



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



Grade 4

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## **INTRODUCTION**

### **General Introduction**

The Pennsylvania Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators to use in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

### **Pennsylvania Core Standards (PCS)**

This sampler contains examples of test questions and stimulus passages that are aligned to the new Pennsylvania Core Standards-based 2013 PSSA Assessment Anchors and Eligible Content. The Mathematics, Reading, and Writing PSSA transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA.

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- [www.education.state.pa.us](http://www.education.state.pa.us) [Hover over K–12, select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors” from the “Other Materials” list on the right side of the screen.]

### **What Is Included**

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific writing prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards (PCS). The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

### **Purpose and Uses**

The passages with test questions, non-passage based standalone questions, and mode-specific writing prompts in this sampler may be used as examples for creating assessment items at the classroom level, and it may also be copied and used as part of a local instructional program.<sup>1</sup> In addition, classroom teachers may find it beneficial to have students respond to the test questions in this sampler. Educators can use the sampler as a guide to score the responses independently or together with colleagues within a school or district.

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

### Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 4, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Text-Dependent Analysis Questions, and mode-specific Writing Prompts (WP).

**Multiple Choice:** Each of this type of test question has four answer choices. Some MC test questions are based on a stimulus reading passage, while other MC test questions are independent of a passage. Each correct response to an MC test question is worth one point.

**Evidence-Based Selected Response:** Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a Literature or Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student elicits evidence from the passage to select one or more answers based on his/her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

**Text-Dependent Analysis Question:** Unlike a writing prompt, the TDA question is a text-dependent analysis question, based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5000 characters in the online format. Both Literature and Informational Texts are addressed through this item type. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student’s reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The TDA is scored using a holistic scoring guideline on a 1–4-point scale.

**Writing Prompt:** Each of this type of test question includes an extended response space in which the student composes an answer based on a provided writing prompt. There are two response pages in the paper-and-pencil format and up to 3000 characters in the online format. A prompt is based on a specific mode of writing and may ask the student to write an opinion essay, an informative/explanatory essay, or a narrative essay. Each prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

### Testing Time and Mode of Testing Delivery for the PCS-Based PSSA

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

During an official test administration, students are given as much additional time as is necessary to complete the test questions.

Item Type	MC	EBSR	TDA	WP
Estimated Response Time (in minutes)	1.5	3 to 5	45	30




***ENGLISH LANGUAGE ARTS GRADE 4***

This English Language Arts Sampler is composed of 4 passages, 31 multiple-choice questions, 6 evidence-based selected-response questions, 2 text-dependent analysis questions, 18 standalone multiple-choice questions, and 3 mode-specific writing prompts.

In this sampler, the first passage is followed by a set of passage-based multiple-choice questions and evidence-based selected-response questions. The second passage is followed by a set of passage-based multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. The third passage is followed by a set of passage-based multiple-choice questions. The fourth passage is followed by a set of multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question.

Each question is preceded by the Assessment Anchor and Eligible Content coding. The correct answer is indicated by an asterisk (\*). Each question is followed by a brief analysis or rationale. Each text-dependent analysis question is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations. Sample student responses for each of the scoring levels are also included for the writing prompts.

The PCS-Based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis question responses and mode-specific writing prompt responses in both formats. A sample online response is noted by the symbol, .

**Section 1**

**Directions:** On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

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

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

**Directions for Evidence-Based Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your choice to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Text-Dependent Analysis (TDA) Questions:**

The English Language Arts TDA question will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA Essay:

- Be sure to read the passage and TDA question carefully.
- Review the Writer’s Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

**PASSAGE 1**

Read the following passage about a young person's first day at a new school. Then answer questions 1–8.

## Mystery Club

by Maurissa Guibord

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

Marisa stared out at the fields rolling by. She sighed and reached into her backpack. At least she had a good mystery to read. But she hadn't even read a whole sentence from her book before a voice next to her made her jump.

"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the same homeroom, right?"

Shelly nodded. Then she pointed to the book Marisa held. "I have to tell you—," she began.

"No!" Marisa covered her ears with her hands. "Don't tell me how it ends!"

Shelly laughed. "I was just going to say that I have the next one in that series. You could borrow it."

"Oh," said Marisa. "Thanks."

"Besides," said Shelly, "you never give away the ending of a mystery. That's one of the first rules of Mystery Club."

Marisa wasn't sure that she had heard right. "Mystery Club?" Shelly leaned across the aisle. "There's a bunch of us from school who like reading mysteries, solving puzzles, decoding messages, that kind of thing."

"Could I join?" Marisa asked.

"Sure," said Shelly. "But to become a member you have to solve a mystery."

Marisa sat up straight in her seat. “I could try.”

“OK,” said Shelly. “I’ll talk to the others.”

Shelly didn’t waste time. The next day at school Marisa found a note on purple paper tucked into her history book:

**Girls’ bathroom:  
Find the message  
in the mirror.**

*This must be my mystery—to find a hidden message*, thought Marisa. That shouldn’t be so hard.

In the girls’ bathroom, Marisa looked at the mirror over the sink. It looked like a plain old mirror with a stainless-steel frame. There wasn’t any note stuck to it.

*Well, what did I expect?* Marisa thought. *A big sign written in red crayon?* This was a mystery, after all.

She read the note again. *Find the message in the mirror*. Marisa tried to remember any mirrors she had read about in mystery stories. Sometimes there was something behind a mirror. She tried lifting it away from the wall, but it was fastened tight and didn’t budge.

Maybe the message was reflected in the mirror somehow. Marisa peered into the mirror from every angle. She could see the bathroom stalls, the white-speckled tile floor, and the fluorescent lights on the ceiling. But no message.

She looked again at the note and held both sides up to the mirror. Nothing.

*Think mystery*, she told herself. What about invisible ink? Marisa had heard of using lemon juice to write a message on paper, then heating up the paper to make it show.

What could you use on a mirror? Marisa couldn’t think of a thing. Marisa leaned her forehead against the mirror and sighed.

Her breath made a little cloud on the mirror, and on it Marisa could see streaks and smudges where people had touched the glass. She hadn’t noticed those before. Then she realized why she hadn’t. Because they’d been invisible!

Excitedly, Marisa breathed again on the mirror, then again, trying different spots. Finally she clouded up the mirror in one corner. An *M*, then a *C* appeared. Mystery Club!

Someone had simply written with a finger on the mirror! It took a few breaths to uncover the message:

**M.C.  
Library  
3:00**

“Hi, Marisa,” said Shelly with her big grin as Marisa arrived exactly at 3:00 on the library steps. “Welcome to Mystery Club. The others are inside.”

Marisa smiled. She thought of two reasons why she liked Penmark School. Shelly—and now Mystery Club. There were probably more, but those were enough for today.



**MULTIPLE-CHOICE QUESTIONS****E04.A-K.1.1.1**

1. Which detail from the passage shows that Marisa likes Shelly?
- A. Marisa rides the same bus as Shelly.
  - \* B. Marisa feels better about the school after meeting Shelly.
  - C. Marisa and Shelly have read the same mystery book.
  - D. Marisa and Shelly share the same homeroom.

The student is asked to select a detail from the passage that supports the inference that Marisa likes Shelly. Due to her positive interaction with Shelly, Marisa gains a positive outlook on her new school. This outcome shows that Marisa likes Shelly. Therefore, Option B is the correct answer. Options A, C, and D are details from the passage, but they do not support the given inference.

**E04.A-V.4.1.2**

2. Read the sentence from the passage.

“But she hadn’t even read a whole sentence from her book before a voice next to her made her jump.”

What does the phrase “made her jump” mean?

- A. She dove off.
- B. She stood up.
- C. She was amused.
- \* D. She was startled.

The student is asked to identify the meaning of the phrase “*made her jump*.” Option D is the correct answer since it defines the meaning of the idiom and makes sense in the context of the sentence. Options A, B, and C are not supported by information in the sentence.

**E04.A-K.1.1.3**

3. Which detail from the passage shows that Marisa has a sense of humor?
- A. *“This must be my mystery—to find a hidden message, . . .”*
  - \* B. *“Well, what did I expect? . . . A big sign written in red crayon?”*
  - C. *“Find the message in the mirror.”*
  - D. *“Think mystery, . . .”*

The student is asked to identify a detail from the passage that supports the statement that Marisa has a sense of humor. Option B is the correct answer since it reveals Marisa’s sense of humor as she reflects on her actions. Options A, C, and D do not support the given statement.

**E04.A-K.1.1.1**

4. Why do Shelly and the rest of the Mystery Club most likely go to the library?
- A. They usually go to the library to read books together.
  - B. They like to go to the library because it is quiet there.
  - C. They know that Shelly’s bus parks close to the library.
  - \* D. They hope that Marisa will eventually go to the library.

The student is asked to infer why Shelly and the rest of the Mystery Club go to the library. Option D is the correct answer since it shows the result of Marisa being successful in solving the mystery. Options A, B, and C are not supported by information in the passage.

## E04.A-K.1.1.3

5. Which detail from the passage **best** shows that Marisa is good at solving problems?
- A. She enjoys reading mystery books.
  - \* B. She is able to figure out the message on the mirror.
  - C. She makes a new friend on the first day of school.
  - D. She knows how to write a secret message using lemon juice.

The student is asked to select the detail from the passage that supports the statement that Marisa is good at solving problems. Option B is the correct answer since Marisa has solved a mystery. Options A, C, and D do not support the given statement.

## E04.A-K.1.1.2

6. What is the **best** summary of the passage?
- A. Marisa does not want to go to Penmark School. She meets a girl on the bus that she thinks is going to tell her how her book ends. Marisa finds two reasons to like Penmark School.
  - B. Marisa moves from California to Maine. Her mom is starting a new job at a medical center. Marisa finds a secret code on the bathroom mirror. She likes to read mystery books when she rides the bus.
  - \* C. Marisa is upset about going to a new school. On the bus she meets a girl who also likes mysteries. After solving a mystery Marisa is welcomed into the Mystery Club. She is beginning to like her new school.
  - D. Marisa finds a note in her history book challenging her to find a message on the mirror in the girl's bathroom. She looks at the mirror. She tries to look behind the mirror. She studies everything she can see in the mirror. Finally, she fogs up the mirror and finds the message written there.

The student is asked to identify the best summary of the passage. Option C is the correct answer since it provides the main events of the entire passage in the correct order. Option A contains only details from the passage without giving main events. Option B contains events in an incorrect order. Option D contains events from only one section of the passage.

**EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS****E04.A-K.1.1.3**

7. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which trait **best** describes Shelly?

- A. bossy
- B. curious
- C. impatient
- \* D. generous

**Part Two**

Which detail from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. “ ‘. . . you never give away the ending of a mystery.’ ”
- B. “Then she pointed to the book Marisa held. ‘I have to tell you’ . . .”
- \* C. “ ‘. . . I have the next one in that series. You could borrow it.’ ”
- D. “ ‘But to become a member you have to solve a mystery.’ ”

The student is asked to infer a character trait for Shelly and select a detail from the passage that supports this trait.

**Part One:** Option D is correct since Shelly tells Marisa that she will let Marisa borrow her book; Shelly also tells Marisa about the Mystery Club. Options A, B, and C are not supported by information in the passage.

**Part Two:** Option C supports the idea that Shelly is “*generous*.” Options A, B, and D do not support this character trait.

## E04.A-K.1.1.2

8. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

What is the central theme of the passage?

- A. Friendship starts as a mystery.
- B. Moving makes it difficult to develop friendships.
- \* C. Friendship begins with having things in common.
- D. Reading books together creates friendship.

**Part Two**

Which **two** details from the passage support the answer in Part One? Choose **two** answers.

- \* A. “ ‘Hey, I’ve read that one. It’s great.’ ”
- B. “ ‘Don’t tell me how it ends!’ ”
- C. “At least she had a good mystery to read.”
- \* D. “ ‘We have the same homeroom, right?’ ”
- E. “Finally she clouded up the mirror in one corner.”

The student is asked to identify the theme of the passage and select details from the passage that support this theme.

**Part One:** Option C is the correct answer. Marisa and Shelly begin their friendship by realizing that they both like reading mystery books and that they share a homeroom. Options A, B, and D are not supported by information in the passage.

**Part Two:** Options A and D are the correct answers since they tell what the girls have in common. Options B, C, and E do not support the theme from Part One.

**PASSAGE 2**

Read the following passage about taking a hike. Then answer questions 9–21.

## Trekking the Trail

by Linda White

Finally, you're ready to take a hike. What will you see? Whether you hike in the forest, the desert, or near a swamp, you're sure to see many wonders of nature.

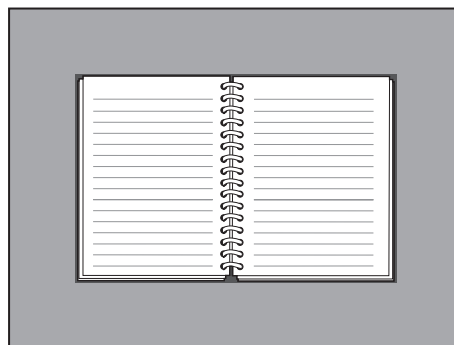
As you go on your first hike, don't rush. Walk at a leisurely pace. You'll soon fall into a comfortable stride. This first hike might be just to observe. Take in the sights, sounds, and smells of the area. What do you see? At each place you hike, you will see different things. Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks. Soon you'll realize that much of the fun of hiking is in studying nature and much of the fun of studying nature is in the detective work. Who made these tracks? What kind of bird dropped this feather? Every good detective takes notes.

How about making a hiking journal for your trek? You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape. Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle. Maybe later you can find out how long it will be before the tadpole becomes a frog. You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.

### Hiking Journal

A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord. But if you cover it like you might cover a school book, with paper cut from a brown paper bag, you can decorate the journal with your favorite hiking memories.

1. Cut a piece of heavy brown paper bag or decorative paper six inches wider and six inches taller than your opened notebook.
2. Place opened notebook on the paper so there is about the same amount of paper showing on the top and bottom and on each side.
3. Mark the paper along the top and bottom of the notebook.

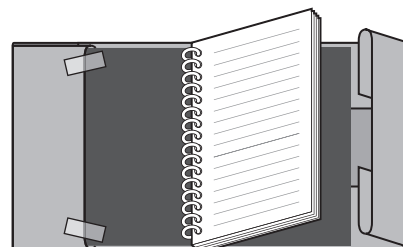




4. Fold the top down and the bottom up along the lines you just marked. Your paper should now be the same height as your notebook.



5. Curl the last three inches of one side forward and insert the notebook cover into the flaps created at the top and bottom. Fold neatly and tape the cover flap to the cover at the top and bottom. Do the same with the other side.



6. Decorate with markers, crayons, colored pencils, or watercolors. It's hard to decide on a design. You could draw a mountain sunset, a rainbow trout, or something of your own choosing. Can't decide? Make several.



### Hiking Stick

A hiking stick gives you something to lean on when the trail is steep or rocky, steadies you when you cross a stream, and provides something to hang onto at the end of the day when you are too tired to go any farther. Be sure to ask an adult for permission before starting this project.

1. Select a straight sturdy stick about shoulder height.
2. If you want, peel off the bark carefully. Cut away from your body, watching out for your knees.
3. Wrap the grip area with a soft leather strip to cushion your hand. Tuck ends under the wrapped strip.
4. Personalize your stick by adding designs with markers or paint or by carving patterns. Be careful.



When people share the woods with bears, one can scare the other. When hiking in bear country, it's a good idea to whistle, talk in a loud voice that can be heard a long distance, or carry a walking stick adorned with jingling bells. With a little warning, bears have a chance to depart before you even know they were there.

To make your walking stick a bear stick, tie three or four loud bells onto a cord or leather boot string. Wrap that around the grip of the stick and tie securely.

**MULTIPLE-CHOICE QUESTIONS****E04.B-K.1.1.1**

9. Read the sentence from the passage.

“Take in the sights, sounds, and smells of the area.”

What inference can **best** be made from the details in the sentence?

- A. There are many sounds to listen to while hiking in the woods.
- \* B. Hiking with awareness allows a person to experience elements of nature.
- C. Nature provides many sights to enjoy while hiking.
- D. Hiking in a well-lit area is a safe and good form of exercise.

The student is asked to use textual evidence to make an inference. Option B is correct since the details from the sentence relate to the human senses and a hiker who is aware of using these senses to fully “*experience*” nature. Options A and C relate to information in the passage, but they are not supported by the given sentence. Option D is not supported by information in the sentence.

**E04.B-V.4.1.1**

10. The meaning of the root “photo” helps the reader know that the word “photograph” means

- A. a picture taken with color.
- B. a picture taken in the heat.
- C. a picture taken in the cold.
- \* D. a picture taken with light.

The student is asked to determine the meaning of the word “*photograph*” by using the root. Option D is the correct answer since “*photo*” means light, a clue that Option D is the correct meaning of the word “*photograph*.” Options A, B, and C are not correct meanings of the word “*photograph*.”

**E04.B-K.1.1.3**

11. What **best** explains why Step 1 for making a hiking journal directs the reader to cut the paper “six inches wider and six inches taller” than the notebook?
- A. The extra paper gives more room to draw on the journal.
  - B. The extra paper creates a place for a pen to be kept with the journal.
  - C. The extra paper gives more room to write in the journal.
  - \* D. The extra paper allows it to be folded over the edges of the journal.

The student is asked to determine why Step 1 in the instructions directs the reader to cut the paper wider and taller than the notebook. Based on the text and the illustration, Option D is correct. The extra paper around the entire notebook will allow the paper to be folded and will protect the journal. Options A, B, and C are not supported by information in the passage.

**E04.B-K.1.1.3**

12. In Step 4 of the directions for making a hiking stick, why does the author tell the reader to “be careful” when decorating the hiking stick?
- A. The bark needs to be cut off with scissors.
  - \* B. Carving is usually done using a sharp object.
  - C. The leather strip can burn the hands.
  - D. Bears are drawn to some patterns more than others.

The student is asked to determine why the author tells the reader to be careful when decorating the hiking stick. Option B is the correct answer since carving requires a sharp object like a knife to be used. An object, such as a knife, can be dangerous and may injure the user. Options A, C, and D are not supported by information in the passage.

**E04.B-K.1.1.3**

13. Why is it important to tape the journal cover onto the journal?

- A. to make sure the journal can be seen by other hikers
- \* B. to make sure the cover stays attached during the hike
- C. to help make the journal look more attractive
- D. to help keep the journal pocket-sized

The student is asked to determine why it is important to tape the journal cover onto the journal. Based on the steps and the illustration, Option B is correct. Taping the cover will prevent the cover from falling off during a hike. Options A, C, and D do not address the question of why taping the cover is important.

**E04.B-V.4.1.2**

14. Which word is a synonym for permission?

- A. money
- B. advice
- C. leather
- \* D. consent

The student is asked to determine a synonym for the word "*permission*." Option D is the correct answer and fits in the context of the sentence in the passage. Options A, B, and C are not synonyms of the given word.

## E04.B-K.1.1.1

15. Which detail from the passage **best** supports the idea that a hiking stick should be strong enough to support a person using it?
- \* A. “A hiking stick gives you something to lean on . . .”
  - B. “Select a straight sturdy stick about shoulder height.”
  - C. “If you want, peel off the bark carefully.”
  - D. “Wrap the grip area with a soft leather strip . . .”

The student is asked to identify a detail from the passage that best supports the given inference that a hiking stick should be strong enough to support a person using it. Option A is the correct answer. Being able to “lean on” the stick supports the given inference that it should be strong. Option B states that the stick should be sturdy but does not specify how it will be used. Options C and D do not support the given inference.

## E04.B-V.4.1.1

16. What does the word adorned mean as it is used in the passage?
- A. accomplished
  - B. scented
  - \* C. decorated
  - D. purchased

The student is asked to identify the meaning of the word “*adorned*.” Option C is the correct answer. The words “*jingle bells*” in the passage and the illustration help clue the student to the word “*decorated*.” Options A, B, and D do not have the correct meaning and do not make sense in context.

## E04.B-C.3.1.1

17. Read the sentences from the passage.

“You can include notes on the date of the hike, weather conditions, where you are going, and a diagram of the landscape.”

“You can also add photographs from your hike—like the chipmunk that chattered at you while you ate lunch, and your family members when they jumped into the creek.”

Which point is the author making with the evidence in these sentences?

- A. A journal is a good place to ask questions thought of during a hike.
- B. Notes on weather can help to predict when to go on the next hike.
- \* C. A journal can be used to record favorite memories of a hike.
- D. Sketches of animals will help determine where to go on the next hike.

The student is asked to identify the point that the author is making using given evidence from the passage. Option C is the correct answer. The words “*date*,” “*weather*,” “*landscape*,” “*photographs*,” and “*family members*” all clue the student that these examples relate to memories. Options A, B, and D are not supported by the evidence provided.

## E04.B-C.2.1.2

18. What **best** describes the overall structure used in the passage?

- A. a discussion of hints related to taking notes while hiking
- B. a comparison of different types of clothing to wear while hiking
- C. a solution to a problem related to hiking in dangerous areas
- \* D. a list of steps to take to increase the enjoyment of hiking

The student is asked to determine the overall structure used in the passage. Option D is the correct answer since the steps are a guide through activities that are related to hiking. Option A is not correct since taking notes is just one part of the passage. Option B is not correct since different types of clothing are not discussed. Option C is not correct since problems related to hiking in dangerous areas are not discussed.



**EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS****E04.B-C.3.1.3**

19. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

How does the picture of a hiking stick help to support the text in the passage?

- A. It shows where to use a hiking stick.
- B. It advertises hiking sticks that are for sale.
- \* C. It shows what the hiking stick should look like.
- D. It provides additional facts about a hiking stick.

**Part Two**

What sentence from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. “You could draw a mountain sunset, a rainbow trout, or something of your own choosing.”
- B. “Be sure to ask an adult for permission before starting this project.”
- C. “. . . bears have a chance to depart before you even know they were there.”
- \* D. “. . . tie three or four loud bells onto a cord or leather boot string.”

The student is asked to determine how the picture of the hiking stick supports the text in the passage and to select the evidence from the passage that best supports the connection.

**Part One:** Option C is the correct answer since the picture shows details about the walking stick’s appearance. Options A, B, and D do not relate to the picture.

**Part Two:** Option D is the correct answer since it shows one visual element of the walking stick. Options A, B, and C do not relate to the visual appearance of the stick.

## E04.B-K.1.1.2

20. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which sentence from the passage **best** reflects the main idea of the passage?

- \* A. “Whether you hike in the forest, the desert, or near the swamp, you’re sure to see many wonders of nature.”
- B. “You can also add photographs from your hike . . .”
- C. “Fold the top down and the bottom up along the lines you just marked.”
- D. “You could draw a mountain sunset, a rainbow trout, or something of your own choosing.”

**Part Two**

What **two** sentences from the passage support the main idea in Part One? Choose **two** answers.

- \* A. “Watch for bird nests, snake skins, feathers, nursery logs, mushrooms, fish, animal tracks.”
- \* B. “Sketch the animal tracks you see along the creek, add a feather you found, draw the tadpole you saw in the big puddle.”
- C. “A hiking journal can be as simple as a pocket-sized spiral notebook with a pencil attached to it by a cord.”
- D. “. . . it’s a good idea to whistle, talk in a loud voice that can be heard a long distance, . . .”
- E. “Personalize your stick by adding designs with markers or paint . . .”

The student is asked to determine the main idea of the passage and to identify evidence from the passage that supports this idea.

**Part One:** Option A is the correct answer. The details of the passage relate to different ways one can best experience the “*wonders of nature*.” Options B, C, and D are specific details of how one can enjoy nature.

**Part Two:** Options A and B are the correct answers. These Options identify specific things people can see while hiking that are examples of the “*wonders of nature*.” Options C, D, and E do not relate to the main idea of the passage.

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**TEXT-DEPENDENT ANALYSIS QUESTION****E04.E.1.1**

21. Write an essay analyzing how the author’s organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

## Writer’s Checklist for the Text-Dependent Analysis Question

### PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

### PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.









**TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE**

**Item #21**

**Assessment Anchor:**

E04.E.1–Evidence-Based Analysis of Text

**Specific Assessment Anchor Descriptor addressed by this item:**

E04.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

## TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

## E04.E.1.1 Response Score: 4

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the article so that you first get excited about hiking and then he tells us how to keep track of our hikes and to make a hiking stick to help on hikes. The article starts with information about hiking. The author helps us get excited about hiking and want to do it ourselves. For example he says, "At each place you hike, you will see different things" This tells me that there are many exciting things to see on a hike like bird nests and animal tracks. I would really like to find out what a "nursery log" is. The author gives step by step directions how to make a hiking journal so that we can keep track of our hikes and write down what we see on them. He tells us the steps in order so that we can make it the right way. For example, if you "mark the paper along the top and bottom of the notebook" before you cut a

piece of paper bigger than the journal, it won't work right. When we are hiking, the author tells us to use a hiking stick and then gives us directions on how to make our own one. He also tells us why we want a hiking stick. For example, "A hiking stick gives you something to lean on when the trail is steep or rocky." After telling us how to make a hiking stick, he tells us that people put bells on them to scare away bears. As you can see, the author organizes the article so we get excited about hiking, tells us how to do it and then we go out and hike and have a bunch of fun.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



The response effectively addresses all parts of the task, demonstrating an in-depth, analytic understanding of the text. The student analyzes the text (*"This tells me that there are many exciting things to see on a hike"*), effectively supporting the main idea (*"The author of the passage organizes the article so that you first get excited about hiking and then he tells us how to keep track of our hikes and to make a hiking stick"*). Substantial, accurate, and direct references to the text (*"For example he says,"* and *"For example, if you 'mark the paper along the top and bottom of the notebook'"*) support the explanation of the importance of the author's organizational structure. The student has a clear organizational structure, including an introductory statement, ideas grouped in a logical order, and a concluding statement related to the topic and purpose. Precise language (*"directions"* and *"steps in order"*) is effectively used to explain the topic and convey ideas. There is a sentence construction error in the fourth sentence. Few errors in grammar, usage, and conventions are present. Errors present do not interfere with meaning.



## E04.E.1.1 Response Score: 4

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author of the passage organizes the passage to make people want to go hiking and make some things to have when hiking.

The author starts the passage by telling us that we'll see "wonders of nature" when we hike. He gives us advice and asks us questions about hiking so that we get interested in hiking. He does this by saying, "At each place you hike, you will see different things," and that we should take pictures of chipmunks and our family.

Then the author tells us about how to make a hiking journal so that we can keep track of what we see and do on our hikes. To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal. He puts it in order because if you don't do it in order, it won't turn out right. If we follow his directions, we

will get a nice cover for our journal.

To help us when we hike the author tells us what a hiking stick is and how we can make one ourselves. He uses steps by numbers so we can make a good hiking stick. It also makes sense because if you try to peel the bark before picking a stick how could you peel the bark on a stick you don't have yet?

In conclusion, the author of the passage organizes the passage to make people want to go hiking and have good things to take with us so we really enjoy camping.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**





The response effectively addresses all parts of the task, demonstrating an in-depth understanding of the text. The student analyzes explicit and implicit meanings from the text (*"telling us that we'll see 'wonders of nature' when we hike," "To help us understand he tells us what a hiking journal is and then gives us step by step directions on how to make a nice cover for our journal,"* and *"He uses steps by numbers so we can make a good hiking stick"*), effectively supporting the main idea (*"to make people want to go hiking and make some things to have when hiking"*). Substantial, accurate, and direct references to the text (*"we'll see 'wonders of nature' when we hike," "he tells us what a hiking journal is and then gives step by step directions on how to make a nice cover," "He uses steps by numbers so we can make a good hiking stick"*) support the main idea. The student has a clear organizational structure that effectively supports ideas: an effective introduction and transitions, ideas grouped in a logical order, and a conclusion related to the main idea and purpose. The response contains only one error in spelling (*"ourselves"*), and precise control of language, sentence formation, grammar, and usage is demonstrated.

## E04.E.1.1 Response Score: 3



21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader understand the tasks by using pictures and putting the steps in order.

First, the author helps the reader by using pictures to show you how your journal or hiking stick should look like. The pictures help you understand what he is writing about in the directions. For example, so you know where to put the jingly bells if you want to scare animals.

Second, the author helps the reader by putting steps in order. Without the steps being in order, you might not be able to make a hiking stick right or cover your book right. For example, if you don't mark your paper right like in step 3 you probaly wont be able to fold it right. And you end up with an ugly cover.

In conclusion, those are the ways the author helps the reader understand the tasks.

The response adequately addresses all parts of the task, demonstrating sufficient understanding and analysis of the text. There is a clear introduction (*"helps the reader understand the tasks by using pictures and putting the steps in order"*), development (*"The pictures help you understand what he is writing about in the directions"* and *"Without the steps being in order, you might not be able to make a hiking stick right"*), and conclusion (*"those are the ways the author helps the reader understand the tasks"*). There is an appropriate organizational structure that supports the focus. There is sufficient reference to the main idea and relevant details from the text (*"The author helps the reader by using pictures to show you how your journal or hiking stick should look like,"* and *"if you don't mark your paper right like in step 3"*). There is an appropriate use of transitions to link ideas both between and within paragraphs (*"First," "Second," "Without the steps being in order,"* and *"In conclusion"*). Some errors are present in punctuation (*"wont"* vs. *won't*) and spelling (*"probaly"*); the errors present seldom interfere with meaning.

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## E04.E.1.1 Response Score: 3

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader understand the tasks by organizing the passage so that takes us through the steps one by one and showing us what the steps look like. First, since the steps are in numerical order we can make it in a way that won't be wrong. For example, if you did step 3 before step 2, the cover of your hiking journal might be folded wrong. And if you didn't put a sturdy stick like in step 1 you couldn't peel the bark off it in step 2. Next, we can see if the one we are making looks like the one in the passage and we can know if it's right.

because there are pictures. For example, you can look at the picture of the cover in the passage and look at yours and see if it is right. And last, the same thing about the hiking stick, you would be able tell if you made yours right by looking at the picture. Finally, those are my ways of knowing the author helps the reader understand the tasks in the project.

The response adequately analyzes how the author's organization of the passage helps the reader to understand the tasks, thus demonstrating sufficient understanding of the text. The student analyzes both explicit and implicit meanings from the text to support the main idea ("organizing the passage so that takes us through the steps one by one and showing us what the steps look like"). Direct reference to the text ("since the steps are in numairicle order we can make it in a way that won't be wrong," "we can know if it's right because there are pictures") is provided to support the explanation. Additional and/or more specific, relevant details, examples, or quotes from the text would strengthen the analysis. The student employs an appropriate organizational structure consisting of a logical order of instructions from the passage with an introductory statement, transitions ("First," "Next," "And last," "Finally"), and conclusion. The response features errors in usage ("your's"), and spelling ("numairicle" and "rong"); however, they seldom interfere with meaning.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



## E04.E.1.1 Response Score: 2



21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader. The first part tells you about hiking and wants us to go hiking. The second part tells how to make a cover for your hiking journal. The author uses numbers to tell what order to do stuff in and we can decorate however way we want. The last part helps you make a walking stick so you can balance and scair away bears. I like to go hike, but I don't like bears.

The response inconsistently addresses some parts of the task, demonstrating partial understanding. There is weak analysis of the text ("*The author uses numbers to tell what order to do stuff*") to support the development. The response lacks relevant details from the text ("*make a walking stick so you can balance and scair away bears*"). The response has a weak organizational structure ("*The first part,*" "*The second part,*" and "*The last part*") and lacks a conclusion relevant to the main idea. There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic. The response contains some errors in grammar ("*however way we want*") and spelling ("*scair*"), but most errors do not interfere with meaning.



## E04.E.1.1 Response Score: 2

21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The author's organization of the passage helps the reader learn about hiking and he thinks we should go hiking. Each thing the author wants us to do is in it's own section. For example "Hiking Journal" "Hiking Stick.

The author tells us we can decorate it whatever way we want he gives us directions on how to make a hiking stick. And there are pictures so we know what it looks like when its done. If you don't follow the directions it might be bad.

The response inconsistently addresses some parts of the task, demonstrating partial understanding of the text. There is weak analysis of the text ("Each thing the author wants us to do is in it's own section," "If you don't follow the directions it might be bad.") that only somewhat supports the main idea. There is weak reference to a relevant detail ("And there are pictures so we know what it looks like when its done"), but even this is somewhat disconnected. The response has a weak organizational structure with a simple introduction and no conclusion. The response employs simplistic transitions between ideas. There is some use of precise language and vocabulary drawn from the text to explain the topic ("For example 'Hiking Journal' 'Hiking Stick.>"). The response contains errors in sentence formation (a sentence fragment at the end of the first paragraph and a run-on sentence at the beginning of the second paragraph), usage ("it's" and "its"), and capitalization. Some of these errors interfere with meaning.

**E04.E.1.1 Response Score: 1**

21. Write an essay analyzing how the author’s organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

The other puts evry idea in there own little secshuns so you can do the project and know what part too do furst. "Be sure to ask an adult for permission before starring this project."

This brief response minimally addresses part of the task, demonstrating inadequate understanding of the text. The response lacks development or a conclusion, merely providing a single idea ("The other [author] puts evry idea in there own litte secshuns so you can do the project and know what part too do furst.") There is no analysis of the text and support for the claim is not relevant ("Be sure to ask an adult for permission before starring this project."). Vocabulary is not drawn from the text, and many errors are present in grammar, usage, and spelling.





## E04.E.1.1 Response Score: 1



21. Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

steps that the auther wants you to do are in number order so you do them in order. If you don't do the steps in order you could mess up. If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie.

The response minimally addresses the task of explaining how the author's organization of the passage helps the reader to understand the tasks. Minimal reference to the main idea is evident, and the response does not demonstrate a true analysis of the text. References to the text are insufficient (*"If you dont fold the paper the rite way, you woodent be able to make a cover for your diarie"*). Minimal evidence of an organizational structure is present; there is no introductory statement or conclusion and only one simplistic transition is employed to connect the ideas (*"If you . . ."*). Many errors are present in spelling, capitalization, usage, and punctuation.

**PASSAGE 3**

Read the following passage about a house in Pennsylvania designed by an important architect. Then answer questions 22–28.

## Fallingwater

by Brooke Mulatto

A waterfall swirls beneath it. Huge boulders rest at its feet. Forests surround it, and wild animals live near it. It's not a mountain . . . it's a house! Its name is Fallingwater.

An architect named Frank Lloyd Wright designed Fallingwater in 1935. Edgar Kaufmann owned some land in Pennsylvania where he wanted to build a cabin. Wright went to this spot to begin designing Kaufmann's home. He fell in love with a waterfall that tumbled over the land. He decided that he would build the house on top of it.

How could someone build a house on top of a waterfall? Before that time, most big buildings were made of stones or bricks. A stone bridge over a river has to be built as an arch, or it will fall down under its own weight.

Wright wanted the new house to go over the waterfall, but he didn't want a high, curved arch. He wanted low, straight lines.

In the 1930s, architects were just experimenting with a new way to build skyscrapers. Using steel and concrete, the architects could make strong but light buildings. So the new skyscrapers could be taller than ever. Wright used this same technique for Fallingwater. He chose four natural boulders to anchor the house to the ground. Stones were used for the walls. To support the floors that went over the waterfall, he used concrete reinforced with steel rods. The water could rush through its usual pathway, beneath the home.

### Boulders and Tree Stumps

There are other unusual things about Fallingwater. For instance, what do people usually sit on in front of a fire in the living room? Nice comfy chairs and sofas? If you lived in Fallingwater, you could sit on a boulder! There is also a table made from a tree stump. This house doesn't have ordinary walls, either. Wright used clear glass everywhere he could. If you're inside Fallingwater, you can turn around in a full circle and see all the trees, birds, and animals outside. It's almost as if you're not in a house at all.

Why would anyone want to build a home that had boulders as chairs, see-through walls, and a waterfall beneath it? When he was young, Wright worked on his uncle's farm. To get through the long days, Wright began to study the trees, bugs, animals, and birds. That took his mind off how hard the farm work was. Nature became an escape for Wright, and he grew to love it. When he was older, he wanted his buildings to look and feel like a part of nature. That is why, at Fallingwater, you can sit on a boulder at the fireplace, look out in any direction and see the forest, and hear the "music of the stream" beneath your feet.

**MULTIPLE-CHOICE QUESTIONS****E04.B-K.1.1.1**

22. According to the passage, what was special about the buildings that Wright designed?
- A. They used bridges with high arches.
  - B. They contained comfortable chairs and sofas.
  - C. They were often modeled on his uncle's farm.
  - \* D. They seemed like they are part of nature.

The student is asked to determine what was special about the buildings that Wright designed. Option D is correct since all of Wright's buildings contain elements of nature. Options A, B, and C are not supported by information in the passage.

**E04.B-V.4.1.1**

23. Which sentence uses the word anchor as it is used in the passage?
- A. Hope of success was the anchor that kept the athlete going.
  - \* B. It is best to anchor the shelf to the wall with screws.
  - C. The anchor was too heavy for the sailor.
  - D. Matt's grandmother was the anchor of his family.

The student is asked to determine which sentence uses the word "*anchor*" in the same way as the passage. Option B is the correct answer since this sentence uses the meaning "*to fasten*," the same meaning of the word "*anchor*" that is used in the passage. Options A, C, and D do not use the word in the same way.

**E04.B-V.4.1.1**

24. Read the sentence from the passage.

“To support the floors that went over the waterfall, he used concrete reinforced with steel rods.”

What is the meaning of the word support as it is used in the sentence?

- \* A. hold up
- B. decorate
- C. show off
- D. clean

The student is asked to determine the meaning of the word “*support*.” In the given sentence, the word means to “*hold up*,” so Option A is the correct answer. This meaning makes sense in context since concrete with steel is a strong material and would maintain the floor built over the waterfall. Options B, C, and D do not make sense in the given context.

**E04.B-C.3.1.1**

25. Read the sentences from the passage.

“If you lived in Fallingwater, you could sit on a boulder! There is also a table made from a tree stump.”

Which point is the author making with the information in the sentences?

- \* A. Wright succeeded in bringing nature to the inside of Fallingwater.
- B. Wright believed the furniture in Fallingwater should last for a long time.
- C. Wright brought items from his uncle’s farm to use in Fallingwater.
- D. Wright thought that Fallingwater should be unusual so people would like it.

The student is asked to determine why the author makes a statement. Option A is the correct answer since the boulder used as a chair and the stump used as a table allow the visitor to see how Wright was able to make nature a part of the interior of Fallingwater. Options B, C, and D are not supported by information in the passage.

**E04.B-V.4.1.2**

26. What does the phrase “music of the stream” mean in the last sentence of the passage?
- A. the crackling of the fireplace
  - B. the boulders crashing into the water
  - C. the noise of animals walking in the forest
  - \* D. the sound of the moving water

The student is asked to interpret the meaning of the phrase “*music of the stream.*” Option D is the correct answer since the moving water of a waterfall or stream creates sound, like music. Options A and C do not relate to the stream. Option B does not have the positive connotation of “*music.*”

**E04.B-K.1.1.3**

27. Based on information in the passage, why did Wright most likely build Fallingwater over a waterfall?
- A. He wanted the water to block out the other sounds of the forest that surrounded the house.
  - \* B. He wanted others to be able to hear the pleasant sound of water rushing beneath the house.
  - C. He wanted farmers to be able to bring their animals to drink the water.
  - D. He wanted visitors to see different birds take baths in the water.

The student is asked to explain why Wright most likely built Fallingwater over a waterfall. Option B is correct since the passage states that he loved the waterfall. The passage also refers to the waterfall as “*the music of the stream.*” Wright most likely enjoyed the sound the waterfall made and wanted others to be able to hear it flowing under the house. Options A, C, and D are not supported by information in the passage.

## E04.B-C.3.1.3

28. Why is a heading included in the passage?

- \* A. to indicate a new topic for the reader
- B. to show the reader the location of Fallingwater
- C. to define a key term for the reader
- D. to prove to the reader that Wright was famous

The student is asked to interpret the function of the heading in the passage. Option A is the correct answer since the heading "*Boulders and Tree Stumps*" indicates the new topic of the interior features of Fallingwater. Options B, C, and D do not address the function of the heading in the passage.

**PASSAGE 4**

The following passage and folktale are about greed. First read the passage and answer questions 29–32. Then, read the Chinese folktale and answer questions 33–39.

## The Greedy Dog

by Amy Peters

Once upon a time in a tiny village there was a rather greedy dog who would go to great lengths to get good food. This greedy dog was a bulldog, with a flat nose, broad paws, and big, floppy jowls<sup>1</sup>. All of the other village dogs and cats rather dreaded the bulldog's presence because of his dreadful, greedy manner, which intimidated them all.

One day, a small schnauzer<sup>2</sup> had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night. The schnauzer had retreated to a quiet village alley to gnaw the bone when the big bulldog suddenly loomed over him.

"Give me that bone, little schnauzer," growled the greedy bulldog.

"No, I won't. You can ask the butcher for your own bone. I earned this one fair and square," insisted the schnauzer.

As you might have guessed, the small schnauzer was no match for this greedy bulldog. Having asked and been denied, the greedy dog simply reached over with his big, drool-filled mouth, and snatched up that bone. Before you could say, "Jack Spratt could eat no fat," that rotten dog had eaten every last bit of the juicy bone and left the schnauzer feeling sad, hungry, and mad.

Soon after, a rather puffy and fancily attired poodle went to visit the village baker. This baker rather admired the poodle's fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail. He also liked her friendly manner. So, when the poodle asked politely if there might be a few crumbs left over from the day's baking, the baker readily agreed to share a few of these samples with her.

The kindly baker filled a small pink bowl with the crumbs and set it outside the bakery door for the poodle to enjoy. Just then, who should appear but the greedy dog. He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!

"Move aside, silly poodle," grumbled the bulldog. "I want those crumbs and I want them now."

Well, the poodle certainly did not want to share her crumbs with a dog as greedy as this one, and she also didn't take kindly to being called "silly."

"No," she snapped back. "You ask the baker for your own samples. These belong to me!"

<sup>1</sup> jowls—jaws

<sup>2</sup> schnauzer—a type of small dog

Having asked and been denied, the big bulldog shouldered the little poodle aside and with one bulldog bite, he finished those sweet crumbs. Licking his chops happily, he sauntered away with his bowlegged gait. The poodle was left with nothing, feeling forlorn and angry.

Not long after that, a peppy corgi<sup>3</sup> visited the town market and asked the fruit vendor for a piece of overripe fruit that was not suitable for selling. This vendor had a soft spot for the red dog and chose a handful of strawberries (that really were suitable for selling) to set down in front of the corgi, just outside the market entrance. As she prepared to eat the first juicy strawberry, who should loom in front of her but that greedy bulldog!

“Put down those strawberries,” he growled. “They are meant for me. A little dog like you has no need for such morsels. I need the strawberries to maintain my grand figure!”

“No,” barked the corgi fiercely. Though smaller than the bulldog, she was not intimidated. “I asked the vendor for the strawberries. If you’d like some too, go ask for them.”

Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.

Then the bulldog wandered off, satisfied with his fruity snack. The corgi, left behind, felt wistful at the memory of the missed strawberries and a little angry.

As you can imagine, the village dogs were getting quite upset about this greedy dog. They decided to hold a meeting and decide how to deal with the ever-growing problem.

They met that night by the butcher’s shop, hoping to find a stray morsel about. Dogs of every shape and size streamed in from all parts of the village to discuss the situation and to devise a plan to cure the greedy dog of his avarice<sup>4</sup>.

After much plotting and planning, a decision was made and roles were assigned to various dogs. They implemented the plan the very next day.

The greedy dog was sitting by the village fountain, wondering where he would find his next snack, when the schnauzer happened by.

“Hey, Bulldog,” barked the schnauzer. “I have a tip for you, if you’re interested in having a fat, juicy steak. The butcher is not in the shop right now. He’s home having lunch with his wife. The shop door is open, and sitting on the counter is a steak as big as your head! If you hurry, you can run into the shop and make off with the steak before the butcher returns.”

The bulldog thanked the dog, although he was a bit mystified as to why this dog, who didn’t like him, should give him such a valuable tip. “Oh, well,” thought the bulldog. “No need to think about it too long or I’ll be too late to get the steak!”

So, he trotted off from the fountain to the butcher’s shop and greedily snatched up that steak. Just as the schnauzer had predicted, the butcher was out of the shop and the door had been left open.

The bulldog was just setting out for the woods to eat it (for he didn’t want the butcher to catch him with it), when the corgi wandered by with another tip.

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<sup>3</sup> corgi—a type of small dog

<sup>4</sup> avarice—desire to have everything



“Hey, Bulldog,” said the corgi, “listen up! I know where you can get another steak just as thick and juicy as the one you’re holding in your mouth. You’d better hurry, though, and not eat that one yet or you won’t be in time to get another one.”

Although the bulldog really wanted to eat the juicy steak that instant, he also wanted another steak just as fine, so he agreed to listen to the corgi’s plan.

“Go over by that stream, just over the hill. When you get there, look into the water and there you’ll see a dog holding a steak, thick and perfect just as the one in your mouth.”

Hardly able to believe his good fortune, the bulldog loped over the hill to the edge of the babbling stream.

And, as the corgi had told him, there truly was another dog holding a thick steak.

“Oh my,” thought the bulldog. “I must have that steak, too!”

Well, as you may have guessed this greedy bulldog was none too clever. He didn’t realize that he was looking at a reflection of himself in the water. What he thought he saw was another dog, holding a large steak in its mouth.

Being a greedy and rather silly dog, he quickly jumped into the rushing stream to snatch the other dog’s meat. Of course, the reflection vanished at that instant and he could see no sign of dog or steak.

Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.

Unluckily for him, the stream’s current was swift and the steak had been carried away in the churning water. The bulldog was determined to find the steak so he jumped headfirst into the stream, sniffing and snorting, hoping to find a trace of the lost meat. He paddled in the stream for a very long time before finally giving up, and sadly returned to the stream’s bank.

So, this greedy dog went from having one juicy steak to having none at all. And as the other village dogs had hoped, this episode did indeed teach the greedy dog a thing or two.

From that day forward, he worked hard to be kinder to the other dogs and better about sharing. Although these traits didn’t come naturally to the big dog, he tried his best, and that turned out to be good enough!

**MULTIPLE-CHOICE QUESTIONS****E04.A-V.4.1.1**

29. Read the sentences from “The Greedy Dog.”

“One day, a small schnauzer had managed to procure a juicy bone from the local butcher. The butcher had given it to the small dog, because the dog often helped watch his shop at night.”

What does the word procure mean?

- A. see
- B. drop
- \* C. get
- D. want

The student is asked to determine the meaning of the word “*procure*” by using context clues. Option C is the correct answer since it provides the correct meaning of the given word and makes sense in the context of the sentence. Options A, B, and D are not the correct meaning of the given word and do not make sense in the context of the sentence.

**E04.A-V.4.1.2**

30. Read the sentence from “The Greedy Dog.”

“He seemed to have a sixth sense, knowing when extra special tidbits were about to be served!”

What does it mean to have a “sixth sense”?

- A. to have a special interest in things
- B. to be patient about something that is to come
- C. to be able to count extra pieces of something
- \* D. to have a special awareness of things

The student is asked to determine the meaning of the phrase “*sixth sense*.” Option D is the correct answer since this option gives the correct meaning of the idiom “*sixth sense*” and makes sense in the context of the sentence. Options A, B, and C are not correct meanings of the idiom and are not supported by information in the sentence.

## E04.A-K.1.1.2

31. Which description is the **best** summary of “The Greedy Dog”?
- A. A bulldog tries to get special food from people like the baker and butcher. He does not receive any, so he steals it from other dogs. The corgi wants to teach the bulldog a lesson. The bulldog steals strawberries from the corgi. In the end, the bulldog has two steaks to eat.
  - \* B. A bulldog steals special food from other dogs. The other dogs think of a plan to teach the bulldog a lesson. The bulldog steals a steak and goes into the woods with it. The other dogs tell the bulldog about another steak he can get at a stream. In the end, the bulldog learns to be kinder and less greedy.
  - C. Three dogs want to teach a lesson to a greedy bulldog. The bulldog takes food from a corgi, a poodle, and a schnauzer. He eats some strawberries he gets from a fruit vendor. The other dogs decide to teach the bulldog a lesson. The bulldog sees his reflection in the water and is ashamed.
  - D. Some dogs get treats from people like the baker and butcher. A bulldog tricks the dogs and steals their food. The butcher gives the bulldog a nice steak to take home. The other village dogs are happy that the bulldog has lost his steak. They go to the stream and see the steak floating in the water.

The student is asked to determine the best summary of the passage. Option B is the correct answer since it contains accurate, main events of the passage in the correct order. Options A, C, and D contain some inaccurate events and events from the passage that are in an incorrect order.

**EVIDENCE-BASED SELECTED-RESPONSE QUESTION****E04.A-K.1.1.3**

32. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

In “The Greedy Dog,” how does the bulldog lose the meat he steals from the butcher?

- \* A. He drops the meat into the stream.
- B. He forgets where he put the meat.
- C. Another dog takes the meat from him.
- D. Another dog makes a trade for the meat.

**Part Two**

Which sentence from the passage supports the answer in Part One? Choose **one** answer.

- A. “ ‘I know where you can get another steak just as thick and juicy as the one you’re holding in your mouth.’ ”
- B. “ ‘If you hurry, you can run into the shop and make off with the steak before the butcher returns.’ ”
- C. “So, he trotted off from the fountain to the butcher’s shop and greedily snatched up that steak.”
- \* D. “Of course, the reflection vanished at that instant and he could see no sign of dog or steak.”

The student is asked to identify how the bulldog loses the meat he steals from the butcher and to select a detail from the passage that supports this event.

**Part One:** Option A is the correct answer since this event exists in the passage. The passage states that, “*Only then did he realize that when he had barked to frighten the other dog into dropping his steak, he had dropped his stolen meat.*” Options B, C, and D are not events in the passage.

**Part Two:** Option D is the correct answer since it supports the correct event from Part One. Options A, B, and C do not support the correct event from Part One.

Read the Chinese folktale and answer questions 33–39.

## The Man and the Golden Fish

a traditional Chinese folktale  
retold by Hoh Chee Bin from China

There was once a man who liked fishing. He always fished in a lake, which was near his house. One day, the man brought his fishing pole and fishing tackle and went out to the lake to fish after he had eaten his dinner.

When he reached the lake, the sky was becoming dark. There was a boat beside the lake. The man used the boat and rowed to the center of the lake. He began fishing in the center of the lake. After a while, he fell asleep.

Suddenly, the man woke up as his fishing pole was shaking. The man pulled up the fishing pole and caught a fish. To his surprise, it was a golden fish.

Even more surprising, it could talk to the man. “Can you let me go, please?” the fish begged the man.

“No, I am going to eat you,” the man said.

“Please! Let me go. If you let me go, I will give you a golden rope,” the fish said.

“Golden rope? Is that true? How can I trust you?” the man asked.

“You can put your fishing pole into the lake and a few minutes after, you are going to get the golden rope,” said the fish.

The man listened to the fish and put the fishing pole into the lake. After he pulled up the fishing pole, he saw a golden rope attached to the fishing line. The golden rope must be very long, the man thought, because he could not see the end of the golden rope. The man was very happy and he continued to pull up the golden rope.

“Let me go now that you have the golden rope,” said the fish.

“No, I won’t let you go. I am going to sell you. I think someone will pay a very high price to get you,” the man said. The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.

As the man pulled up the golden rope, his boat began to sink into the lake but he was too greedy and still wanted to get all of the golden rope. He continued to pull it. Finally, his boat sank completely into the lake.

**MULTIPLE-CHOICE QUESTIONS****E04.A-K.1.1.1**

33. In “The Man and the Golden Fish,” why does the man think the golden rope is very long when he starts pulling it?
- A. The man had seen the rope earlier that day.
  - \* B. The man could not see the end of the rope.
  - C. The fish tells the man the rope is long.
  - D. The fish measures the length of the rope.

The student is asked to select a detail from the passage that supports what the text says explicitly. Option B is the correct answer since the passage states that the “*golden rope must be very long, the man thought, because he could not see the end of the golden rope.*” Options A, C, and D are not supported by information in the passage.

**E04.A-V.4.1.2**

34. In “The Man and the Golden Fish,” which word is a synonym for completely?
- A. slowly
  - B. smoothly
  - C. grandly
  - \* D. entirely

The student is asked to identify the word that is a synonym for the word “*completely*.” Option D is the correct answer since it provides a word that means the same as the given word. Options A, B, and C are not synonyms for the given word.

## E04.A-C.3.1.1

35. In which way are the patterns of events in the passages different?

- A. “The Greedy Dog” does not show the bulldog in water, but “The Man and the Golden Fish” does show the man in water.
- B. The bulldog does not become friends with other dogs in “The Greedy Dog,” but the man becomes friends with the fish in “The Man and the Golden Fish.”
- \* C. “The Greedy Dog” shows that the bulldog changed his behavior, but “The Man and the Golden Fish” does not show that the man changed his behavior.
- D. The bulldog tries to trick other dogs in “The Greedy Dog,” but the man does not try to trick the fish in “The Man and the Golden Fish.”

The student is asked to contrast the pattern of events in the two passages. Option C is the correct answer since the passages do contain these contrasting conclusions. In “The Greedy Dog,” the dog “worked hard to be kinder to the other dogs and better about sharing.” In “The Man and the Golden Fish,” the man merely sinks into the water; there is no mention of the man changing at all. Option A is incorrect since both the dog and the man are shown in the water. Option B is incorrect since the dog does become friends with the other dogs, and the man does not become friends with the fish. Option D is incorrect since the man does try to trick the fish.

## E04.A-C.3.1.1

36. What is a main theme of **both** passages?

- A. Take time before making a decision.
- \* B. Wanting everything leads to having nothing.
- C. Teamwork is needed to reach some goals.
- D. It is better to give than to receive.

The student is asked to determine a main theme of both passages. Option B is the correct answer since both passages have a plot that mainly focuses on the consequences of being greedy. Option A is not a main theme of the passages. Option C is supported only by “The Greedy Dog.” Option D does not precisely identify a main theme of both passages.

## E04.A-C.2.1.1

37. Which description **best** compares the points of view used in **both** passages?
- A. “The Greedy Dog” uses a first person point of view and is told by a character in the story. “The Man and the Golden Fish” uses a third person point of view and is told by a narrator.
  - B. “The Greedy Dog” uses a third person point of view and is told by a narrator. “The Man and the Golden Fish” uses a first person point of view and is told by a character in the story.
  - C. “The Greedy Dog” and “The Man and the Golden Fish” use first person point of view. Both are told by characters in the stories.
  - \* D. “The Greedy Dog” and “The Man and the Golden Fish” use third person point of view. Both are told by narrators of the stories.

The student is asked to compare the points of view used in both passages. Option D is the correct answer since both passages use a third person point of view as seen from the perspective of a narrator. Options A, B, and C are incorrect since they do not accurately identify the points of view used in each passage.



**EVIDENCE-BASED SELECTED-RESPONSE QUESTION****E04.A-K.1.1.3**

38. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

Which word **best** describes the bulldog in “The Greedy Dog” and the man in “The Man and the Golden Fish”?

- \* A. selfish
- B. kind
- C. clever
- D. ashamed

**Part Two**

Which details from the passages support the answer in Part One? Choose **two** answers.

- A. “This baker rather admired the poodle’s fluffy black shape and the colorful ribbons she always wore tied in bows on her topknot and tail.” (“The Greedy Dog”)
- \* B. “Having asked and been denied, the bulldog leaned over with his big head and ate the bunch of strawberries—stems and all—in one crunchy bite.” (“The Greedy Dog”)
- C. “The man listened to the fish and put the fishing pole into the lake.” (“The Man and the Golden Fish”)
- \* D. “The man then put the fish into a container, which was full of water, and continued to pull up the golden rope.” (“The Man and the Golden Fish”)

The student is asked to infer a character trait of the bulldog in “The Greedy Dog” and the man in “The Man and the Golden Fish” and to select details from the passages that support this inference.

**Part One:** Option A is the correct answer since both characters are concerned with what they can get from others. The dog is concerned about getting more food, and the man is concerned about getting more wealth. Options B, C, and D are not supported by information in the passage.

**Part Two:** Options B and D are the correct answers since they both support the idea that the bulldog and the man are acting selfishly. Options A and C do not support the correct answer in Part One.

**TEXT-DEPENDENT ANALYSIS QUESTION****E04.E.1.1**

39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

## Writer’s Checklist for the Text-Dependent Analysis Question

### PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

### PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on answering the question.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.







**TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE**

**Item #39**

**Assessment Anchor:**

E04.E.1–Evidence-Based Analysis of Text

**Specific Assessment Anchor Descriptor addressed by this item:**

E04.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Strong organizational structure that effectively supports the focus and ideas</li> <li>• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</li> <li>• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Skillful use of transitions to link ideas</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</li> <li>• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</li> <li>• Appropriate organizational structure that adequately supports the focus and ideas</li> <li>• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</li> <li>• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</li> <li>• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</li> <li>• Appropriate use of transitions to link ideas</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</li> <li>• Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</li> <li>• Weak organizational structure that inconsistently supports the focus and ideas</li> <li>• Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</li> <li>• Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</li> <li>• Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose</li> <li>• Inconsistent use of transitions to link ideas</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</li> <li>• Minimal evidence of an introduction, development, and/or conclusion</li> <li>• Minimal evidence of an organizational structure</li> <li>• Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</li> <li>• Minimal reference to the main idea(s) and/or relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>

## TEXT-DEPENDENT ANALYSIS QUESTION STUDENT RESPONSES

## E04.E.1.1 Response Score: 4

39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

Both passages show the statement “one who is greedy always wants more” to be true by the actions of the characters. The greedy dog steals whatever food he sees and the fisherman is greedy about wanting as much golden rope as possible.

The greedy dog wants all the food he sees but doesn't want to work for it, he only takes it from other dogs.

The other dogs did something good to get the food and the greedy dog just stole it from them. For example the schnauzer got the bone from the butcher because he watched the butcher shop at night. He says “I earned this one fair and square.” But the greedy dog just stole the bone and ate it himself. It was the same with the corgi and the poodle.

Each of them asked for their treats and because the baker and fruit vendor liked them, they got what they asked for, but the greedy dog just took it from them without earning it himself.



Because the other dogs know that the greedy dog will "always want more" they plan to trick him so he'll stop stealing their food. They know he is not very smart, so they tell him about a dog near the river with another steak. Sure enough, when the dog saw his reflection in the water holding a steak, he got greedy and tried to get that one too.

But the steak he already had fell out of his mouth when he tried to get the other steak and he ended up with nothing. The good news is he learned a lesson and was nicer to the dogs after that. Now they don't have to worry about getting their food stolen.

The passage about the fisherman also shows the statement to be true because the man could have been rich with the golden rope that the fish offered him to let him go. But he was greedy and wanted more so he decided he was going to keep the rope and the fish because someone would pay

good money for the fish too. Because the man was greedy he wanted more and more golden rope.

He ended up losing the fish and the rope and his boat because it sinks into the lake because he pulled too much rope onto the boat. (Gold is heavy.) If he was smart he should have sold the golden rope and kept the fish to make more golden rope so he could sell more rope. It is a lot like the goose and the golden egg. A golden egg is worth something, but the goose that lays more of them is worth more than one gold egg.

In both passages, the statement that "one who is greedy always wants more" is demonstrated by the actions of the characters and the lesson that being greedy is not good.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



In this response, the student effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the texts. The student analyzes both explicit meanings (*"the greedy dog just took it from them without earning it himself"*) and implicit meanings (*"Now they don't have to worry about getting their food stolden"* and *"If he was smart he should have sold the golden rope and kept the fish to make more golden rope so he could sell more rope"*) from the texts, effectively supporting the main idea (that the actions of the characters in each story support the statement). Substantial, accurate, and direct references to the text (*"the schnauzer got the bone from the butcher because he watched the butcher shop at night," "he tried to get the other steak and he ended up with nothing," "he decided he was going to keep the rope and the fish,"* and *"it sinks into the lake because he pulled too much rope onto the boat"*) support the explanation that both passages show the statement to be true by the actions of the characters. The student uses a strong organizational structure with a logical progression of ideas that supports the focus of the response. Few errors in sentence formation, grammar, usage, and conventions are present. The student seems to have an issue with usage and/or spelling when using tenses of the word *steal* (*"stoled"* and *"stolden"*); however, this minor issue is not serious enough to interfere with meaning or detract from the score.

## E04.E.1.1 Response Score: 4



39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

Being greedy is all about wanting more. Not being satisfied with what you have is clearly shown in the two passages, *The Greedy Dog*, and *The Man and the Golden Fish*.

In the story, *The Greedy Dog*, the bulldog is a very greedy animal. He wants to have everything that the other dogs have. The author showed us this when she gave so many examples of how the bulldog stole food from the other dogs. He kept taking more. First, he took a juicy bone. That wasn't enough. Then he took some crumbs, and finally a juicy steak. Also, the way that the other dogs really were supposed to have what he took shows how greedy he is, because it is really greedy to take something from someone when you know that they earned it or were given it as a gift.

In the story, *The Man and the Golden Fish*, the fisherman is a very greedy man. The Chinese folktale is all about being greedy and wanting more. The man is so greedy that he breaks his deal with the magic fish. Keeping a deal shows honesty and not keeping his promise to release the fish shows how selfish the man is. Also, he not only breaks his promise to the fish, but he probably loses his life because he isn't willing to give up some of the golden rope. When he keeps trying to get all the rope, it makes the boat sink. That is a true sign of greediness when you would rather sink into the lake than give up some golden rope.

“One who is greedy always wants more.” As you can see, both passages were about wanting more.

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts. There is thorough analysis of explicit and implicit meanings of texts ("*Not being satisfied with what you have...*," "*The author showed us this when she gave so many examples,*" "*because it is really greedy to take something from someone when you know that they earned it,*" "*keeping a deal shows honesty,*" and "*That is a true sign of greediness when you would rather sink into the lake than give up some of the golden rope*") to effectively support claims, opinions, and ideas. The response includes substantial, accurate, and direct reference to the texts, indicating an effective understanding of the role greediness plays in both stories. There is a strong organizational structure with an effective introduction, development, and conclusion as well as transitions to link ideas between and within paragraphs. There is effective use of precise language and domain-specific vocabulary drawn from the text.

Response Score: 4



39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

What is greed and who has it? Greed is when you are not happy with what you have, and so you want to have more.

This problem of wanting more is shown by the greedy dog who just wanted what everyone else had. All of the other village dogs and cats dreaded the bulldog’s presence because of his greedy manner. He never seemed to be satisfied unless he was taking the food from another creature. Poodles and schnauzers and corgis were all victims of his greed.

The passage, The Greedy Dog, had many examples of the bulldog stealing food from the other animals which showed his greed and avarice. Then one day the other animals got together and came up with a plan to trick the bulldog into seeing how his greed would get him nothing. It worked. The bulldog was fooled by his reflection into trying to get two pieces of meat instead of one which made him fall into the water and made him lose the meat.

That was a good trick because he saw how the greed was a bad thing. It made him lose what he wanted. The passage showed that one who is greedy wants more.

The folktale of The Man and the Golden Fish showed greed too. A fisherman caught a gold fish and he made a deal with the fish that he would free him if he got a golden rope. The fisherman was so greedy that he broke the deal and kept the fish and tried to get all the golden rope. But, the rope was so heavy that it made the boat sink. Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat.

They were both very greedy. The dog lost his meat and the fisherman sank his boat. These are two examples of greed.

The difference between the greed in the two stories is that the dog learned from his mistake and tried to be kind and less greedy, but the fisherman probably didn’t learn from his mistake because his boat sank and we don’t even know if he survived.

Both stories gave good examples of greed and the consequences of it.

In this response, the student effectively addresses all parts of the task demonstrating in-depth analytic understanding of the texts. Thorough analysis of explicit and implicit meaning from the texts ("*Greed is when you are not happy with what you have;*" "*the problem of wanting more is shown by the greedy dog who just wanted what everyone else had;*" "*Poodles and schnauzers and corgis were all victims of his greed;*" "*because he saw how the greed was a bad thing;*" "*The fisherman was so greedy that he broke the deal;*" "*Instead of cutting the rope the fisherman wanted all the gold, and lost everything, just like the dog lost his meat;*" "*the dog learned from his mistake;*" and "*the fisherman probably didn't learn from his mistake*") effectively supports claims, opinions, and ideas. Substantial, accurate, and direct reference to the texts ("*the bulldog was fooled by his reflection;*" "*A fisherman caught a gold fish and he made a deal with the fish;*" and "*The dog lost his meat and the fisherman sank his boat*") is evident, indicating an effective understanding of how the greediness of both the dog and the fisherman exemplify the quote. The response has a strong organizational structure with effective introduction, development of ideas, and conclusion as well as skillful use of transitions (e.g., "*Then one day*" and "*Instead of cutting the rope*") to link ideas. There is effective use of language and domain-specific vocabulary drawn from the text. The response has an error in spelling ("*golen*" for *golden*) that does not interfere with meaning.

## E04.E.1.1 Response Score: 3

39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

Greedy people are never satisfied just with what they have, they always want to have more. That is the meaning of the statement.

In the story about the greedy dog, the other dogs are tired of the greedy bulldog always stealing their food because he is so greedy. So they came up with a plan to teach the dog a lesson by tempting him with the idea of two steaks instead of just one. In order to get the other steak the dog had to let go of the one he had and it floated away in the lake. Because the one he saw in the water wasn't even real, he ended up with nothing. If the dogs hadn't come up with the plan the bulldog would still be greedy and wouldn't learn a lesson and they would still have to deal with him stealing their food. so it is a good thing.

In the Chinese folktale, the fisherman gets greedy when the fish he caught offers him a reward for letting the fish go but he decides that

GO ON 



he wants the gold rope and also won't let the fish go. His greediness makes him decide to sell the fish so he can get a lot of money for it because someone might want a fish that can make gold. That is very greedy. The fisherman also kept being greedy about the rope. His boat sunk and now he doesn't have the fish, the rope or his boat, so he probably learned his lesson too.

These are two examples of how greedy people or dogs are never satisfied with what they have, they always want to have more.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The student analyzes the text ("they came up with a plan to teach the dog a lesson," "If the dogs hadn't come up with the plan the bulldog would still be greedy," "greediness makes him decide to sell the fish so he can get a lot of money," "If the dogs hadn't come up with the plan the bulldog would still be greedy," and "His boat sunk and now he doesn't have the fish, the rope or his boat, so he probably learned his lesson too"). The response features an introduction and conclusion (albeit simplistic ones) and the mostly separate development of ideas relating to each passage. The student largely opts to analyze each passage on its own terms; however, a comparison that addresses the idea that both passages feature characters who are so greedy that they are taught a lesson can be inferred. There is sufficient reference to the main idea and relevant details from the texts ("tempting him with the idea of two steaks instead of just one," "the one he saw in the water wasn't even real," and "the fish he caught offers him a reward for letting the fish go"). Few errors in sentence formation, grammar, usage ("sunk" for sank), and conventions are present and those do not interfere with meaning.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW YOU ARE FINISHED.**



## E04.E.1.1 Response Score: 3



39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

“Give me that bone, little schnauzer!”, “Move aside, silly poodle!”, “Put down those strawberries!”, “I am going to eat you!” When you are greedy you just want more.

The Greedy Dog was not satisfied stealing from just one dog. He had to steal from a lot of dogs. This happens to people and dogs who are very greedy. They need to get more. When the greedy dog took the bone from the small schnauzer he didn't care that the little schnauzer had earned his bone fair and share. He was just so greedy that he took it. Also, when the baker gave pink crumbs to the poodle to enjoy the greedy dog just took that because he wanted more even if the baker had given the crumbs to the poodle. And finally, when the fruit vendor gave strawberries to the corgi dog, the greedy dog stole them just because he wanted more. He was so greedy that he didn't think about being kind until all the dogs got together and came up with a plan that tricked him to help him understand that it is not good to be greedy. The greedy dog went from having one juicy steak to having none at all because he tried to get more when one should have been enough.

“No, I won't let you go.” The fisherman was so very greedy that he wouldn't let the golden fish go even though he promised the fish that he would. He had a lot of golden rope, but he wouldn't let the fish free and he kept pulling on the rope because nothing was ever enough for him. He wanted more. He was very greedy and his boat sank.

Both passages talk about being greedy and gave examples of someone being greedy.

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts. There is clear analysis of the texts ("*The Greedy Dog was not satisfied stealing from just one dog. He had to steal from alot of dogs;*" "*he didn't care that the little schnauzer had earned his bone fair and share;*" "*he wanted more even if the baker had given the crums to the poodle;*" "*he didn't think about being kind untill all the dogs got together and...tricked him;*" "*becuause he tried to get more when one should have been enough;*" and "*because nothing was ever enough for him*") that support the student's ideas. Sufficient, accurate, and direct reference to each text is made indicating a clear understanding of the greediness of both the dog and the fisherman. There is some unevenness in the response in that the first passage, "*The Greedy Dog;*" is more clearly supported and analyzed than the second passage, "*The Man and the Golden Fish.*" Also, the student's interpretation that the man promised the fish that he would let him go is not entirely accurate. The man never actually makes such a promise; however, the deal entailed that he would let the fish go after receiving the golden rope. The response has an appropriate organizational structure with a clear introduction, development of ideas, conclusion, and appropriate use of transitions. There is also appropriate use of language and vocabulary drawn from the text. Errors in usage ("*fair and share*" for *fair and square* and "*who*" for *that*), and spelling ("*alot*" for *a lot*, "*untill*" for *until*, "*crums*" for *crumbs*, and "*becuause*" for *because*), though numerous, do not seriously interfere with meaning.

## E04.E.1.1 Response Score: 3



39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

The two stories show two very greedy characters. One story has a bulldog who likes to steal food from other dogs. If you are greedy you always want more and this bulldog always wanted more and kept stealing from different dogs. He didn't listen when the dogs he was stealing from told him it was their food.

The poodle told him, “You ask the baker for your own samples. These belong to me!” The greedy bulldog didn't listen and just took what he wanted because he was bigger. If he wasn't so greedy he probably could have been friends with the other dogs. He ended up losing the juicy steak and friends.

In the other story, the fisherman is a greedy man who one day caught a special fish and made a deal to release the fish in exchange for a golden rope. The fish kept his part of the bargain, but the man didn't because he was greedy! He kept the fish to sell later and pulled up so much golden rope that his boat sank. If he hadn't been so greedy then he could have freed the fish, kept his boat and sold some of the rope. That way, he would be rich, still have a boat and live happily ever after.

But when you are greedy you always want more and both the dog and the fisherman's greed made them lose things.

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the texts. There is clear analysis of explicit/implicit meanings from the texts (“if you are greedy you always want more;” “He didn't listen when...” “He took what he wanted because he was bigger;” “If he wasn't so greedy he probably could have been friends with the other dogs;” “The fish kept his part of the bargain, but the man didn't because he was greedy;” and “if he hadn't been so greedy then he could have...live happily ever after”) that support the student's ideas. Sufficient, accurate, and direct reference to the texts is made throughout the response, indicating a clear understanding of the inherent greediness of both the dog and the fisherman. The response features an appropriate organizational structure with a clear introduction, development, and conclusion. There is appropriate use of language and vocabulary drawn from the text. The response is relatively free of conventions errors; those present do not interfere with meaning.

## E04.E.1.1 Response Score: 2

39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

Both passages show the statement  
 “One who is greedy always wants  
 more” to be true. I will now  
 tell how each passage shows the  
 statement to be true.

In the first passage, we see  
 that the bulldog always wants  
 what the other dogs have  
 especially it is food. The  
 other dogs work for the food  
 that the butcher and the baker  
 gave them. The one watches the  
 butcher shop and the other gets  
 the crumbs because the baker  
 likes the way it looks. But  
 the bulldog doesn't work for  
 it he just takes the food  
 from the other dogs. This shows

GO ON 

That the greedy dog always  
wants more because he keeps  
taking from more and more  
dogs.

In the second passage, the  
greedy fisherman keeps the  
golden rope and the fish he  
promised to let go. Even though  
he could have got money for  
the golden rope, he wanted  
more so he decided that he  
was going to keep the fish  
too and sell it to someone  
so he could get even more  
money. This shows that he  
just wanted more because he  
was greedy.

The greedy dog and the greedy  
fisherman both want more than

what they already have. The  
 dog wanted all the other dogs  
 food just like the fishermen  
 wanted all the gold rope. They  
 were both very greedy.

That is how both passages  
 show that the statements is  
 true. I have told you how  
 each passage shows the  
 statement to be true.

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis of the text ("*the bulldog doesn't work for it he just takes the food from the other dogs*" and "*Even though he could have got money for the golden rope, he wanted more...*") that goes beyond a literal interpretation of the text to support the development of ideas. There is limited use of precise language and domain-specific vocabulary drawn from the text to explain the topic and while there are details drawn from the text, they are only somewhat relevant ("*one watches the butcher shop and the other gets the crumbs because the baker likes the way it looks*" and "*he was going to keep the fish too and sell it to someone so he could get even more money*"). A weak organizational structure is present and transition use is basic ("*In the first passage,*" "*In the second passage,*" and "*That is how...*"). The introduction and conclusion are simplistic. The response contains some errors (e.g., "*bucher*" for *butcher*), but none that interfere with meaning.

**AFTER YOU HAVE CHECKED YOUR WORK, CLOSE YOUR ANSWER  
 BOOKLET AND TEST BOOKLET SO YOUR TEACHER WILL KNOW  
 YOU ARE FINISHED.**



## E04.E.1.1 Response Score: 2



39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

Both stories are about greed and wanting more. The first one is about a greedy dog who steals food from other dogs. He thinks its okay because he is a big bulldog and the other dogs are small. But the other dogs are sick of it and decide to teach the dog a lesson. They know he is greedy so they tell him about a dog with another steak he can steal. They trick him because the other dog is just his reflection in the water, but he is greedy and all he can think about is that steak so he jumps in the water after it. This helps him learn a lesson because he loses both steaks and he is good to the other dogs after that. In the folktale from china the fisherman is greedy and thinks he'll get rich. It didn't work though because he ended up sinking his boat. The story doesn't say but I hope he learned a lesson too.

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis of the text that goes slightly beyond a literal interpretation of the text (“*He thinks its okay because he is a big bulldog and the other dogs are small*” and “*This helps him learn a lesson*”). The analysis only somewhat supports the main idea. There is weak reference to relevant details (e.g., “*the other dog is just his reflection in the water*”), and even this is somewhat vague. Reference to the text is vague and uneven; there are only two generic sentences that address the Chinese folktale. The organizational structure is weak with a simple introduction and no conclusion. The response employs simplistic and repetitive transitions between ideas. There is only inconsistent use of precise language and vocabulary drawn from the text to explain the topic (“*he is a big bulldog*”). The response contains an error in usage (“*its*” for “*it’s*”) and capitalization (“*china*”), but they do not seriously interfere with meaning.



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## E04.E.1.1 Response Score: 1

39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

The dog should not have been so greedy. He could have made friends with the other dogs and they might have shared with him. When he stole that steak, he should've given some to the other dogs but he was greedy and wanted another steak to eat so he tried to steal the one from the dog in the water but he fell in the water and both the dogs lost their steaks. The man in the other passage was greedy too and he shouldn't have been greedy. So that shows the lesson of 'don't be greedy.'

GO ON 

In this brief response, the student minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. The response lacks development and a conclusion, providing only a vague sense of the events in the first passage (*"When he stold that stak ... he was greedy and wanted another stak to eat"*). There is only minimal reference to the second passage (*"The man in the other passage was greedy too and he shouldn't have been greedy"*). An attempt at analysis is made (*"he should've given some to the other dogs"*), but it does not support the student's claims, opinions, or ideas. The response features errors in spelling (*"stak"* for *steak*; *"staks"* for *steaks*) and usage (*"stoled"* for *had stolen*) that sometimes interfere with meaning.

## E04.E.1.1 Response Score: 1



39. Read the statement about greed.

“One who is greedy always wants more.”

Write an essay analyzing how **both** passages show the statement to be true. Use evidence from **both** passages to support your response.

One who is greedy always wants more. That is the statement about being greedy.

First, The Greedy Dog is a story about a greedy dog who took whatever he wanted from the other dogs in the neighborhood. He took bones and meat, and donuts and strawberries. he was very greedy. I once had a greedy dog who ate my donuts, but not my bones or strawberries! This greedy bulldog was none too clever.

Second, The Man and the Golden Fish is a story about a man who caught a golden fish when the fish told him he would help him get a golden rope if he let him go. Then the man kept the gold fish and kept trying to get more of the golden rope. I caught a fish once, but he didn't give me a rope.

Finaly, One who is greedy always wants more. That is the statement about being greedy. There are alot of greedy people in the world.

One who is greedy always wants more. That is the statement about being greedy.

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The personal references (“*I once had a ...*,” “*I caught a fish...*,” and “*There are a lot of greedy people in the world*”) are not relevant to the text or task. The response includes no analysis (e.g., something beyond a literal retelling, an inference, or a relevant personal opinion/evaluation), thus making a score of 1 appropriate. There is one direct reference to the text, “*This greedy bulldog was none too clever*”; however, it is disconnected from the other ideas in the response. The response includes errors in conventions including spelling (“*Finaly*” for *Finally* and “*alot*” for *a lot*), punctuation, capitalization, and usage (“*form*” for *from* and “*who*” for *that*); however, these errors seldom interfere with meaning.

**ACKNOWLEDGEMENTS**

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**Section 2****Directions:**

On the following pages are the Language questions and the writing prompts.

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

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

**Directions for the Writing Prompt:**

- Review the Writer’s Checklist to help you plan and organize your response.
- Read the writing prompt carefully.
- Write your response in the appropriate space in the answer booklet.

**STANDALONE MULTIPLE-CHOICE QUESTIONS****E04.D.1.1.1**

40. Read the sentence.

The president of our club, \_\_\_\_\_ is known for giving long speeches, said only a few words before our club activities began.

Which word correctly completes the sentence?

- A. that
- B. which
- C. whom
- \* D. who

Students are asked to evaluate each answer option to determine which relative pronoun correctly completes the sentence. Options A and B may be attractive to some students, but when used in the sentence, the relative pronouns “that” and “which” incorrectly change the intent of the sentence to suggest that the club, and not the president, is known for giving long speeches. Though Option C, “whom,” indicates a person, its placement in the sentence is incorrect. Option D is the correct answer because “who” is the relative pronoun that correctly completes the sentence.

**E04.D.1.1.1**

41. Which underlined word should be changed to correct an error in pronoun usage?

- A. The fish that Amy caught was huge.
- B. The woman who is smiling is my teacher.
- \* C. The boy which won the prize is my brother.
- D. The cake that my cousin baked is ready to eat.

The student is asked to choose which relative pronoun is used incorrectly. In Option A, “that” is used correctly to refer to “fish,” and therefore, Option A is not the correct answer. In Option B, “who” is used correctly to refer to “woman” and therefore, Option B is not the correct answer. In Option C, “which” is used incorrectly; *who* is the correct relative pronoun to refer to “boy,” and therefore, Option C is the correct answer. In Option D, “that” is used correctly to refer to “cake,” and therefore, Option D is not the correct answer.

## E04.D.1.1.2

42. Read the paragraph.

(1) Today, art class is fun because I am painting a picture of a garden. (2) In the picture, the sun is shining and a big cloud is floating in the sky. (3) Colorful flowers are growing everywhere. (4) Butterflies and bumblebees were flying around the flowers.

Which change should be made to the paragraph to correct the error in verb tense?

- A. Change am painting to was painting in sentence 1.
- B. Change is floating to will be floating in sentence 2.
- C. Change are growing to were growing in sentence 3.
- \* D. Change were flying to are flying in sentence 4.

The student is asked to determine which verb in the simple progressive tense is used incorrectly. Option A requires the simple present progressive verb "*am painting*" to indicate that the action is taking place in the present and is therefore not the correct answer. Option B requires the simple present progressive verb "*is floating*" to indicate an action that is taking place in the present and is therefore not the correct answer. Option C requires the simple present progressive verb "*are growing*" to indicate an action that is taking place in the present and is therefore not the correct answer. Option D requires the simple present progressive verb *are flying*, not the simple past progressive "*were flying*," to indicate an action that is taking place in the present and is therefore the correct answer.



## E04.D.1.1.3

43. Read the sentence.

My brother stayed home even though he \_\_\_\_\_ have gone outside to play with his friends.

Which word correctly completes the sentence to show that the brother was able to go outside but decided not to?

- A. must
- B. might
- \* C. could
- D. would

Students are asked to analyze each answer option to determine which modal auxiliary correctly completes the sentence to show that the brother was able to go outside but decided not to. When used in the sentence, Options A and B do not convey the appropriate meaning of the sentence. Likewise, Option B suggests an uncertainty about whether the brother went outside. Option D uses the conditional modal "would" which would demand an additional "if" clause for the sentence to make sense. Option C is the correct answer because the modal auxiliary shows that the brother could have gone outside, but decided not to.

## E04.D.1.1.4

44. Which sentence is written correctly?

- A. The moose has large brown, two antlers.
- B. The moose has two brown, large antlers.
- C. The moose has large, two brown antlers.
- \* D. The moose has two large, brown antlers.

Students are asked to evaluate each sentence to determine which sentence has adjectives that are ordered correctly. Options A, B, and C do not correctly order the adjectives according to conventional patterns. Option D is the correct answer because the adjectives are listed in the correct order: amount ("two"), size ("large"), and color ("brown").

## E04.D.1.1.5

45. Read the sentence.

As for me, I enjoy watching the dark clouds under the window during those cloudy afternoons in late spring.

Which underlined word is **not** used correctly?

- A. for
- \* B. under
- C. during
- D. in

Students are asked to determine which part of the sentence has an error in a prepositional phrase. Each answer option has a potential preposition error: "for" in Option A, "under" in Option B, "during" in Option C, and "in" in Option D. Option B is the correct answer because the preposition "under" is being misused.

## E04.D.1.1.5

46. Read the paragraph.

Frogs are interesting creatures. Frogs live in wet places such as ponds. They use their sticky tongues to catch food. Frogs never close their eyes, even when they sleep.

Which group of underlined words is being used as a prepositional phrase?

- A. interesting creatures
- \* B. in wet places
- C. their sticky tongues
- D. close their eyes

The student is asked to identify which group of underlined words is functioning as a prepositional phrase in the sentence. Option A, "*interesting creatures*," is functioning as a noun phrase and is therefore not the correct answer. Option B, "*in wet places*," is functioning as a prepositional phrase and is therefore the correct answer. Option C, "*their sticky tongues*," is functioning as a noun phrase and is therefore not the correct answer. Option D, "*close their eyes*," is functioning as a verb and a noun phrase and is therefore not the correct answer.

**E04.D.1.1.6**

47. Read the information.

The Ohio River \_\_\_\_\_.

Choose the words that complete the sentence.

- A. flowing very quickly
- B. for rafting and fishing
- \* C. runs through Pennsylvania
- D. along with the Beaver River

Students are asked to review each answer option to determine which words correctly complete the sentence. Options A, B, and D do not turn the information into a complete sentence. Option C is the correct answer because it correctly completes the sentence.

**E04.D.1.1.7**

48. Read the sentence.

I no there is one road that goes through the park.

What change needs to be made to correct the error?

- \* A. Change no to know.
- B. Change there to their.
- C. Change one to won.
- D. Change road to rowed.

Students are asked to review the frequently confused words to determine which change corrects the error. The changes suggested in Options B, C, and D would create errors. Option A is the correct answer because it corrects the misuse of the frequently confused word "no."

## E04.D.1.1.8

49. Read the sentences.

(1) Carpenters receive important training to help them do their jobs. (2) Carpenters might find their jobs more difficult without \_\_\_\_\_.

Which word correctly completes sentence 2?

- \* A. it
- B. one
- C. those
- D. them

Students are asked to review each answer to determine which word correctly completes the sentence. Options B, C, and D are not correct answers because each of the pronouns does not agree with the antecedent "training." Option A is the correct answer because the pronoun "it" refers to and agrees with the antecedent "training."

## E04.D.1.2.1

50. Read the sentence.

Giant pandas live in the mountain ranges of central china.

Which underlined word should begin with a capital letter?

- A. pandas
- B. ranges
- C. central
- \* D. china

Students are asked to evaluate each underlined word to determine which word should begin with a capital letter. Though Options A, B, and C may be attractive, students who successfully apply capitalization rules will confirm that the names of animals and general descriptions of place and location do not need to be capitalized. Option D is the correct answer because "china" is the name of a country and should be capitalized.

## E04.D.1.2.2

51. Read the sentence.

“Elk herds have been spotted in nearby Winslow Hill” Mr. Henson read aloud from the paper.

Which change corrects the mistake in punctuation?

- \* A. Add a comma after Hill.
- B. Add quotation marks after Mr. Henson.
- C. Add a comma after read.
- D. Add quotation marks after paper.

Students are asked to review the possible changes in the sentence to determine which change corrects the punctuation error. Options B and D use quotation marks incorrectly. Option C introduces a comma error. Option A is the correct answer because it adds the comma missing after “Hill.”

## E04.D.1.2.3

52. Read the sentence.

Andy liked the idea of gardening during the cool mornings of summer but he disliked getting his hands dirty.

Where should a comma be added?

- A. after Andy
- B. after gardening
- \* C. after summer
- D. after but

Students are asked to evaluate the answer options to determine where a comma should be added to the sentence. Options A, B, and D introduce a comma error. Option C is the correct answer because a comma is needed before a coordinating conjunction in a compound sentence.

## E04.D.2.1.1

53. Read the sentence.

The Central Pennsylvania Rock and Mineral Club Show featured several items.

Choose the **most** specific words to replace the words several items in the sentence.

- A. many types of gems
- B. a variety of rocks
- C. different kinds of stones
- \* D. over thirty brilliant diamonds

Students are asked to analyze the answer options to determine the most specific words to replace the underlined words in the sentence. Although Option A is more specific than “*several items*,” it does not identify the type of gems. Likewise, Options B and C suggest replacing “*several items*” with “a variety of rocks” and “different kinds of stones,” but the Options do not reveal the types of rocks or stones. Option D is the correct answer because it states the number of items (“over thirty”), what the items are (“diamonds”), and describes what the items look like (“brilliant”).

## E04.D.2.1.2

54. Read the paragraph from a story.

(1) Sara and her sister sat in the shade of a large tree in the park, each reading a book. (2) In the distance, they could hear the faint sounds of children playing at the park's playground. (3) A slight breeze made the trees sound as if they were whispering. (4) Then, with wings flapping, an owl landed in the grass near the girls. (5) Sara and her sister were too surprised to move or say anything.

Which sentence should **most likely** end with an exclamation point?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- \* D. sentence 4

The student is asked to determine which sentence should most likely end in an exclamation point. Sentence 1 is a declarative sentence providing information about the characters and does not suggest excitement; therefore, Option A is not the correct answer. Sentence 2 adds more details about the characters and setting and does not suggest excitement; therefore, Option B is not the correct answer. Sentence 3 adds a detail about the setting and does not suggest excitement; therefore, Option C is not correct. Sentence 4 describes a surprising event and should most likely end with an exclamation point to show excitement; therefore, Option D is the correct answer.

## E04.D.2.1.3

55. Read the sentences from a story.

(1) My brother and I spent the morning riding our bikes in Moon Park, where there are many hilly trails. (2) We pedaled slowly up one of the steepest hills in the park, sometimes stopping to rest. (3) Once at the top, we enjoyed the view of the park and the city beyond. (4) Then, we got down the other side of the hill very fast.

Which revision of sentence 4 **best** uses details to show what is happening?

- A. Then, with the air against our faces, we went so fast down the other side of the hill.
- B. Then, with the cold air in front of our faces, we moved very quickly down the other side of the hill.
- \* C. Then, with the cool air rushing against our faces, we raced down the other side of the hill.
- D. Then, with some air going against our faces, we were on our way down the other side of the hill.

The student is asked to choose the revision that best uses details to describe an event. Option A uses vague details, "*the air against our faces*" and "*went so fast*," to describe the event and is therefore not the correct answer. Option B uses vague details, "*the cold air in front of our faces*" and "*moved very quickly*," to describe the event and is therefore not the correct answer. Option C uses descriptive details, "*cool air rushing against our faces*" and "*raced*," to describe the event and is therefore the correct answer. Option D uses vague details, "*some air going against our faces*" and "*were on our way*," to describe the event and is therefore not the correct answer.



## E04.D.2.1.3

56. Read the paragraph.

(1) The eye is made up of many parts. (2) The iris is the colored part, and lots of folks say that green eyes are the coolest of all. (3) The round, dark center of the eye is the pupil. (4) The pupil gets smaller when a person is in a bright place and larger when a person is in a dark place.

Which sentence has informal language and should be revised?

- A. sentence 1
- \* B. sentence 2
- C. sentence 3
- D. sentence 4

Students are asked to analyze each sentence to determine which sentence has informal language that should be revised. Options A, C, and D do not contain informal language. Option B is the correct answer because it contains informal language ("*lots of folks say that green eyes are the coolest of all*") that should be revised.

## E04.D.1.2.4

57. Which underlined word should be changed to correct a mistake in spelling?

- A. Jamie read the newspaper article twice.
- B. The newly planted flowers began to sprout.
- \* C. The student prepared a speach about robots.
- D. There was nowhere else to look for the missing keys.

The student is asked to identify a mistake in spelling. Options A, B, and D are all spelled correctly. In Option C, the word "*speach*" uses an incorrect vowel combination instead of *ee* and is therefore the correct answer.

**Section 3**

**Directions:** On the following pages are the Opinion, Informative/Explanatory, and Narrative Prompts.

**E04.C.1.1**

## Writer's Checklist for the Opinion Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic, your opinion on that topic, and what you want to write.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- State your opinion on the topic.
- Support your opinion with details, examples, and reasons.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- I stayed focused on the topic.
- I used reasons and examples to support my opinion.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## Opinion Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Your class has signed up to send letters to students in a different country. Your teacher has asked your class to think about the best way to do this. Some students think the class should write handwritten letters and send them in envelopes. Other students think the best way would be to use a computer and send letters electronically. How do you think your class should send letters to students in a different country?

Write an essay for your teacher that states your opinion about the best way for your class to send letters to students in a different country and explains why. Be sure to use details and reasons to support your opinion.

Turn the page to begin writing your response.





**OPINION WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE**

**Assessment Anchor:**

E04.C.1–Text Types and Purposes

**Specific Anchor Descriptor addressed by this item:**

E04.C.1.1–Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Opinion Scoring Guidelines:**

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective order and organizational structure that support reasons and evidence</li> <li>• Substantial and relevant content that demonstrates a clear understanding of the purpose</li> <li>• Thorough elaboration with clearly presented reasons that are consistently supported with facts and details</li> <li>• Effective transitions that connect opinions and reasons</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Logical order and organizational structure that support reasons and evidence</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented reasons that are supported with facts and details</li> <li>• Clear transitions that connect opinions and reasons</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center; font-size: 2em;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inconsistent order and organizational structure that somewhat support reasons and evidence</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details</li> <li>• Inconsistent/limited transitions that somewhat connect opinions and reasons</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center; font-size: 2em;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal order and organizational structure</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped opinion with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect opinions and reasons</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

**OPINION WRITING PROMPT STUDENT RESPONSES****E04.C.1.1 Response Score: 4**

Your class has signed up to send letters to students in a different country. Your teacher has asked your class to think about the best way to do this. Some students think the class should write handwritten letters and send them in envelopes. Other students think the best way would be to use a computer and send letters electronically. How do you think your class should send letters to students in a different country?

Write an essay for your teacher that states your opinion about the best way for your class to send letters to students in a different country and explains why. Be sure to use details and reasons to support your opinion.

I would prefer that our class use computers to send letters electronically to students in a different country. It will make it easier to read, we can add pictures and drawings to these electronic letters, and it will take less time for our new friends to receive the letters.

When I write a handwritten letter with a pen or a pencil, I must do it slowly so I don't make any mistakes. Erasing mistakes is not always easy. Erasers can leave marks, making a letter look sloppy. Even white out is not a good solution, everybody can see you made a mistake. With a computer, all I need to do is highlight the error, hit the delete button and it is gone! The letter will then be perfect.

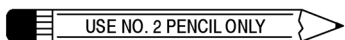
The next thing that makes using a computer better is art. Clipart and images from the internet can make letters very interesting. I just need to cut and paste these in the letter. I can also select any font type or size, even writing in my favorite color. Adding a group picture of my class will let our new friends see what we look like, and they can send us email with pictures back. That would be so cool!

The letters on the computer will also arrive almost immediately in their inboxes. We do not have to wait anymore for mail to arrive like in the olden days. Imagine how much we will learn about their culture and they would learn about America if we send each other email once a week.

Snail mail is called snail mail for a reason. It's slow! I choose the speedy computer.



A sharp, distinct opinion (*"I would prefer that our class use computers to send letters electronically to students"*) is introduced, developed, and concluded with evident awareness of task, purpose, and audience. There is an effective order that supports the reasons (*"make it easiery to read," "we can add pictures and drawings," "it will take less time"*). Relevant content demonstrates a clear understanding of the purpose (*"highlight the error," "delete button," "font,"* etc.). Elaboration is thorough with clearly presented reasons that are supported with details. This response demonstrates an effective control of language. A formal style is established with domain-specific vocabulary (*"electronically," "delete," "clipart," "images," "font size,"* etc.) and sentence variety. Transitions are effective (*When, so, Even,* etc.) in connecting opinions and reasons. The few errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

**Opinion Writing Prompt  
Final Copy**

Our class is excited about writing letters to pen pals in another country for a writing project in 4th grade. We really want to make friends with kids our own age in a country far away, but we can't decide if we should send them by computer or write one ourself. I think we should send them by computer.

To begin, if the letter gets sent by computer we can make sure it's perfect; we can use spell check and make corrections so we don't have to write them over and over. It takes time to write first drafts, second drafts, and final drafts. Plus, we won't be wasting so much paper if we make mistakes every time we try to write a page.

The letters will also be very neat on the computer and then they will be easier to read for our new friends. Sometimes our writing isn't very good, so other people might find it hard to figure out our handwriting. Sometimes we erase so many times that the pencils muddges. If you use a pen sometimes the ink makes a big blob on the page. That makes the writing harder to read too.

If we use the computer it will also be faster. We will just need their email address and then when we finish we can push the send button and the penpals will get the letters right away. They won't have to wait long to hear from us, and we will hear back from them faster. We will be

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GO ON 



Opinion Writing Prompt (continued)  
Final Copy

able to write back and forth many times on the computer in the time it would take just to mail one letter.

I think we should use the computer to send our letters because they won't have mistakes, they will be easy to read, and we won't waste paper. We can send letters back and forth faster too!

A sharp, distinct opinion (“we should send them by computer”) is introduced, developed, and concluded with evident awareness of task, purpose, and audience. There is an effective order that supports the reasons and evidence (“make sure it’s perfect,” “easier to read,” “faster”). Substantial and relevant content demonstrates a clear understanding of the purpose (“spell check,” “email address”). The response has thorough elaboration with clearly presented reasons that are consistently supported with details. A formal style is established and maintained. There is consistent control of sentence formation and there are few errors in grammar, usage, spelling, and punctuation.

After you have checked your work, close this test booklet so your teacher will know you are finished.



Opinion Writing Prompt  
Final Copy

Sending emails to students in other countries is a great idea. They will be quicker and easier than sending letters through the mail.

First of all, some fourth graders have messy handwriting and make lots of mistakes. With a computer, you can see what you're writing, and the computer shows you mistakes so you can easily fix them with the delete key. Those little green and red lines under the mistakes are truly the best!

Secondly, snail mail takes forever to deliver a letter, especially to another country. Just by hitting the send key, an email can arrive instantly. Thirdly, it is also easier to send emails than to rely on someone to deliver your letter by hand because you don't have to go to the post office and you don't need to buy a stamp.

Emailing will really be the best way to communicate with our new friends from a different country.

A clear opinion is introduced ("Sending emails to students in other countries is a great idea."), developed, and concluded ("will really be the best way to communicate") with general awareness of task, purpose, and audience. There is a logical organizational structure that introduces the opinion and supports the reasons and evidence. There are clear transitions ("First of all," "Secondly," "Thirdly,") that connect opinions and reasons. The writer establishes and maintains a formal style with appropriate control of language, domain-specific vocabulary and sentence variety. The few errors in spelling and punctuation do not interfere with meaning.

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GO ON 

## E04.C.1.1 Response Score: 3



Your class has signed up to send letters to students in a different country. Your teacher has asked your class to think about the best way to do this. Some students think the class should write handwritten letters and send them in envelopes. Other students think the best way would be to use a computer and send letters electronically. How do you think your class should send letters to students in a different country?

Write an essay for your teacher that states your opinion about the best way for your class to send letters to students in a different country and explains why. Be sure to use details and reasons to support your opinion.

My class has signed up to write letters to students in other countries. We are deciding if it would be best to email them or handwrite them. I think we should send them through the computer.

First, it takes a lot of time to write letters. We have to write them over and over so they are perfect. If we wrote them on the computer we could just make changes to our first copy. Imagine the time this would save

Next, by sending it through the computer we would save money. Sending a letter costs money. We would have to buy stamps for every letter. If we did this over the year it would cost too much money. Using computers to send letters would be free.

Last, we could send a lot more letters back and forth. We wouldn't have to wait for mail. That would be nice to receive so many more letters.

Therefore, we should use computers to send out letters because it takes time, saves money and send more letters.

There is a clear opinion introduced ("*I think we should send them through the computer.*"), developed, and concluded ("*Therefore, we should use computers . . .*") with general awareness of task, purpose, and audience. There is a logical organizational structure that introduces the opinion, supports the reasons and evidence, and concludes by restating the opinion. There are clear transitions that move the reader through the response ("*First*," "*Next*," "*Last*," and "*Therefore*," as well as "*if*" statements, "*b[y]* sending," and "*That would*"). The writer establishes and maintains a formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety. There is adequate control of sentence formation and few errors in grammar, usage, spelling, and punctuation.

## E04.C.1.1 Response Score: 2



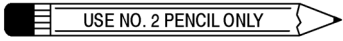
Your class has signed up to send letters to students in a different country. Your teacher has asked your class to think about the best way to do this. Some students think the class should write handwritten letters and send them in envelopes. Other students think the best way would be to use a computer and send letters electronically. How do you think your class should send letters to students in a different country?

Write an essay for your teacher that states your opinion about the best way for your class to send letters to students in a different country and explains why. Be sure to use details and reasons to support your opinion.

I think we should hanwrite out letters to a difrent country. If we hanwrite them the kids from a difrent country will get to see out writing and they will come in the mail

We will first write out letters in the class. We will each check our letters in class. We will each check our letters for mistakes. We will write a final copy. We will then put them in a envlope and send them. It will take along time to get there. The students will be happy. They will see how we write. I hope they will write me back. I can't wait for a letter.

The writer states the opinion that *"we should hanwrite out letters."* The response contains inadequate content that demonstrates a weak understanding of the purpose. There is a sense of order to the response as the student writes the letter, checks it, mails it, and then waits for a response; however, transitions and a conclusion are absent. There is limited control of language (repetitive use of *"We will"*) and the response lacks stylistic techniques. The response has errors in grammar, usage, spelling, and punctuation (*"hanwrite," "difrent," "envlope," "along" vs. "a long"*).



Opinion Writing Prompt  
Final Copy

I think we shold send  
letter on a coputer. This is faster.  
They will get them faster It will  
be faster to write them. They will  
be happy to get them.

There is minimal evidence of task, purpose, and audience awareness in this brief response. The topic is stated: "I think we shold send letter on a coputer." There is minimal content that demonstrates little understanding of the purpose, and the opinion is undeveloped. The response is simply a bare, repetitive list ("is faster," "get them faster," "will be faster"). Many errors are present in grammar, usage, spelling, and punctuation.

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E04.C.1.2

## Writer's Checklist for the Informative/Explanatory Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

### PROOFREAD after you write

- I stayed focused on the topic.
- I used specific details to support my ideas.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.



## Informative/Explanatory Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Think about an activity you like to do or would like to try. This activity could be done indoors or outdoors, with a group or alone. Some people like to play games or sports. Others like to do an art or music activity. What is one activity you like to do or would like to try?

Write an essay for your teacher that describes one activity that you like to do or would like to try. Be sure to use details and examples to explain your ideas.

Turn the page to begin writing your response.





**INFORMATIVE/EXPLANATORY WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE**

**Assessment Anchor:**

E04.C.1–Text Types and Purposes

**Specific Anchor Descriptor addressed by this item:**

E04.C.1.2–Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Informative/Explanatory Scoring Guidelines:**

Score Point	Description
4	<ul style="list-style-type: none"> <li>• Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</li> <li>• Effective order and organizational structure that develop a topic</li> <li>• Substantial and relevant content that demonstrates an understanding of the purpose</li> <li>• Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details</li> <li>• Effective transitions that connect ideas and concepts</li> <li>• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>• Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</li> <li>• Adequate order and organizational structure that develop a topic</li> <li>• Adequate and relevant content that demonstrates an understanding of the purpose</li> <li>• Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details</li> <li>• Clear transitions that connect ideas and concepts</li> <li>• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</li> <li>• Inconsistent order and organizational structure that somewhat develop a topic</li> <li>• Inadequate, vague content that demonstrates a weak understanding of the purpose</li> <li>• Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</li> <li>• Inconsistent/limited transitions that somewhat connect ideas and concepts</li> <li>• Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</li> <li>• Minimal order and organizational structure</li> <li>• Minimal content that demonstrates little or no understanding of the purpose</li> <li>• Undeveloped writing with little support; may be a bare list</li> <li>• Minimal transitions that may or may not connect ideas and concepts</li> <li>• Ineffective formal style with little control of language</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## INFORMATIVE/EXPLANATORY WRITING PROMPT STUDENT RESPONSES

E04.C.1.2 Response Score: 4



Think about an activity you like to do or would like to try. This activity could be done indoors or outdoors, with a group or alone. Some people like to play games or sports. Others like to do an art or music activity. What is one activity you like to do or would like to try?

Write an essay for your teacher that describes one activity that you like to do or would like to try. Be sure to use details and examples to explain your ideas.

Since I moved from North Dakota here to Pennsylvania in April I wanted to go bowling. I went with my new friend, Amy to her father's team one evening and we could only watch what the team was doing. No hands on experience for us!

Those large bowling balls rushing down the alley to the pins absolutely mesmerised me. I could not believe that the pins could all fall down from only one ball. It sure looked like they all yelled: "Help us", when they tumbled down.

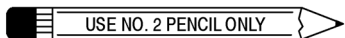
Just when I thought this was so easy, Amy's dad bowled what they called a split. He was not happy. Somehow Amy's dad was able to get both of the pins to fall with only one ball.

Something that really looked difficult was to keep score. There were strikes, spares and what they called "open frames" and splits. Adding all these together at the end of the game looked like an impossible task, but I am sure with a bit of practice and a good calculator, I might just be able to do that.

Now I just need to convince my mother that bowling is a fun activity so we can go bowling!

A sharp, distinct topic is introduced ("*I wanted to go bowling*"), developed, and concluded with evident awareness of task, purpose, and audience. This response demonstrates an effective organizational structure that develops the topic. Elaboration is thorough, details are concrete ("*large bowling balls rushing*," "*pins could all fall down*," "*strikes*," "*spares*," "*open frames*," "*splits*"), and descriptions are rich. Transitions are effective ("*Just when*," "*Now I just need*"). The writer consistently maintained a formal style with effective control of language, stylistic techniques ("*Help us*"), and sentence variety. Consistent control of grammar, usage, and punctuation is demonstrated. The few punctuation and spelling errors do not interfere with meaning.

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Informative/Explanatory Writing Prompt  
Final Copy

If you could try any activity what would you try? When I lie awake at night, I dream of being a professional soccer player. After a long boring day at school, I can think of a much better way to spend my day. I would play soccer because its popular all over the world, its a team sport and you can play indoors or outdoors.

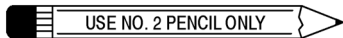
You can see soccer on TV just about any time of day because people all around the world love it so much. Watching it inspires me to practice so one day I can be just like David Beckham. I can almost hear the fans cheering now when I make the winning goal!

Scoring goals is important, but even more important is teamwork. You can't just hog the ball, you have to work with your team mates. Its always important to be in the right place to get the pass. You also need to know when to pass the ball when your team mate is in the right place to score. Sometimes you can even work together with a team mate

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GO ON 




**Informative/Explanatory Writing Prompt (continued)  
Final Copy**

to steal the ball from another player.

You can play indoors or outdoors and that is awesome! Because you never know what the weather will be. If you are playing in a really hot place like Mexico, it would be nice to play out doors in the hot, steamy sun. But if its raining it would be nice to be indoors instead of slipping around on the wet and muddy field. Indoors the cheers of the crowd are even louder!

So that's my dream, can you see me scoring that winning goal? I can! That would be my dream come true!

A sharp, distinct topic is introduced. The student wants to be a professional soccer player. The response is developed with substantial and relevant content that demonstrates an understanding of the purpose of informing the reader about an activity. There is an effective organizational structure ("its popular all over the world, its a team sport and you can play indoors or outdoors"). Ideas and concepts are connected with effective transitions ("When I lie awake at night," "so one day," "but even more important," "So that's my"). The writer establishes and maintains a formal style with effective control of language, vocabulary, and sentence variety. Consistent control of sentence formation is demonstrated. Few errors in grammar, usage, spelling, and punctuation are present, and these do not interfere with meaning.

**After you have checked your work, close this test booklet so your teacher will know you are finished.**



## E04.C.1.2 Response Score: 3



Think about an activity you like to do or would like to try. This activity could be done indoors or outdoors, with a group or alone. Some people like to play games or sports. Others like to do an art or music activity. What is one activity you like to do or would like to try?

Write an essay for your teacher that describes one activity that you like to do or would like to try. Be sure to use details and examples to explain your ideas.

Some day I would like to build a tree house with my best friend, Wendy. We have a big tree in our backyard that would be perfect.

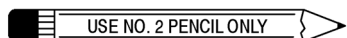
First, I would be responsible for getting the wood and nails. Wendy would be the architech, since she has good ideas and I am the more practical one who will do all carpintry work. She could bring the tools, to. Once we know our design, we will build, paint and decorate our new hide-away. The finishing touch will be a sign that says: "no brothers allowed!"

Soon, it will be a place for us to play games and talk about what we want to do when we grow up. It will be our place where we can hide out and hide all our treasures.

In conclusion, my dream is sharing a tree house with my best friend

A clear topic is introduced ("*Some day I would like to build a tree house*") with general awareness of the task. Adequate and relevant content ("*a perfect spot*," "*wood and nails*," "*architech*," "*carpintry*," "*tools*," "*build*," "*paint and decorate*") demonstrates an understanding of the purpose of the task. Elaboration is sufficient with clearly presented information that is supported with concrete details. The writer established and maintained a formal style with appropriate control of language, domain-specific vocabulary, and sentence variety. Clear transitions ("*First*," "*since*," "*Once*," "*Soon*") connect ideas and concepts. Errors present in grammar, usage (*to* vs. *too*), spelling, and punctuation do not interfere with the meaning.

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Informative/Explanatory Writing Prompt  
Final Copy

There are lots of things that I would like to do. If I had to pick my favorite thing to try it would be horse back riding. I would like to get my horse ready, go on a trail ride.

There is a stable right by my aunts house. My cousin rides there. They let people go on horse back rides there. It cost like 30 dollars to go on a ride. If I went I would get my horse ready. I would first brush my horse. Then I would put the saddle on. After I would get on my horse. I would hold the reins and tell my horse to walk.

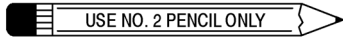
Next, The teacher would take me on a trail ride. I will have to follow her. We would walk on the trails. I would be so happy. We would go for an hour. At the end maybe I could run on my horse.

This would be the best day ever.

If you need additional space, please continue on the next page.

GO ON 

A clear topic is introduced (*"horse back riding"*) with general awareness of the task (describing the activity to try) and audience (teacher). The writer introduces two ideas (*"get my horse ready,"* and *"go on a trail ride"*) to create an organizational structure. There is adequate, relevant content for each idea using facts, examples, and concrete details (*"30 dollars," "saddle"*). The writer provides specifics on how he or she would *"get my horse ready"* (*"saddle on," "get on," "hold the reins," "tell my horse to walk"*) and what he or she would do on the trail ride (*"walk on the trails," "go for an hour," "run"*). Clear transitions move the reader through the response (*"If," "Then," "After," "Next," "At the end"*) and connect the ideas. Appropriate control of language, vocabulary, and sentence variety is demonstrated. There is adequate control of sentence formation and some errors in grammar, usage, spelling, and punctuation; however, errors do not interfere with meaning.



Informative/Explanatory Writing Prompt  
Final Copy

One day I would like to go camping with my family. I would like to go to the Poconos and hike and swim.

We will go hiking. We will wear hiking boots. We will climb up the mountain. We will see birds and maybe a bear. We will run from the bear if he chases me. Mom said we could find a water fall and play in it. That would be fun. We might go swimming to.

I want to go to the Poconos camping.

There is a topic introduced ("*camping with my family*"). The response somewhat develops the topic of camping through a description of hiking, and although swimming is mentioned in the introduction, there is no development of that part of the content. There are a few details ("*hiking boots*," "*birds*," "*bear*"); however, there is little development of any of the ideas beyond "*We will run from the bear if he chases me.*" There are a few transitions ("*One day*," "*would*," "*will . . . if*").

If you need additional space, please continue on the next page.

GO ON 

## E04.C.1.2 Response Score: 1



Think about an activity you like to do or would like to try. This activity could be done indoors or outdoors, with a group or alone. Some people like to play games or sports. Others like to do an art or music activity. What is one activity you like to do or would like to try?

Write an essay for your teacher that describes one activity that you like to do or would like to try. Be sure to use details and examples to explain your ideas.

I wold like to learn to play piano. I wold want to play piano becuse it is fun and hard. I become famos one day. My friend plays the violin. She practices a lot. Thats why I want to play piano.

There is a topic introduced ("*learn to play piano*"). There is minimal content with undeveloped writing in this brief response. The ideas are not connected as the writer talks about piano being "*fun and hard*," jumps to becoming "*famos one day*," and then includes the fact that "*My friend plays the violin*." The response demonstrates simple sentences, and many errors are present in spelling and punctuation.

E04.C.1.3

## Writer's Checklist for the Narrative Writing Prompt

### PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the subject and the story you want to write.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

### FOCUS while you write

- Stay with the same point of view.
- Use descriptive details in the story. Include dialogue, if appropriate.
- Use a variety of sentence types.
- Tell your story so it has a clear beginning, middle, and end.

### PROOFREAD after you write

- I stayed with the same tone and point of view.
- I used descriptive details in my story.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.



## Narrative Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

People help each other in many ways. Sometimes people need help finding something or someplace. Sometimes people need help completing a task or a chore. Think about a time when you needed help. Consider who helped you and what this person did to help you.

Write a story for your teacher about a time when someone helped you. Make sure your story has a beginning, middle, and end.

Turn the page to begin writing your response.





**NARRATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE**

**Assessment Anchor:**

E04.C.1–Text Types and Purposes

**Specific Anchor Descriptor addressed by this item:**

E04.C.1.3–Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

**Narrative Scoring Guidelines:**

Score Point	Description
<p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters</li> <li>• Effective narrative pattern that sequences events and provides a conclusion</li> <li>• Thorough elaboration that effectively supports the storyline</li> <li>• Effective use of narrative techniques to develop experiences and events</li> <li>• Effective use of transitions</li> <li>• Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details</li> <li>• Consistent control of sentence formation</li> <li>• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• Clearly established situation/theme that orients the reader and introduces the narrator and/or characters</li> <li>• Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur</li> <li>• Sufficient elaboration that supports the storyline</li> <li>• Adequate use of narrative techniques to develop experiences and events</li> <li>• Clear use of transitions</li> <li>• Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details</li> <li>• Adequate control of sentence formation</li> <li>• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score Point	Description
<p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters</li> <li>• Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion</li> <li>• Weak elaboration that somewhat supports the storyline</li> <li>• Limited use of narrative techniques to somewhat develop experiences and events</li> <li>• Inconsistent/limited use of transitions</li> <li>• Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
<p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• Minimal evidence of a situation/theme</li> <li>• Minimal sequencing of events that may or may not establish a narrative pattern</li> <li>• Minimal elaboration that may or may not support the storyline</li> <li>• Minimal use of narrative techniques</li> <li>• Minimal use of transitions</li> <li>• Insufficient control of language (words, phrases, and sensory details)</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

## NARRATIVE WRITING PROMPT STUDENT RESPONSES

E04.C.1.3 Response Score: 4



People help each other in many ways. Sometimes people need help finding something or someplace. Sometimes people need help completing a task or a chore. Think about a time when you needed help. Consider who helped you and what this person did to help you.

Write a story for your teacher about a time when someone helped you. Make sure your story has a beginning, middle, and end.

Last summer my family and I visited Yellowstone National Park. My sister and I wanted to explore the many hiking trails near our campsite. After we asked permission Mom said “Sure, but be back by 4 o’ clock.” Off we went.

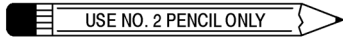
The trail twisted through tall, green pine trees. I could hear the sound of Old Faithful erupting in the distance. “Tweet, tweet!” called the birds as we walked past their nests. I was seeing and hearing so many new things that soon I discovered we had lost our way.

“Oh no!” I thought to myself. “What are we going to do?” I yelled as loud as I could, but no one called back. I began to panic, and the trees didn’t seem so friendly anymore. Suddenly, I heard a crunch behind me. I turned to discover a friendly face, Park Ranger Pete.

He said to us, “I’ll get you two back to your parents.” It was actually a short walk back to our campsite and we were never happier to be back with our parents. Next time we will pay a lot more attention to where we are going.

This response introduces a distinctly established situation of exploring the hiking trails in Yellowstone National Park that orients the reader and introduces the narrator and the characters. There is an effective narrative pattern that sequences events (“I wanted to explore,” “The trail twisted,” “we had lost our way,” “began to panic,” “heard a crunch,” “Park Ranger,” “back to our campsite”). The writer provides an effective conclusion (“Next time we will pay a lot more attention to where we are going.”) There is thorough elaboration (“tall, green pine trees,” “Old Faithful erupting,” “trees didn’t seem so friendly”) that effectively supports the storyline. Effective use of transitions (“after,” “as,” “soon,” “suddenly,” etc.) moves the story along. This response demonstrates consistent control of sentence formation, grammar, usage, spelling, and punctuation.

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Narrative Writing Prompt  
Final Copy

It was a cold rainy day. I woke up and could feel the wet air. I had to walk to school just like any other day. I always walked with John, Sarah and Mark. We didn't mind walking, we loved the exercise. We had to walk four blocks.

This day we decided to brake into two groups. Me and Mark were going to take Park Street. John + Sarah were going to take Main Street. It was going to be a race to see who could get there first. I said, "Hey John + Sarah. I bet you cant beat us to school." Sarah said "Yeah, you wanna bet. "On your marks, get set, go"!

Mark and I took off running as fast as we could. The wind and rain hit our faces. It felt like little beebees smacking us. We started to run down a big hill. My feet started going faster and faster. Then, I fell. Blood aushed from my knee. It hurt so bad. Mark came running back to me. He told me to wait there. He found John and Sarah. They ran to get help. The principal came with his car and got me.

That's the day my friends helped me.

If you need additional space, please continue on the next page.

GO ON



There is a distinctly established situation of the rainy-day race to school that orients the reader and introduces the narrator and characters (*John, Sarah and Mark*). There is an effective narrative pattern that sequences events (setting the scene, beginning the race, the climax of the fall), and the resolution, which provides a conclusion. There is thorough elaboration that effectively supports the storyline. There is effective use of the rain throughout the response (*"cold rainy day," "wet air," "rain hit our faces"*). Transitions effectively move the reader through the response (*"This day," "We started," "Then"*). There is precise control of language that conveys experiences using concrete words, phrases, and sensory details (*"[rain] . . . felt like little beebees smacking us"*). Consistent control of sentence formation, grammar, usage, spelling, and punctuation is demonstrated.

## E04.C.1.3 Response Score: 3



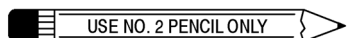
People help each other in many ways. Sometimes people need help finding something or someplace. Sometimes people need help completing a task or a chore. Think about a time when you needed help. Consider who helped you and what this person did to help you.

Write a story for your teacher about a time when someone helped you. Make sure your story has a beginning, middle, and end.

“Ding, Dong, Ding!” rang the last bell of the day. “School was out!” I thought to myself as I ran out the door. Off my friends went to the bus, but I needed to find my mom’s blue van. I looked up and down the street, but no blue vans were in sight. I waited for what seemed like hours. Soon it started to rain. I was getting wet and didn’t know what to do.

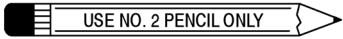
At that moment a kind voice behind me said, “Don’t worry, Nicky, your mom is on her way. Let’s go inside.” I looked up to see my teacher, Miss Keen. Her smiling face helped me feel better immediately. She waited with me until Mom arrived. As I got into the blue van, I smiled and waved at my favorite teacher. She had saved the day!

This response introduces a clearly established situation of a student waiting for her mother that orients the reader and introduces the narrator and the characters. There is a narrative pattern that generally sequences the events and provides a conclusion (“As I got into the blue van, I smiled and waved at my favorite teacher.” “She had saved the day.”). Sufficient elaboration supports the storyline (“looked up and down the street,” “what seemed to be hours,” “...started to rain.”). Adequate narrative techniques (“Ding, Dong, Ding!” “don’t worry, Nicky”) develop the experiences and events. Adequate control of sentence formation, grammar, usage, spelling, and punctuation is demonstrated.

Narrative Writing Prompt  
Final Copy

One Time My Friends Ben, and Travis helped me when we were fishing. We had a lake right down the street from our house. We never caught big fish but we always had fun. One time we decided to go night fishing. We asked our parents if it was okay. My mom said "that's fine but you boys be careful!" We left on 8:30. It was just getting dark. We put worms on the ends of our lines. We all spread out across the dock. Ben cast first, then Travis and I went last. My pole wouldn't cast. Travis said "what's wrong?". I said "I don't know." Travis said "Let me look and see." They looked and found a knot in my line. They worked to fix it for me. They fixed it and we fished more. It was a great night. We even made it back in time for curfew and caught 5 fish. That was the most we ever caught.

A situation is clearly established (*night fishing*) that orients the reader and introduces the narrator ("me") and characters ("Ben, and Travis"). There is a narrative pattern that generally sequences events and provides a conclusion ("We even made it back in time for curfew"). Sufficient elaboration supports the storyline ("a lake right down the street from our house," "worms on the ends of our lines"). Adequate narrative techniques develop the experiences and events ("My pole wouldn't cast. Travis said 'What's wrong?'"). There is adequate control of language to convey the experiences and events using concrete words ("cast") and phrases ("They worked to fix it for me."). Adequate control of sentence formation, grammar, usage, spelling, and punctuation is demonstrated in this response.



Narrative Writing Prompt  
Final Copy

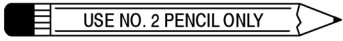
This story is about a time my sister helped me. One morning I woke up, I went downstairs. It was time for breakfast, I sat down to eat. Mary helped me pour the milk. My dog jumped on the table. Mary yelled stop to Jack. Jack hit my bowl. It spilt on me and the table. I was mad. Mary locked the dog up. Then she helped clean up the table. He is a bad dog. And That is how my sister help Me.

There is a vague situation in which the dog spills breakfast that inconsistently orients the reader and introduces the narrator and characters ("Mary" and "Jack," the dog). There is weak elaboration that somewhat supports the storyline. There is limited use of narrative techniques including dialogue ("Mary yelled stop to Jack"). While the events are sequential, there is limited use of transitions ("Then"). Errors are present in grammar, usage, spelling, punctuation, and sentence formation.

If you need additional space, please continue on the next page.



E04.C.1.3 Response Score: 1



Narrative Writing Prompt  
Final Copy

My friend helpd me one  
time. I falled off my bike. She  
came back. I hit a bump. She  
helpd make me better.

There is minimal evidence of a situation in this brief response. There are events, but they are out of sequence and lack detail. The response mentions the friend helping, the narrator falling off the bike, the friend returning, and then the narrator hitting the bump. Sensory details are absent. There is minimal, if any, use of narrative techniques. Many errors are present in grammar, usage, spelling, and punctuation.

If you need additional space, please continue on the next page.



## **PSSA Grade 4 English Language Arts Item and Scoring Sampler**

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