score: 0 points**

9. Analyze the relationship between short-term goals and long-term goals. Use information from the passage to support your analysis.

The passage is explaining that people need to set goals early in life and stick to them so they can achieve the goals

The student has given a response to the task that contains insufficient information to demonstrate comprehension. Although the student's response references goals, there is no mention of short-term goals or long-term goals or the relationship between them.

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PASSAGE 2

Read the following passage. Then answer questions 10–19.

How Green Is My City

by David Biello

It was to be the ultimate urban paradise. Hundreds of pages of plans, maps and charts detailed the construction of a state-of-the-art eco-city called Dongtan on China’s Chongming Island, at the mouth of the Yangtze River. Energy-efficient buildings would be clustered together to encourage residents to travel on foot; only battery- or hydrogen-powered cars would be permitted in the development. Surrounding organic farms would supply food; sea breezes and the burning of husks of China’s staple crop, rice, would furnish power. Canals and ponds would incorporate the local wetlands, providing restful views for humans and continued respite for migrating birds.

Yet for all its grand goals, this island city-to-be remains unbuilt. Whether China has abandoned the project totally is unclear. It was originally slated for completion in 2010 but has failed to proceed beyond the construction in 2009 of a tunnel and bridge linking Chongming to the mainland. It is one of numerous planned eco-cities around the world that have fizzled, many because of cost. Even if every planned eco-city were successful, however, their effect on overall energy use and emissions would be minimal because the vast majority of urbanites would still live in existing cities. All these reasons suggest that we cannot rely on new construction to fully address the challenges of feeding, housing and transporting urban populations in ecologically sound ways. We need another solution.

The solution needs to take the future into account. Today’s cities are by many measures greener than suburbs—among other things, urbanites use less energy and emit less carbon dioxide per household than their suburban counterparts do because they live in closer quarters and use public transportation. But it is not enough to be green. Cities need to be sustainable, too. That is, they must be able, as the United Nations’ World Commission on Environment and Development stated in 1987, to meet “the needs of the present without compromising the ability of future generations to meet their own needs.” Existing metropolises will not be able to sustain themselves if left to operate on a business-as-usual basis—demand for resources will outstrip supply as the number of people inhabiting cities swells from more than three billion today to more than six billion by 2050. . . .

In theory, new cities could have sustainability built into their infrastructure from the start—as was planned for Dongtan. But a larger payoff would come from retrofitting existing cities for sustainability, given how many there already are. “We must work with existing cities; I have no doubt about it,” asserts sociologist Saskia Sassen of Columbia University, who has spent her career studying cities. That approach would be less costly than rebuilding cities from scratch and could still conceivably save enormous amounts of energy and water, allowing today’s cities to flourish for centuries to come. To meet these objectives, engineers, city planners and locals could take good ideas from planned eco-cities that have failed as cities but succeeded as incubators for innovation. Simple changes, such as training building superintendents in best practices, can also go a long way toward helping cities support us well into the future.

Saving Energy

A key priority for cities . . . is increasing energy efficiency and reducing greenhouse gas emissions . . . “As the primary centers of economic activity globally, cities are significant consumers of energy and emit nearly three quarters of the world’s carbon emissions,” New York City mayor Michael Bloomberg told a recent conclave of mayors at a meeting of C40, a planning group for 59 major cities engaged in efforts to combat climate change.

A major focus of C40 is equipping old buildings with energy-efficient features. In the U.S., the average building—whether skyscraper or house—was built in the 1970s. Replacing their black-tar roofs with white roofs that reflect sunlight to keep buildings cooler in the summer or installing solar-thermal hot-water heaters, for example, can translate into major energy savings: heating hot water accounts for 17 percent of the energy used by buildings in the U.S., according to the Department of Energy. C40 has thus partnered with the World Bank to ensure funding for such retrofitting projects, among other climate action plans for cities.

Existing cities might also benefit from installing transportation systems originally conceived of for planned eco-cities. Tailpipes in the U.S. spew 1.7 billion metric tons of carbon dioxide a year, along with a host of noxious fumes. In contrast, the electric car system proposed for Fujisawa City in Japan would produce no tailpipe emissions. Electric car systems require infrastructure, though, particularly to ensure that people can charge the cars. In Tokyo a company called Better Place has had success in testing a system of electric vehicles powered by batteries that, when depleted, can be quickly and easily swapped out for recharged ones at battery switch stations. In the near term, simple changes, such as converting buses to run on compressed natural gas rather than diesel, can both clean up the air and improve efficiency. Already such efforts have helped Denver save more than 24 million gallons of gasoline between 2005 and 2009 . . .

Water and Waste

Ensuring that sustainable supplies of freshwater continue flowing to growing urban populations is another daunting task facing the international community. Large swathes of the world are already pushing the limits of water availability. Cities throughout the western U.S., from Denver to Phoenix, for instance, are using up more than the normal flow of the Colorado River. And the International Food Policy Research Institute estimates that about half of global grain production will be at risk because of limited water by 2050. To help cities conserve, C40 has developed a list of best practices based on case studies of strategies employed by cities ranging from Austin, Texas, to Tokyo, Japan. Austin, which launched its water-efficiency program in 1983 in response to a housing and commercial boom, offers a number of incentives to curb water use, including rebates for installing rainwater-harvesting systems and water-conserving toilets. Tokyo, meanwhile, is the world leader in detecting and controlling leaks in its waterworks. It has earned this distinction by systematically checking, repairing and replacing pipes and by fixing leaks on the same day that they are identified . . .

Water must also be clean. For most cities, meeting this objective will mean not maintaining the status quo but vastly improving on it: according to the U.N., nearly a third of city dwellers live in areas that typically lack access to safe drinking water and sanitation services, leaving them vulnerable to cholera and other waterborne diseases.

Poor waste management is not just a problem for water quality, however. New York City, for example, has closed its landfills in Brooklyn and Staten Island and now pays as much as \$100 a ton to move waste hundreds of kilometers away. Even recycling is not a panacea—Dubuque, Iowa, halted its glass recycling program because trucking the material to far-flung processing plants added more to the city’s greenhouse gas emissions than dumping it in a landfill. Even better than simply disposing of waste or recycling it, of course, would be making something useful from it. Just such a transformation is taking place in an industrial park outside the city of Rizhao in China, where Luxin Jinhe Biochemical Company makes citric acid for beverages from cassava, corn and sweet potatoes. The leftover waste flows into tanks called biodigesters, where microbes turn it into solids that can be converted into meal for animal feed and methane that can be burned for industrial purposes, such as generating electricity. In fact, capturing methane from landfills is one of the cheapest ways to cut down on greenhouse gas emissions while making a new “natural” resource.

Easy Fixes

Without a doubt, existing cities will need cutting-edge technology to help achieve their long-term sustainability goals. But policy tweaks and low-tech solutions can play an important role, too—for instance, changing building codes to require more energy efficiency, which could be achieved with better insulation. Indeed, the real battle to make an existing city such as New York more sustainable may be won in the minds of superintendents managing the metropolis’s roughly one million buildings. Hence, the U.S. Department of Energy’s Green Supers program, which trains building service workers in green operations and which recently graduated its first class, was created. “I was under the impression that these techniques were very expensive. It’s just time, it’s just dedication and just applying it,” said superintendent Victor Nazario during his address to his fellow classmates at commencement.

These concepts are spreading worldwide, thanks to organizations that bring leading cities together to share plans that work, such as C40 and ICLEI-Local Governments for Sustainability. And when cities act, national governments notice—taking its cue from the 259 cities in China that are striving to be low-carbon, the Chinese Ministry of Housing and Urban-Rural Development is now studying plans to encourage the use of more energy-efficient and long-lasting building materials, which could significantly enhance the sustainability of the country’s boomtowns.

Cities are an expression of our collective will, a potent mix of economics and environment, private visions and public dreams. Boosting their ability to provide clean energy, transportation, food, water and waste disposal will be key strategies to ensuring a brighter future for humankind. But when it comes to eco-cities, those efforts too often prioritize aesthetics over the real-world needs of people. And it is the people who ultimately make a city sustainable or not.

MULTIPLE-CHOICE ITEMS

10. The prefix “retro-” helps the reader know that the word “retrofitting” means

- A. modifying something that is already developed.
- B. taking apart something that is new.
- C. improving the way something looks on the outside.
- D. estimating the cost of something.

Item Information	
Alignment	L.N.1.2.2
Answer Key	A
Depth of Knowledge	2
p-value A	80% (correct answer)
p-value B	5%
p-value C	13%
p-value D	2%
Option Annotations	<p>Students are asked to determine the meaning of the word “retrofitting” by using the prefix. Students must know the meaning of the prefix “retro-” to assist in determining the meaning of the word.</p> <p>Option A is the correct answer, because the prefix “retro-,” which means “backward or behind,” supports that the meaning of the word “retrofitting” is “modifying something that is already developed.”</p> <p>Options B, C, and D are all incorrect, because they do not reflect the meaning of the word and are not supported by the meaning of the prefix “retro-.” Students may select these incorrect options if they do not know the meaning of the prefix or if they misinterpret how the word is used in the text.</p>

11. How does the author’s use of the word “sustainability” inform the reader?
- A. It emphasizes that cities need to plan for the future.
 - B. It implies that cities must continue on their current paths.
 - C. It suggests that the main burden for energy efficiency rests on cities.
 - D. It indicates that environmentally friendly cities will eventually be built.

Item Information	
Alignment	L.N.1.1.4
Answer Key	A
Depth of Knowledge	2
p-value A	60% (correct answer)
p-value B	14%
p-value C	17%
p-value D	9%
Option Annotations	<p>Students are asked to determine how the author’s use of the key word “sustainability” informs the reader. Students must understand how word choice affects a reader.</p> <p>Option A is the correct answer, because the word “sustainability” refers to the management of resources that is needed to ensure that depletion does not occur; therefore, the text emphasizes that cities need to plan for their futures. Option B is incorrect, because the text states the opposite of the implication that cities must continue on their current paths; the text gives multiple examples of what different cities are doing to make sure they change how they are managing their resources. Option C is incorrect, because even though the text points out that cities can be models for energy efficiency, the use of the word “sustainability” is not related to this idea. Option D is incorrect, because although the passage does discuss the positive aspect of building new cities to be environmentally friendly, the text mostly concentrates on “retrofitting existing cities for sustainability.” Students may select these incorrect options if they misinterpret the use of the word “sustainability.”</p>

12. Based on information in the passage, how do white roofs on buildings relate to energy efficiency?
- A. The white roofs absorb heat from the sun to make buildings warm during the winter.
 - B. The white roofs reflect sunlight to keep buildings cooler during the summer.
 - C. The white roofs allow buildings to waste less water.
 - D. The white roofs allow buildings to make less pollution.

Item Information	
Alignment	L.N.1.3.3
Answer Key	B
Depth of Knowledge	1
p-value A	4%
p-value B	89% (correct answer)
p-value C	4%
p-value D	3%
Option Annotations	<p>Students are asked to determine how one idea interacts with another. Students must make inferences using evidence from the text to determine how white roofs on buildings relate to energy efficiency.</p> <p>Option B is the correct answer, because the use of white roofs on buildings is to reflect sunlight that will keep buildings cooler in the summer; as a result, there is less need for air-conditioning, which results in less energy being used. Options A, C, and D are all incorrect, because there is no information in the text about white roofs making buildings warmer in the winter, allowing for less water to be wasted, or allowing for less pollution to be created. Students may select these incorrect options if they misinterpret the ideas presented in the text.</p>

13. Which sentence from the passage contains an opinion?

- A. “Surrounding organic farms would supply food; sea breezes and the burning of husks of China’s staple crop, rice, would furnish power.”
- B. “Ensuring that sustainable supplies of freshwater continue flowing to growing urban populations is another daunting task facing the international community.”
- C. “It has earned this distinction by systematically checking, repairing and replacing pipes and by fixing leaks on the same day that they are identified . . .”
- D. “The leftover waste flows into tanks called biodigesters, where microbes turn it into solids that can be converted into meal for animal feed . . .”

Item Information	
Alignment	L.N.2.5.1
Answer Key	B
Depth of Knowledge	2
p-value A	12%
p-value B	72% (correct answer)
p-value C	12%
p-value D	4%
Option Annotations	<p>Students are asked to differentiate between facts and opinions. Students must understand the difference between facts and opinions in order to identify the opinion.</p> <p>Option B is the correct answer, because the phrase “is another daunting task” is a personal viewpoint that cannot be verified with concrete evidence. Options A, C, and D are incorrect, because they contain factual information that can be verified. Students may select these incorrect options if they do not understand the difference between a fact and an opinion or if they misinterpret the information in the sentences.</p>

14. What is the main idea of the passage?

- A. Cities are far more environmentally friendly than suburban areas are.
- B. It can sometimes be more wasteful to recycle things than to just throw them away.
- C. It is better to make existing cities more environmentally friendly than to build new cities.
- D. Preserving natural resources for the future is more important than meeting the needs of the present.

Item Information	
Alignment	L.N.1.3.1
Answer Key	C
Depth of Knowledge	2
p-value A	4%
p-value B	3%
p-value C	70% (correct answer)
p-value D	23%
Option Annotations	<p>Students are asked to identify the main idea of the text. Students must understand the concept of main idea and be able to differentiate between details and a central idea.</p> <p>Option C is the correct answer, because the entire passage is focused on how existing cities can be retrofitted with features that will allow them to be more environmentally friendly and able to be sustained in the future. Elements such as energy efficiency, water conservation, and waste management are addressed within the confines of how to manage resources within existing cities. Option A is incorrect, because even though the text does state that cities may be more environmentally friendly than suburban areas, this is a detail. Option B is incorrect, because although the text does provide an example of how recycling can be more wasteful than placing items in a landfill, this is a detail. Option D is incorrect, because the text does not state that preserving resources for the future is more important than meeting the needs of the present. Students may select these incorrect options if they fail to differentiate between details and the central idea or if they misinterpret details in the text.</p>

15. Which sentence from the passage **best** supports the generalization that efforts to be more environmentally friendly are sometimes impractical?
- A. “It is one of numerous planned eco-cities around the world that have fizzled, many because of cost.”
- B. “All these reasons suggest that we cannot rely on new construction to fully address the challenges of feeding, housing and transporting urban populations in ecologically sound ways.”
- C. “Electric car systems require infrastructure, though, particularly to ensure that people can charge the cars.”
- D. “But policy tweaks and low-tech solutions can play an important role, too—for instance, changing building codes to require more energy efficiency, which could be achieved with better insulation.”

Item Information	
Alignment	L.N.2.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	46% (correct answer)
p-value B	28%
p-value C	13%
p-value D	13%
Option Annotations	<p>Students are asked to identify the sentence from the text that best supports the generalization that efforts to be more environmentally friendly are sometimes impractical. Students must be able to use the clues from the sentences in order to identify the sentence that shows how environmentally friendly efforts can be impractical.</p> <p>Option A is the correct answer, because the sentence shows how the cost for adding environmentally friendly features makes the effort impractical. Option B is incorrect, because although it provides a conclusion about new construction, it does not specifically support the idea that making cities environmentally friendly is impractical. Option C is incorrect, because although electric car systems require an infrastructure, this fact does not imply that efforts are impractical. Option D is incorrect, because policy adjustments and low-tech solutions are ways in which environmentally friendly efforts can be successful, not impractical. Students may select these incorrect options if they misunderstand the generalization or if they misinterpret the clues in the sentences.</p>

16. What is the effect of the third person point of view in the passage?
- A. It provides a thorough understanding of the feelings of Saskia Sassen.
 - B. It gives a historical perspective of sustainability practices used by the author.
 - C. It provides a mix of facts and observations that support the opinion of the author.
 - D. It gives a humorous account of the recycling efforts employed by Michael Bloomberg.

Item Information	
Alignment	L.N.2.3.6
Answer Key	C
Depth of Knowledge	3
p-value A	6%
p-value B	10%
p-value C	82% (correct answer)
p-value D	2%
Option Annotations	<p>Students are asked to analyze the effect of the third person point of view used in the text. Students must understand point of view and the effects it can have on a text.</p> <p>Option C is the correct answer, because the facts and conclusions about how to add environmentally friendly features to existing cities supports the author's claim that doing so is the best financial and practical option. Option A is incorrect, because although a quote from Sassen is included to show her support of the author's claim, the quote does not inform the reader of her entire opinion about the issue. Option B is incorrect, because although some energy-saving practices used in the past are included, they have not been used by the author. Option D is incorrect, because although the text does include an account of the recycling efforts implemented by Bloomberg, the account is not humorous and is not a result of the use of the third person point of view in the text. Students may select these incorrect options if they misinterpret the details in the text or do not recognize the effect of the point of view on the text.</p>

17. What effect do the headings have on the passage?

- A. They give the reader a list of environmental problems that cities must address.
- B. They help the reader identify a variety of subtopics that relate to environmental responsibility.
- C. They give the reader a sequence of steps that cities must take to become more environmentally friendly.
- D. They help the reader understand a contrasting set of approaches that cities have used to fix environmental damage.

Item Information	
Alignment	L.N.2.4.3
Answer Key	B
Depth of Knowledge	3
p-value A	17%
p-value B	62% (correct answer)
p-value C	10%
p-value D	11%
Option Annotations	<p>Students are asked to analyze the effect the headings have on the text. Students must understand how the headings function within the organization of the text.</p> <p>Option B is the correct answer, because the headings “Saving Energy,” “Water and Waste,” and “Easy Fixes” provide the reader with subtopics that relate to issues of environmental obligation. Option A is incorrect, because the headings do not provide a list of problems. Option C is incorrect, because the headings do not provide a sequence of steps that should be followed. Option D is incorrect, because the headings do not contrast approaches that cities have used to fix problems. Students may select these incorrect options if they do not understand the purpose of headings or if they misinterpret how the headings in the text function.</p>

18. How does the genre of the passage **most** influence its meaning?
- A. The genre allows the use of symbolism to reveal a universal truth.
 - B. The genre encourages the use of imagery to inspire emotional responses.
 - C. The genre relies on real-world examples, which illustrate possible remedies.
 - D. The genre conveys first-hand experience, which enhances the strength of the argument.

Item Information	
Alignment	L.N.2.2.1
Answer Key	C
Depth of Knowledge	3
p-value A	7%
p-value B	7%
p-value C	75% (correct answer)
p-value D	11%
Option Annotations	<p>Students are asked to analyze how the genre of the passage most influences its meaning. Students must understand the characteristics of the nonfiction article form and how this form can affect the meaning of a text.</p> <p>Option C is the correct answer, because real-world examples of techniques that modern cities are using to add environmental friendliness are shared within the text. These techniques offer possible solutions to issues related to water and energy use, air pollution, and waste production. Option A is incorrect, because no symbolism is used to reveal a universal truth. Option B is incorrect, because imagery is not used to inspire emotional responses. Option D is incorrect, because although an argument is presented, it is not shared as a firsthand experience. Students may select these options if they do not understand which characteristic of nonfiction affects the meaning of the text.</p>

SCORING GUIDE**#19 Item Information**

Alignment	L.N.2.5.6	Depth of Knowledge	3	Mean Score	1.36
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Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of how the author uses statistics to construct the argument in the passage. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the author uses statistics to construct the argument in the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the author uses statistics to construct the argument in the passage. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

Response Score: 3 points

19. Analyze how the author uses statistics to construct the argument in the passage. Use information from the passage to support your analysis.

The author uses an appeal to statistics in order to persuade the audience that eco-cities is the right way to go. The author states "cities are significant consumers of energy and emit nearly three quarters of the world's carbon emissions," which appeals to the reader because putting 75% of carbon emissions into the air can greatly affect the environment negatively. This can also make the reader feel guilty about all of their energy use, which can put them into realization that something needs to change. The passage also states, "heating hot water accounts for 17 percent of the energy used by buildings in the U.S." By saying this, readers might be persuaded to buy solar-thermal hot-water heaters to save energy. The statistics used in the passage persuades the audience because it is directly related to their energy use and puts them into the realization that eco-cities are better for the environment.

The student has given a clear, complete, and accurate analysis of how the author uses statistics to construct the argument in the passage. The student begins with a clear statement of analysis (*The author uses an appeal to statistics in order to persuade the audience that eco-cities is the right way to go*) and follows with relevant and specific information from the passage (*The author states "cities are significant consumers of energy and emit nearly three quarters of the world's carbon emissions"*). The student's response continues with a clear explanation of how the author uses statistics to persuade the reader (*appeals to the reader because putting 75% of carbon emissions into the air can greatly affect the environment negatively. This can also make the reader feel guilty about all of their energy use, which can put them into realization that something needs to change*). The student then provides another text reference (*The passage also states, "heating hot water accounts for 17 percent of the energy used by buildings in the U.S."*) and an explanation of how this could persuade readers (*readers might be persuaded to buy solar-thermal hot-water heaters to save energy. The statistics used in the passage persuades the audience because it is directly related to their energy use and puts them into the realization that eco-cities are better for the environment*).

STUDENT RESPONSE

Response Score: 2 points



19. Analyze how the author uses statistics to construct the argument in the passage. Use information from the passage to support your analysis.

Statistics make arguments more reliable. The author uses statistics to make the argument that cities are environmentally unfriendly and must be retrofitted. For example, the cost of transporting waste to landfills. The author states “New York City, for example, has closed its landfills in Brooklyn and Staten Island and now pays as much as \$100 a ton to move waste hundreds of kilometers away.” This statistic backs up the argument the author is presenting by showing the cost inefficiency of transporting hundreds of tons of waste across vast distances to be dumped in a landfill.

The student has given a partial analysis of how the author uses statistics to construct the argument in the passage. The student begins by using a general statement about statistics (*Statistics make arguments more reliable*) and then partially analyzes how the author uses statistics to construct an argument (*to make the argument that cities are environmentally unfriendly and must be retrofitted*). The student’s response continues with a text reference showing support of their analysis (*The author states “New York City, for example, has closed its landfills in Brooklyn and Staten Island and now pays as much as \$100 a ton to move waste hundreds of kilometers away”*). The student provides additional, partial analysis (*This statistic backs up the argument the author is presenting by showing the cost inefficiency of transporting hundreds of tons of waste across vast distances to be dumped in a landfill*) that connects the initial statement to the text support, which strengthens the overall response.

STUDENT RESPONSE

Response Score: 1 point

19. Analyze how the author uses statistics to construct the argument in the passage. Use information from the passage to support your analysis.

The author uses a lot of statistics in this passage to construct her argument. We can see this when he says "The number of people inhabiting cities swells from more than three billion today to more than six billion by 2050." He uses facts and some inferences to argue his point.

The student has given a minimal analysis of the passage. The student begins by repeating, nearly verbatim, the text of the question (*The author uses a lot of statistics to construct the argument in the passage.*) The student's response continues with only one text reference (*he says "The number of people inhabiting cities swells from more than three billion today to more than six billion by 2050"*) that identifies only one fact. The student concludes by using a single, minimal statement of analysis (*He uses facts and some inference to argue his point.*) There is no connection between the analysis and the text information.

STUDENT RESPONSE

Response Score: 0 points



19. Analyze how the author uses statistics to construct the argument in the passage. Use information from the passage to support your analysis.

The author uses statistics to help support his view of things and what he's trying to say in the passage.

The student has given a response to the task that contains insufficient information to demonstrate comprehension. The student's statement (*to help support his view of things and what he's trying to say in the passage*) is too vague to demonstrate comprehension.

LITERATURE MODULE 2—SUMMARY DATA

Multiple-Choice Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.N.2.5.4	B	3	11%	58%	26%	5%
2	L.N.2.5.3	B	3	6%	68%	11%	15%
3	L.N.2.5.2	C	2	7%	11%	62%	20%
4	L.N.1.3.1	C	1	6%	18%	65%	11%
5	L.N.2.1.2	D	2	15%	23%	22%	40%
6	L.N.2.4.3	B	3	13%	52%	17%	18%
7	L.N.2.1.1	D	3	6%	16%	9%	69%
8	L.N.2.3.5	D	2	15%	6%	9%	70%
10	L.N.1.2.2	A	2	80%	5%	13%	2%
11	L.N.1.1.4	A	2	60%	14%	17%	9%
12	L.N.1.3.3	B	1	4%	89%	4%	3%
13	L.N.2.5.1	B	2	12%	72%	12%	4%
14	L.N.1.3.1	C	2	4%	3%	70%	23%
15	L.N.2.1.2	A	2	46%	28%	13%	13%
16	L.N.2.3.6	C	3	6%	10%	82%	2%
17	L.N.2.4.3	B	3	17%	62%	10%	11%
18	L.N.2.2.1	C	3	7%	7%	75%	11%

Constructed-Response Questions

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.N.1.3.3	3	3	1.88
19	L.N.2.5.6	3	3	1.36

Acknowledgements

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Keystone Exams Literature

Item and Scoring Sampler 2021

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