



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2016–2017
Grade 5

INFORMATION ABOUT ENGLISH LANGUAGE ARTS

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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 Academic Standards, Assessment Anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators 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 that are aligned to the new Pennsylvania Core Standards-based 2016 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 administration.

The 2016 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- www.education.pa.gov [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 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 items in this sampler may be used as examples for creating assessment items at the classroom level, and they may also be copied and used as part of a local instructional program.¹ Classroom teachers may find it beneficial to have students respond to the open-ended items in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

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Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 5, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Text-Dependent Analysis Questions (TDA), 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 utilizes 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 5,000 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 response 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 prompt. There are two response pages in the paper-and-pencil format and up to 3,000 characters in the online format. A writing 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 writing 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.


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

English Language Arts Grade 5

This English Language Arts Sampler is composed of 3 passages, 11 passage-based multiple-choice questions, 3 evidence-based selected-response questions, a text-dependent analysis question, 4 standalone multiple-choice questions, and a mode-specific writing prompt.

There are three passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions and an evidence-based selected-response question. The second passage is followed by a set of passage-based multiple-choice questions and 2 evidence-based selected-response questions. The third passage is followed by a text-dependent analysis question. This booklet also contains 4 standalone multiple-choice questions and a mode-specific writing prompt.

Each question is accompanied by a chart that contains the Assessment Anchor and Eligible Content coding, answer key(s), depth of knowledge, and testing data. Each question is followed by a brief analysis or rationale. The text-dependent analysis question and the writing prompt are displayed with the item-specific scoring guidelines and examples of student responses with scores and annotations at each scoring level.

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 .

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS

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 answer 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 Louis Braille. Then answer questions 1–7.

Louis Braille

1809–1852

The instructor tapped on his desk, calling the reading class to order. But this was no ordinary reading class. The embossed books used by the French Royal Institute for Blind Youth in 1819 were so special that the school owned just fourteen of them. This was ten-year-old Louis's first day in class and he was thrilled: he would finally be able to read on his own!

Embossed books for the blind had been invented 30 years earlier. To make them, large letters were pressed into thick sheets of waxed paper, leaving impressions. Then, when the page was turned over, the letters could be read by tracing their outlines with a finger. The only problem was, each page could hold just a few sentences, so the books were big and fat. You couldn't even hold one, but had to prop it up on an easel.

Still . . . it was reading, and after the seven years of darkness since he'd lost his sight, Louis was excited. But his excitement soon turned to disappointment. Louis found that tracing each letter with his finger took so long that by the time he got to the end of a sentence, he couldn't remember what it said at the beginning. Even if he could remember what he was reading, what good did it do? In all of France, there were just a handful of embossed books. They were too expensive to print and too big to store.

There must be a better way, Louis thought. For years the problem occupied his mind, and ultimately evolved into the greatest gift to blind people that has ever been invented: a reading system known simply as braille, for the boy who invented it.

Louis Braille lost his sight at age three, when he accidentally poked his eye with a tool in his father's harness-making shop in Coupvray, a small village 25 miles from Paris. The eye became infected, and when little Louis rubbed it, he accidentally spread the infection to the other eye as well. Within weeks of the accident, he was totally blind in both eyes. His father made him a cane that allowed him to explore his physical surroundings, but the cane could only take him so far into the world.

Luckily, the village priest in Coupvray saw Louis for what he was: a normal boy who happened to be blind. Fr. Jacques Palluy taught him and convinced the schoolmaster to accept Louis as a pupil. As if to make up for his lack of vision, Louis's memory was phenomenal, and he learned rapidly. So rapidly that Fr. Jacques was able to get him into the Royal Institute for Blind Youth in Paris.

At the school Louis read his first books and acquired skills that would allow him to support himself. When he was thirteen, the institute had an important visitor, a man who would change Louis's life. Charles Barbier was a retired captain in the French army who had invented a military code based on dots and dashes punched with a stylus (a sharply pointed, pen-like tool) into strips

of cardboard. The code allowed field commanders to silently give orders like “Advance” or “Withdraw” at night. When it occurred to Barbier that blind people might find it useful, he expanded his code so each word was broken into sounds and each sound was a different combination of dots and dashes. He called it “sonography” or “sound-writing.”

Sonography looked complicated, but the school’s director agreed to try it. Louis became a sonography expert, but the more he learned about it, the more problems he found: since the symbols represented sounds, there was no way to show spelling, punctuation, or numbers. And many of the symbols were too big to read with the single touch of a finger. Sonography was so hard to use, many blind students gave up.

Louis didn’t give up, but began experimenting with sonography. From age thirteen to fifteen, his days were filled with classes and friends, but at night and on weekends he created patterns of dots, trying to find an easier system. Some nights, Louis lost track of time; as he sat on his bed punching dots, the rumbling of wagons outside told him that morning had come. His passion took a toll on his health, and he developed tuberculosis.

Then one night, as his classmates snored away, a brainwave hit Louis: the sounds were the problem. He had been stuck trying to work within Barbier’s system when it was the system itself that was wrong. Instead of representing sounds, Louis created symbols that stood for the letters of the alphabet. Just like the alphabet sighted people use. His code was made up of six dots like this:

1 ● ● 4

2 ● ● 5

3 ● ● 6

This code unit, called the “braille cell,” has space for six dots: two across and three down. For each letter of the alphabet, mark of punctuation, symbol, and number, Louis worked out a different arrangement of dots. Here’s how his first name looks in braille:

L	O	U	I	S
● ●	● ●	● ●	● ●	● ●
● ●	● ●	● ●	● ●	● ●
● ●	● ●	● ●	● ●	● ●

Every letter and symbol could fit within the space of a fingertip. When he demonstrated his invention for the school’s director, Dr. Pignier, he asked him to read aloud a paragraph from any book: “Read slowly and distinctly, as if you were reading to a sighted friend who was writing down your words.” As Pignier read, Louis punched holes with his stylus onto a sheet of paper. It was so easy to do that he told Dr. Pignier, “You can read faster.” Pignier finished reading and Louis finished “writing” at almost the same time. Then, as the amazed director watched, Louis turned the paper over and read, with his fingertips, the raised bumps his stylus had left—every word Dr. Pignier had dictated. The man was overwhelmed with emotion. He knew what this meant: a fifteen-year-old boy had just switched on the light of learning for blind people forevermore.

During the next few years, Louis improved and added to his system. At twenty, his system perfected, he wrote a book explaining it, called *Methods of Writing Words, Music, and Plain Song by Means of Dots, for Use by the Blind and Arranged by Them*. The braille system solved the main problems of the earlier embossed books. Since braille letters could fit under a person's fingertip, it was possible to read much faster. Braille letters took up about the same space as printed letters, so the books weren't so huge and expensive to produce. And best of all, because braille was like the regular alphabet that sighted people used, it was easy to learn.

Despite Dr. Pignier's enthusiasm, government officials were slow to change. They didn't want to give up their old embossed letter system and asked, "Why should blind people learn a different alphabet than the rest of us?" Obviously, they never had to read their embossed books! When Louis's school got a new director, even he refused to use braille. But so many students were smuggling styluses into the school and teaching each other braille, the new director had to give in.

Louis stayed at the institute his entire life, teaching and playing music. When tuberculosis overtook him, at forty-three, his last words were, "I am convinced that my mission on earth is finished."

At the school for the blind, Louis also learned to play musical instruments. He was so good that for the rest of his life he earned a living playing music in Paris churches.

Multiple-Choice Questions

1. Read the sentence from the passage.

“Then one night, as his classmates snored away, a brainwave hit Louis: the sounds were the problem.”

What does the phrase “a brainwave hit Louis” mean?

- A. Louis was hit by a large wave of water.
- B. Louis became soaked in a sudden thunderstorm.
- C. Louis experienced a very deep sleep.
- D. Louis came up with a new idea.

Item Information				Option Annotations
Alignment		B-V.4.1.2		The student is asked to interpret figurative language used in a phrase from the passage. Option D is the correct answer since it fits the context of the passage. The passage indicates that while Louis’s classmates were sleeping he figured out why his other ideas had not succeeded. Options A, B, and C are incorrect since the evidence in the passage does not support these ideas.
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	
2%	2%	4%	92%	

2. The meaning of the root “-graph” helps the reader know that the word “paragraph” refers to something that is
- A. in a pattern.
 - B. read aloud.
 - C. in writing.
 - D. sounded out.

Item Information		Option Annotations			
Alignment	B-V.4.1.1	The student is asked to use the root “-graph” to identify the meaning of the word “paragraph.” Option C is the correct answer because the root word “-graph” means “writing.” Options A, B, and D are not related to the given root word.			
Answer Key	C				
Depth of Knowledge	2				
p-values					
A	B				
19%	7%	68%	5%		

3. Read the sentence from the passage.

“He knew what this meant: a fifteen-year-old boy had just switched on the light of learning for blind people forevermore.”

What does the metaphor “switched on the light of learning” mean?

- A. A young man designed a tool that would make a great impact for people who were blind.
- B. Dr. Pignier feels learning is very important for children whether they are at home or at school.
- C. A fifteen-year-old boy invented a special light to help others see clearly while they read.
- D. Dr. Pignier feels students who are blind should start school when they are fifteen years old.

Item Information		Option Annotations			
Alignment	B-V.4.1.2	The student is asked to infer the meaning of a given metaphor. Option A is the correct answer since Louis created a tool that would have a long-lasting impact for blind people. Options B, C, and D are not correct since they are misinterpretations of the given metaphor and are not supported by the passage.			
Answer Key	A				
Depth of Knowledge	3				
p-values					
A	B				
82%	7%	8%	3%		

4. Which detail from the passage supports the point that young people who attended the Royal Institute recognized the value of the new system for reading before others did?
- A. “Since braille letters could fit under a person’s fingertip . . .”
 - B. “. . . so the books weren’t so huge and expensive to produce.”
 - C. “They didn’t want to give up their old embossed letter system . . .”
 - D. “. . . many students were smuggling styluses into the school . . .”

Item Information				Option Annotations
Alignment		B-C.3.1.1		The student is asked to identify a detail from the passage that best supports the author’s point that young people at the Royal Institute recognized the value of Braille’s system for reading before others did. Option D is the correct answer. The fact that students brought styluses to school, even when the director of the school refused to use braille, supports the idea that young people recognized the system’s value. Options A, B, and C do not relate to the author’s point.
Answer Key		D		
Depth of Knowledge		3		
p-values				
A	B	C	D	
22%	15%	20%	43%	

5. How does the information in the text box relate to the information in the passage?
- A. by explaining what else Louis accomplished in his life
 - B. by identifying the type of instruments Louis was able to play
 - C. by explaining why Louis wanted to attend the school for the blind
 - D. by identifying how Louis earned a living to pay for his school tuition

Item Information		Option Annotations			
Alignment	B-C.3.1.3	The student is asked to determine how information in the text box relates to information in the passage. Option A is the correct answer. The text box provides information about Louis Braille’s other accomplishments, which included earning “a living playing music.” Options B, C, and D are not ideas that relate the information in the text box to the passage.			
Answer Key	A				
Depth of Knowledge	2				
p-values					
A	B				
73%	6%	12%	8%		

6. What is the **best** summary of the passage?
- A. While living at a school for the blind, Louis found a new way for blind people to read. Louis studied the new method, but he found problems in it. He worked day and night to fix the problems and became ill because he worked too much.
 - B. Although books for the blind had already been invented, Louis was not satisfied. He learned about sonography and worked to improve it. Eventually, Louis developed a system that would change reading for the blind forever.
 - C. Louis Braille did not like the embossed books for the blind. They were big and had to be propped up on an easel. Louis knew that someday there would be a better way of writing for the blind.
 - D. Louis Braille lost his eyesight when he accidentally poked his eye with a tool and then spread the infection. He was only three years old. With the help of the village priest, Louis was sent to a school and learned to read.

Item Information		Option Annotations			
Alignment	B-K.1.1.2	The student is asked to identify the best summary of the passage. Option B is the correct answer since it includes the key ideas of the passage. Options A, C, and D are incorrect because they do not include all of the key ideas of the passage.			
Answer Key	B				
Depth of Knowledge	3				
p-values					
A	B				
16%	68%	6%	9%		

Evidence-Based Selected-Response Question

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

Part One

What generalization can be made from information in the passage?

- A. Sonography helped officers in wartime.
- B. The French Royal Institute for Blind Youth used embossed books.
- C. Louis Braille was satisfied with his accomplishments.
- D. Louis Braille earned enough money to make a living by playing music.

Part Two

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

- A. “. . . after the seven years of darkness since he’d lost his sight, Louis was excited.”
- B. “Sonography was so hard to use, many blind students gave up.”
- C. “Then, as the amazed director watched, Louis turned the paper over and read, with his fingertips”
- D. “. . . his last words were, ‘I am convinced that my mission on earth is finished.’ ”

Item Information		Option Annotations
Alignment	B-K.1.1.1	The student is asked to determine a generalization that can be made from information in the passage and then to select a detail from the passage that supports the generalization. Part One: Option C is the correct answer. Louis Braille’s last words were “I am convinced that my mission on earth is finished,” which relate a sense of accomplishment. While options A, B, and D include ideas that can be supported with details in the passage, they are incorrect because they are not generalizations. Part Two: Option D is the correct answer. Option A and B are incorrect because they are actions that do not support a feeling of accomplishment. Option C is incorrect because it describes a task that Louis completed but does not describe his feelings.
Answer Key(s)	Part One: C Part Two: D	
Depth of Knowledge	3	
Mean Score	1.40	

PASSAGE 2

Read the following passage about a family and their two dogs, Scooter and Button. Then answer questions 8–14.

My Dogs and Me

by Bill Wallace

Scooter improved at soccer a lot quicker than Adelee and I did. We could only kick with one foot at a time. Scooter used both front paws, his mouth, nose, and his forehead. Having four legs, instead of two, he was a lot quicker than Adelee and me as well.

It took both of us, dribbling and passing the ball back and forth, to get it from one end of the yard to the other. Even at that, about half the time Scooter managed to steal it. Jane Johnston came to spend the night with Adelee, and as soon as Scooter and Button finished eating the next morning, we dragged Jane out to practice.

She couldn't believe her eyes. "He's awesome!" she said. She said it over and over and over.

One against three was pretty fair. Still, if we didn't watch our passes or got sloppy with them, Scooter was right there and managed to take the ball away.

Button couldn't have cared less about soccer. He totally ignored us and stayed out of the way while we were practicing. He sniffed around trees or barked at birds fluttering about.

When we took a break, Button would show up. He'd wiggle, trying to get somebody to pet him, or he'd put his paws up and try to get us to lift him on our laps. If we didn't pay any attention, he'd sit down on my foot. Why he liked to sit on my foot, I had no idea.

During the summer, the principals and the custodians were the only ones at school. One day Dad mentioned something to one of the maintenance men about how my bird dog barked at birds. This guy told him that bird dogs weren't supposed to bark; they were supposed to point at birds with their nose. Since neither of us knew the first thing about training a bird dog, Dad called a trainer—the guy he bought Button from.

Dad talked, and I listened on the portable phone in the playroom.

"Nothing to worry about," Mr. Wilson said. "He's still a puppy. What you need to do now is obedience work."

"What's that?" I asked.

There was a second or two of silence on the phone.

"That's my son Brad."

"Oh, hi, Brad," Mr. Wilson said. "Your pup's a good one. You enjoying him, so far?"

I smiled. "Yes, sir!"

"Just keep playing with him and having fun," Mr. Wilson said. "As far as training, the only thing you need to do right now is get him so he'll come when you call his name or whistle."

“How do I do that?”

“Ah . . .” Mr. Wilson paused for a moment. “Well, a lot of people put doggie treats in their pockets. Don’t use candy, but hot dogs or doggie treats—something like that. Whenever he comes to you, give him a reward.

“Some dogs don’t care much for food. Just pet them and praise them whenever they come.

“Some dogs . . . well, some are a little hard-headed. Don’t like treats and couldn’t care less if you praise them. If your pup is one of those . . . about the only thing you can do is run him down.”

“Huh?”

“Call him and if he won’t come, chase him down. Talk and act like you’re gonna eat him up. Then take him back where you want him to be. Once he’s there, you can pet him and tell him what a good dog he is.”

I’m glad Adelee had me in pretty good shape from practicing soccer with her. I never did so much running in my life as when I was trying to catch Button.

With Scooter all I had to do was stick my hand in my pocket, like I was digging for a treat, and call his name. The big challenge was not losing a finger.

24 Button couldn’t care less about treats. He liked being petted and loved unless there was some interesting smell in the grass. When that happened, his head went down, and his nose worked so hard that it made a little popping sound. And, as far as getting him to come, I could yell his name or whistle until I was blue in the face, and he never so much as looked up.

Part of the problem was my whistling. It wasn’t all that loud. So Mama loaned me the playground whistle she used at school.

The pups and I spent most of the time on our eighty acres behind the house. There were a few hills, a little canyon, and a creek back there—lots of places to roam and explore.

And that’s what we did, almost every day.

I missed my friends at school. And it seemed like, instead of four weeks, it had been a couple of months since I’d seen Nolan. He’d called last Tuesday and said it would be another week or two before he could get loose to go fishing. I could hardly wait.

But while I was waiting, I sure had fun with my pups.

One morning, I got up real early. I guess the thought of taking my bike had been hanging around in my head for a while and I just didn’t know it. But it was there, plain as day, when I woke up. It would be a lot faster to run down Button. I got my bike and went to open the back gate. Scooter shot out first, but Button was hot on his heels. I got on my bike, blew the playground whistle, and headed up the hill behind the house.

The bicycle worked great as long as we stayed on the gravel road. But when Button stuck his nose to the ground and started chasing a smell out across the pasture . . .

I blew the whistle. He ignored me. I whipped the handlebars to the side and took after him. I was gaining on him pretty quick. In fact, a lot faster than I usually did on foot. Until I came to this little ravine.

It was small and I didn't see it in the tall grass, until a split second before I hit it. There was nothing I could do.

One second, I was intent on my pup—blowing the whistle and calling his name. The next, I was flat on my face in the dirt, picking grass out of my teeth.

Before I could get up, Button and Scooter came racing over, wagging their tails and licking me in the face. They liked having me down on the ground with them—down on their level—because they were all over me. When I finally managed to get up and look myself over, the damage wasn't too bad. I had grass stains on my right knee and a scratch on my right elbow. But I'd gotten scraped up worse than this playing soccer with Adelee. My bicycle was a little worse off than I was.

The wheel wasn't bent and the tire was still full of air, but the handlebars were pointed the wrong way.

I got hold of them and straddled the front tire. Even straining and shoving as hard as I could, I couldn't twist them back in line. So I walked the bike back to the house.

Dad was sitting in the rocking chair, drinking his coffee, when I got there. He found his wrench set and loosened the nut on the handlebars. When we had everything lined up just right, he tightened it down for me.

"Might ride on the road," he suggested. "Safer than cross-country."

I smiled at him and shook my head.

"There aren't many cars, but until those pups come the second I yell . . . you know, out on the road . . . with a car coming."

Daddy's eyebrows arched up. "Yeah, know what you mean." He thought a moment. "How about the alfalfa field?"

"Great idea, Dad."

Multiple-Choice Questions

8. The meaning of the root “port” helps the reader know that the word “portable” means
- A. able to be carried.
 - B. able to speak on.
 - C. able to be shared.
 - D. able to hear through.

Item Information		Option Annotations			
Alignment	A-V.4.1.1	The student is asked to use the root “port” to determine the meaning of the word “portable.” Option A is the correct answer since “port” is a root that means “carry.” Options B, C, and D are not related to the given root word.			
Answer Key	A				
Depth of Knowledge	2				
p-values					
A	B				
82%	5%	6%	7%		

9. Read the sentences from the passage.

“I guess the thought of taking my bike had been hanging around in my head for a while and I just didn’t know it. But it was there, plain as day, when I woke up.”

What does the simile “plain as day” describe?

- A. something that happens again and again
- B. something that takes a long time
- C. something that is easy to see
- D. something that is warm and bright

Item Information		Option Annotations			
Alignment	A-V.4.1.2	The student is asked to infer the meaning of a given simile. Option C is the correct answer since “plain as day” means that something is easy to see. Options A, B, and D are not correct since they are misinterpretations of the given simile and do not support the context provided in the sentence.			
Answer Key	C				
Depth of Knowledge	2				
p-values					
A	B				
25%	8%	58%	8%		

10. Which word is a synonym for ravine?

- A. bird
- B. boulder
- C. ditch
- D. meadow

Item Information		Option Annotations			
Alignment	A-V.4.1.2	The student is asked to identify a synonym for the word “ravine.” Option C is the correct answer since a “ravine” is a narrow steep-sided valley. Options A, B, and D are not synonyms for “ravine.”			
Answer Key	C				
Depth of Knowledge	1				
p-values					
A	B	C	D		
24%	8%	57%	11%		

11. Which sentence from the passage **best** shows that Scooter’s soccer skills are equal to the combined skills of the children?
- A. “One against three was pretty fair.”
 - B. “Having four legs, instead of two, he was a lot quicker than Adelee and me as well.”
 - C. “If we didn’t pay any attention, he’d sit down on my foot.”
 - D. “When we took a break, Button would show up.”

Item Information				Option Annotations
Alignment		A-K.1.1.1		The student is asked to determine the sentence from the passage that best supports the inference that Scooter’s soccer skills are equal to the combined skills of the children. Option A is the correct answer since the sentence is trying to show that Scooter’s skills are equal to those of the three children. Option B is incorrect because the sentence compares Scooter to the children but does not support the inference. Options C and D are incorrect because they do not relate to the given inference.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	
51%	40%	5%	4%	

12. Read the sentence from the passage.

“But while I was waiting, I sure had fun with my pups.”

Which theme does the sentence **best** support?

- A. Soccer is a challenging sport for children to learn.
- B. It is unusual for a dog to know how to kick a ball.
- C. It can be dangerous to ride a bike on gravel roads.
- D. Spending time with pets can be very rewarding.

Item Information				Option Annotations
Alignment		A-K.1.1.2		The student is asked to select a theme that is supported by the given sentence from the passage.
Answer Key		D		
Depth of Knowledge		3		
p-values				Option D is the correct answer because the main character spends time with Scooter and Button and the dogs show their appreciation after the bicycle accident. Options A, B, and C are incorrect because they are not themes being conveyed in the passage.
A	B	C	D	
4%	7%	3%	85%	

Evidence-Based Selected-Response Questions

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

Part One

In paragraph 24, what does the idiom “blue in the face” suggest?

- A. peace
- B. jealousy
- C. happiness
- D. frustration

Part Two

What phrase in paragraph 24 **best** supports the answer in Part One? Choose **one** answer.

- A. “. . . interesting smell in the grass.”
- B. “. . . his head went down, . . .”
- C. “. . . his nose worked so hard . . .”
- D. “. . . he never so much as looked up.”

Item Information		Option Annotations
Alignment	A-V.4.1.2	The student is asked to determine the meaning of a common idiom and then to select a phrase from the passage that supports the meaning.
Answer Key(s)	Part One: D Part Two: D	
Depth of Knowledge	2	Part One: Option D is the correct answer since “blue in the face” suggests that the main character is frustrated when trying to get Button’s attention. Options A, B, and C are incorrect since these emotions are not supported by the context of the passage.
Mean Score	1.42	Part Two: Option D is the correct answer since Button “never so much as looked up” when the main character called for Button to come. Options A, B, and C are incorrect since these options do not support the idea that the speaker is frustrated when calling Button’s name.

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

Part One

How are Button and Scooter different from one another?

- A. Scooter is interested in treats, but Button is not.
- B. Scooter likes to play outside, but Button does not.
- C. Button likes to get praise, but Scooter does not.
- D. Button is eager to run on the hills, but Scooter is not.

Part Two

What **two** quotes from the passage support the answer in Part One? Choose **two** answers.

- A. “. . . bird dogs weren’t supposed to bark; . . .”
- B. “. . . all I had to do was stick my hand in my pocket, . . .”
- C. “. . . liked being petted and loved . . .”
- D. “. . . the problem was my whistling.”
- E. “. . . licking me in the face.”

Item Information		Option Annotations
Alignment	A-K.1.1.3	The student is asked to compare two characters in the passage and then select two quotes from the passage that support this comparison. Part One: Option A is the correct answer. “With Scooter all I had to do was stick my hand in my pocket, like I was digging” and “Button couldn’t care less about treats” both help the reader conclude that Scooter liked treats and Button did not. Options B, C, and D are incorrect since these options are not supported by details in the passage. Part Two: Options B and C are the correct answers since these details show what Scooter and Button liked. Although “bird dogs weren’t supposed to bark” describes a characteristic about dogs like Button, option A does not support the comparison in Part One. Option D is incorrect because it refers to the narrator rather than the dogs. Option E is incorrect because it shows how the dogs are similar rather than different.
Answer Key(s)	Part One: A	
	Part Two: B, C	
Depth of Knowledge	2	
Mean Score	1.77	

PASSAGE 3

Read the following drama about curiosity. Then answer question 15.

The Crane Wife

adapted from a Japanese tale
by Kathleen Hollenbeck

Characters

Narrator

Man

Fisherman

Woman

Emperor

Crane

Narrator: There once lived a man who earned his living making charcoal for people to burn in their stoves. He worked hard, but he earned little money and was poor.

Man: I have labored my entire life and saved what little I could all these years. Finally, I have enough money to buy a sleeping mattress. No longer will I sleep on the bare floor!

Narrator: The next day, the man set out for the market. He walked down the long, dusty road toward town.

(He comes upon a fisherman who has trapped a crane in his fishing net.)

Fisherman: Ha! Ha! Ha! Look at that gawky crane, struggling to free herself from my sturdy net! She'll never break loose! Ha! Ha! Ha!

Man: Young man! Let that bird free!

Fisherman: *(laughing)* It's just a bird. What do you care?

Man: That bird has done nothing to you. *(He reaches into his pocket.)* Look; here is the money I have saved to buy myself a mattress. I will give you this money in exchange for the crane's freedom. Take my money and release her.

(The fisherman takes the money and sets the crane free. The crane immediately soars to the sky and flies away.)

Man: *(to himself as he walks back home)* All my savings are gone. I have worked hard, and yet I have nothing to show for it. *(He smiles.)* The crane is free, though! What a beautiful, glorious bird!

Narrator: That night, the man heard a knock at his door. When he opened the door, there stood a stunning young woman.

Man: May I help you?

Woman: I wish to be your wife.

Man: Why would you want to marry me?

Woman: I have seen that you are kind and gentle. I know you have worked hard, and it's time someone cared for you. I want to do that.

Man: I would be honored to call you my wife.

Narrator: For years, the man and his wife lived in happiness together. She became a loving wife and cared for him. He wished only that he had more money so he could buy her beautiful clothes and provide a more comfortable home.

Man: *(sitting by the fireplace)* I wish I had more money to provide for you.

Woman: Perhaps I can help you, my dear husband. I must go into that little room and close the door. I will be in there for hours, and you must promise me not to open the door.

Man: Whatever you wish, I will do.

Narrator: Hours passed, and his wife finally came out of the room. In her arms she carried the finest white fabric ever made.

Woman: Take this fine cloth to the Emperor. He will pay you handsomely for it.

Narrator: The man met with the Emperor the next day.

Emperor: *(He admires the cloth.)* This is the most beautiful cloth I've ever seen! Here, take this money in exchange. *(He pays the man.)*

Narrator: Several years pass.

Man: *(sitting by the fire again)* With the money we got for the cloth, we built a fine home, enjoyed plenty of food and bought nice clothes. But now the money has run out, and I have no way to replace it.

Woman: Once again, I will go into that little room and close the door. I will be in there for several hours, but remember . . . you must promise me not to open the door.

Narrator: Again, hours passed and the wife came out with fine cloth. Again, the man took it to the Emperor and came home with a sack full of coins. The man and his wife lived on this money for quite some time. Eventually, the money again ran out, and the man felt despair.

Woman: If it will please you, I will make some more cloth.

(She goes into the little room and closes the door.)

Man: I am curious to know how my wife makes that beautiful cloth. What can she possibly use to spin such exquisite fabric? Surely one little peek will not hurt.

Narrator: The man cracked open the door, and to his surprise, there stood the beautiful white crane he had saved so long ago.

Crane: *(sadly)* Yes, it is I, the crane you once saved. I became your wife that night to thank you for saving my life. Now that you have discovered my secret, I can no longer stay here.

(She flies out an open window. The man rushes outside, calling after her.)

Text-Dependent Analysis Question

15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama 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.

- 15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.



Text-Dependent Analysis Scoring Guideline

#15 Item Information

Alignment	E.1.1	Depth of Knowledge	3	Mean Score	1.68
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Assessment Anchor:

E05.E.1–Evidence-Based Analysis of Text.

Specific Assessment Anchor Descriptor addressed by this item:

E05.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STUDENT RESPONSE

Response Score: 4 points

15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

In the drama "The Crane Wife," written by Kathleen Hallenback, there are two minor characters: the cruel Fisherman and the thoughtful and kind Emperor. Even though the Fisherman and the Emperor are minor characters, they still are very important in the development of the theme "those who are kind and likely to receive kindness in return!"

The first minor character was the Fisherman whom was very mean and disrespectful to the stunning and beautiful crane. When the Man was walking into town to buy a mattress with his hard-earned money, he came across the Fisherman that was holding a fishing net with a crane helplessly struggling to escape. The Fisherman laughed "Ha! Ha! Ha!" this Fisherman was not being courteous to the crane, so the Fisherman got nothing in return for being mean to the innocent crane. Secondly, the Fisherman also exclaimed: "look at this gawkey crane, struggling to free herself from my sturdy net! She'll never break loose! Ha! Ha! Ha!" This shows me that since the crane did not do anything to the Fisherman to make him produce such an action; the Fisherman was not being kind, so he got nothing nice nor kindness back from the crane. Lastly, the second time the Fisherman speaks he is responding to the statement spoken by the Man, "Young man! Let that bird free!" The Fisherman's reaction to this command was, "It's just a bird. What do you care?" Since this Fisherman is being mean to the crane he will again not get anything back because he was


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discourteous. Even though the Fisherman did receive money from the Man, he did not deserve the Man's hard-earned money, for letting the bird free. In conclusion, the Fisherman is a minor role in the drama "The Crane Wife" but plays a huge role in developing the theme "those who are kind are likely to receive kindness in return."

Secondly, the next individual that is also a major character is the wealthy Emperor. The first way he is a big part to ^{the} developing of the theme is the Emperor always gives the poor man money for the "exquisite fabric." I know this because in the drama Kathleen states "Again the man took it to the Emperor and came home with a sack of coins." So, since the Emperor was kind, he got the remarkable silk back in return and he deserved it. Secondly, the Emperor complements the man's silk hat that his "beloved crane wife" produced. The Emperor exclaims, "This is the most beautiful cloth I've ever seen!" This is an action of kindness so again the Emperor got kindness and silk in return. Finally, the Emperor gives the poor man and his wife a big amount of money in return. In the play Kathleen also states "With the money we got for the cloth, we built a fine home, enjoyed plenty of food, and bought nice clothes." I'm inferring that if the overjoyed couple could afford a brand-spanking-new house, ubiquitous food, and bought new clothes, the Emperor must have given the couple an "arm and a leg!" To sum it up, the Emperor was also played a big part in developing the theme of this drama.

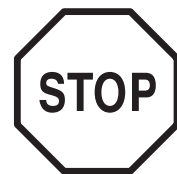
Lastly, the Emperor and Fisherman very differently contributed to the developing of the theme. For example, the Emperor was kind and nothing



but courteous in this play; so he received the silk from the man. In the play, the Emperor suggests "Here, take this in exchange." right now the Emperor is offering money for the silk, you can notice that this was not forced, in other words, the offering was not forced to happen. Secondly, unlike the Emperor the Fisherman is mean, for that reason he only received money; and this was forced because the poor man had to force or bribe the Fisherman to let the crane go. I found this when the man offers "Look: here is the money I have saved to buy myself a mattress. I will give you this money in exchange for the crane's freedom. Take my money and release her." The man was not seeking to give up the money, unlike the emperor. In conclusion, the Fisherman and the Emperor had different ways to pitch in with developing the theme of the drama.

To sum it up, in the interesting drama "The Crane's Wife" there are many characters. But, there are two minor individuals in the drama, but at the end of the day important to the development to the theme. They are the Fisherman and the Emperor, they both differ a lot from each other, but still help to form the theme. There are many different ways they help the theme: to complimenting, to being rude and discourteous. In the end, the Emperor and the Fisherman both play a huge part in shaping the theme of the play "The Crane's Wife."

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 an in-depth analytic understanding of the text. A strong organizational structure supports the student's main idea (*"they still are very important in the development of the theme 'those who are kind and likely to receive kindness in return!' "*). There is thorough analysis of explicit and implicit meanings from the text that also effectively support the student's main idea (*"the Fisherman was not being kind, so he got nothing nice nor kindness back from the crane," "he will again not get anything back because he was discourteous," "since the Emperor was kind, he got the remarkable silk back in return and he deserved it," "if the overjoyed couple could afford a brand-spanking-new house, ubiquitous food, and bought new clothes, the Emperor must have given the couple 'an arm and a leg,' " and "unlike the Emperor, the Fisherman is mean, for that reason he only received money; and this was forced"*). Substantial, accurate reference is made to the relevant, key details of the passage (*"the Man was walking into town to buy a mattress with his hard-earned money," "the Emperor always gives the poor man money for the 'exquisite fabric,' " and "the Emperor complements the man's silk that his 'beloved crane wife' produced"*). Precise language is used effectively throughout the response. Transitions are employed sometimes skillfully (*"This shows me that"*), sometimes appropriately (*"Lastly"*). The smattering of errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points



15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

The Fisherman and Emperor are vital to the development of the theme in the drama. For example, because the Fisherman abused the crane, it caused the man to save the crane through kindness. Because the man was so kind to the crane, she served him in return through loving and supporting him. The reason that the Fisherman contributed to the theme through this is because he was an example of cruelty that triggered the theme – kindness will always be rewarded. In this case, one of the rewards the man got through taking the woman to wife is that she made a fabric that he sold to the Emperor for a large amount of money.

However, the Emperor contributed to a different, yet main theme in the story. Because the man received so much money through the woman's cloth, he became curious about how she made it. But, he said he would not look in the room while she made this fabric. "Man: I wish I had more money to provide for you. Woman: Perhaps I can help you, dear husband. I must go into that little room and close the door. I will be there for hours, and you must promise me not to open the door. Man: Whatever you wish, I will do." Yet finally, after she had made this fabric a couple of times, and was doing it again to help him, he lost hold of his curiosity and peeked in. He regretted doing it and learned his lesson – don't break your promises.

When the man looked into the room, instead of seeing his wife, he saw the crane. He had broken his promise, and it had costed him his wife. So even though the Fisherman and Emperor are minor characters, they are absolutely essential to the themes. In fact, I'd say that the man learned that kindness will be returned because of the Fisherman and crane. I would also say that he learned never to break your promise because of the Emperor and the crane.

These are the ways that the Fisherman and Emperor are important to the development of the theme of the drama.

In this response, the student effectively addresses all parts of the task demonstrating an in-depth analytic understanding of the text. A strong organizational structure supports the student's main idea (*"the theme—kindness will always be rewarded"*). There is thorough analysis of explicit and implicit meanings from the text that also effectively supports the student's main idea (*"because the Fisherman abused the crane, it caused the man to save the crane through kindness," "He regretted doing it and learned his lesson—don't break your promises," and "He had broken his promise, and it had costed him his wife"*). Substantial, accurate reference is made to the relevant, key details of the passage (*"she made a fabric that he sold to the Emperor," "he became curious about how she made it. But, he said he would not look in the room"* [supported by precise language from the text], *"he lost hold of his curiosity and peeked in. He regretted doing it"*). There are a few usage issues and areas of questionable sentence control; however, the few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

The Fisherman and the Emperor are both important to the development of themes. The character of the Fisherman helps to show that others come first. The character of the Emperor helps to show that if you are kind, kindness will come back to you. Those are two important themes caused by the Fisherman and the Emperor.

The character of the Fisherman is important to the development of the theme that others come first. In the passage, the man gave up all his money to the Fisherman for the freedom of the crane. Instead of using the money for himself, he gave it up for the freedom of a trapped animal. This shows that he cares a lot about others. The man was happier knowing that he had saved an animal than leaving it trapped. That's how the character of the Fisherman is important to the development of the theme that others come first.

The Emperor is important to the development of the theme that if you are kind, kindness will return to you. I know this because after the man helped the crane, she came back as his wife. Anyway, she made him cloth to sell. As soon as he received the cloth, he went to the Emperor. There, the man got a whole sack of coins. Since he was kind enough to help release the crane, kindness came back to him when the Emperor gave him possession of a sack full of coins. That's how I know that the Emperor is important to the development of the theme that when you are kind, kindness will return to you.

That's how I know that the Fisherman and the Emperor are important to the development of the themes that others come first, and if you are kind, kindness will return to you. I hope you choose to let others come first, and always be kind.

This response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is an appropriate organizational structure and transitions link ideas. The response offers clear analysis of explicit and implicit meanings from the text ("*The man was happier knowing that he had saved an animal than leaving it trapped,*" "*Since he was kind enough to help release the crane, kindness came back to him when the Emperor gave him possession of a sack full of coins*") to support the student's themes that "*others come first*" and "*if you are kind, kindness will come back to you.*" Sufficient reference is made to main ideas and details of the text which support the writer's purpose ("*the man gave up all his money . . . for the freedom of the crane,*" "*she made him cloth to sell. As soon as he received the cloth, he went to the Emperor,*" and "*the man got a whole sack of coins*"). The response is relatively free of convention errors, and those present seldom interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points

15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

Even though the Fisherman and the Emperor are minor characters, they both play big parts in the story. The Fisherman caught the crane, and the Man bought it from him. The crane eventually turned into a woman. The Emperor gave money to the Man, because he gave the Emperor the woman's cloth. The little parts eventually played big parts in the story.

Since the Man bought the crane from the Fisherman, he was known as being kind. The crane, who turned into the woman, gave the man perfect cloth that cost a lot, after marrying him. The Man went to the Emperor, and the Emperor gave him riches. They built a nice house, got food, and got clothes, when suddenly they were poor again. That flow kept on happening, until the Man found out how the woman made the cloth. The Man saw the crane inside, and she said, that she can't belong.



there any more.

The Fisherman and the Emperor both connected to the theme. The theme was, "Kindness is everything." The Man bought the Crane from the Fisherman, and that was kind. Then, the Emperor bought the Crane's cloth. Even though the Fisherman and the Emperor played minor parts, they still were big in the story.

In this response, the student adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion, all of which support the controlling idea ("The little parts eventually played big parts") in developing the theme that "kindness is everything." The organizational structure adequately supports the focus. There is clear analysis of explicit and implicit meanings from the text to support the student's ideas and inferences ("Since the Man bought the crane from the Fisherman, he was known as being kind", "That flow kept on happening, until the Man found out how the Woman made the cloth," and "The Man bought the Crane from the Fisherman, and that was kind. Then, the Emperor bought the Crane's cloth"). There is sufficient, accurate, and direct reference to the text using examples and facts from the passage ("... turned into the Woman, gave the man perfect cloth . . . and the Emperor gave him riches," "The Man saw the crane inside, and she said, that she can't belong there any more"). Some errors are present in punctuation, though these seldom interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

Even though the fisherman and the emperor are minor characters, they teach us a lesson. The fisherman teaches us that we shouldn't be mean to people like he was to the man saying it's just a bird what do you care. If you are being mean to someone and you didn't mean it you should say your sorry. The emperor teaches us that you don't need to waste your money on something so beautiful or something that you like. Like he was buying all the beautiful cloth from the man and the emperor saying this is the most beautiful cloth i've ever seen. What they are both trying to teach us is not every thing you do is right and you always will make a mistake. Even though your being mean to someone or your buying all this beautiful cloth you might make a mistake.

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text. There is some inconsistent analysis of the text that goes beyond a strictly literal interpretation (“they are both trying to teach us is not every thing you do is right and you always will make a mistake”). The development of ideas is weak and references to the text are generally vague (“saying it’s just a bird what do you care” and “he was buying all the beautiful cloth from the man”). The response is relatively free of convention errors with the exception of minor spelling and punctuation errors as well as some awkward sentence formation.



STUDENT RESPONSE

Response Score: 2 points



15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

In the story "The Crane Wife" the fisherman and the emperor had a big part in the theme. Here is why. If the fisherman wouldn't have been in the story, the man couldn't have saved the crane. Then the crane never would have married the man. The man wouldn't be happy, and wealthy if the fisherman hadn't been in the story. Also the emperor traded money for the man's wife's fine cloth. If the emperor hadn't been in this story the man wouldn't have known about the crane. If the man hadn't met or saved the crane then it really wouldn't be that story. The fisherman and the emperor really made and developed this story. The story really matched the title. The theme is very important, and the fisherman and the emperor really completed this story. They really were a huge part in this story. That is why the fisherman and emperor were such a big part in the story.

In this response, the student inconsistently addresses the task demonstrating partial analytic understanding of the text by addressing the characters' impact on the plot more than addressing their impact on the theme. There is some inconsistent analysis of explicit and implicit meanings from the text in the form of weak inferences ("*The man wouldn't be happy, and wealthy,*" "*the man wouldn't have known about the crane,*" and "*If the man hadn't met or saved the crane then it really wouldn't be that story*") that go beyond a strictly literal interpretation of the text. References to the main ideas and relevant details of the text are also weak ("*saved the crane*" and "*the emperor traded money for the man's wife's fine cloth*"). The organizational structure of this response is inconsistent; the last one-third of the response is a random list of vague observations capped with a simplistic conclusion ("*That is why the fisherman and emperor*").

STUDENT RESPONSE

Response Score: 1 point

15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

they are important because the fisherman cached the crane. The Empieror is important because he gave the man the money. If the fisher man bid not catch the crane what would be the point of the story. I don't even know what would happen if the Emperor did not buy the coth. I conclusion this is why they are important

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The attempt at analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama ("If the fisher man bid not catch the crane what would be the point of the story" and "I don't even know what would happen if the Emperor did not buy the coth") is simplistic. There is minimal evidence of an organizational structure and only minimal reference to the main ideas and relevant details of the text ("the fisherman cached the crane" and "the Empieror . . . gave the man the money"). The response exhibits minor errors in spelling and punctuation.

STUDENT RESPONSE

Response Score: 1 point



15. In the drama, the Fisherman and the Emperor are minor characters. Write an essay analyzing how the Fisherman and the Emperor are important to the development of a theme of the drama. Use evidence from the drama to support your response.

The evidence I have that will show how important the fisherman and the Emperor are is while the Man was walking down the road if the fisherman was'ent there the man would'ent of ben able to make the fisherman free the crane. Also the Emperor is important because when the woman came to the man and wanted to be his wife and started making cloth that was perfect the Emperor bought it but if the Emperor was'ent there he woulent buy it

In this response, the student minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The student fails to analyze how the Fisherman and the Emperor are important to the development of a theme of the drama. Instead, the student provides a literal interpretation of the text speculating that were the two characters not in the story, the ensuing events could not take place (*"if the fisherman was'ent there the man would'ent of ben able to make the fisherman free the crane"*). There is minimal evidence of an organizational structure and only minimal reference to the main ideas and relevant details of the text. The response includes some errors in sentence formation, usage, spelling, and punctuation which, at times, interfere with meaning.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS AND WRITING PROMPT**Directions:**

On the following pages are the Language questions and the Writing prompt.

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

16. Read the sentence.

It seems that just about everybody except Dan enjoys eating fruits like apples and bananas, yet Dan says he enjoys eating less common types of fruit, such as kiwis and mangoes.

Which underlined word functions as a conjunction in the sentence?

- A. except
- B. like
- C. yet
- D. as

Item Information		Option Annotations			
Alignment	D.1.1.1	Students are asked to analyze the underlined words to determine which word functions as a conjunction in the sentence. Option C is the correct answer since “yet” is functioning as a coordinating conjunction joining two independent clauses. Options A, B, and D are not the correct answers since they function as prepositions.			
Answer Key	C				
Depth of Knowledge	2				
p-values					
A	B				
21%	16%	47%	16%		

17. Which sentence is written correctly?

- A. Before he left the building, Jasper checked to make sure he has locked the doors.
- B. Before he left the building, Jasper checked to make sure he had locked the doors.
- C. Before he left the building, Jasper checks to make sure he locked the doors.
- D. Before he left the building, Jasper has checked to make sure he had locked the doors.

Item Information				Option Annotations
Alignment		D.1.1.4		Students are asked to evaluate each option to determine which sentence is written correctly. Students must be able to recognize inappropriate shifts in verbs. Option B is the correct answer since it uses the past perfect tense (“had locked”) appropriately to signal an action prior to Jasper leaving the building. Options A, C, and D are not the correct answers since they each introduce inappropriate shifts in verb tense.
Answer Key		B		
Depth of Knowledge		3		
p-values				
A	B	C	D	
8%	61%	19%	13%	

18. Choose the correct way to use commas in the sentence.
- A. Pennsylvania has many historic bridges built for train, automobile, or foot traffic across the state’s many rivers streams and valleys.
 - B. Pennsylvania, has many historic bridges, built for train, automobile or foot traffic across the state’s many rivers streams, and valleys.
 - C. Pennsylvania has many historic bridges built for train, automobile, or foot traffic across the state’s many rivers streams, and valleys.
 - D. Pennsylvania has many historic bridges built for train, automobile, or foot traffic across the state’s many rivers, streams, and valleys.

Item Information		Option Annotations			
Alignment	D.1.2.1	Students must analyze the sentences to determine which sentence uses commas correctly. Students must understand how commas are used to separate items in a series. Option D is the correct answer since commas are used to correctly separate the items in a series. Options A, B, and C are not the correct answer since these sentences do not correctly use commas to separate items in a series.			
Answer Key	D				
Depth of Knowledge	2				
p-values					
A	B				
12%	9%	9%	70%		

19. Which sentence shows the correct use of italics?

- A. *A Wrinkle in Time* is Madeleine L'Engle's book about children visiting other planets.
- B. The article *Art in the 1920s* helped students understand the time period they were studying.
- C. We read the chapter called *Habitat of Turtles* to complete our report about where turtles live.
- D. The short story *Amazing Leonardo da Vinci* inspired students to create their own inventions.

Item Information		Option Annotations			
Alignment	D.1.2.4	Students are asked to evaluate each option to determine which sentence uses italics correctly. Students must understand that titles of books are italicized. Option A is the correct option since the words in the title of L'Engle's book are italicized. Options B, C, and D are incorrect since titles of articles, chapters, and short stories should be placed in quotation marks.			
Answer Key	A				
Depth of Knowledge	2				
p-values					
A	B				
34%	21%	23%	22%		

WRITER'S CHECKLIST AND OPINION WRITING PROMPT

20. If you were asked to write a report, which would you rather use, a pencil, a pen, or a computer? Consider the advantages of your choice.
- Write an essay for your teacher that states your opinion on which writing tool, a pencil, a pen, or a computer, is the best to use and why. Be sure to use details and reasons to support your opinion.

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

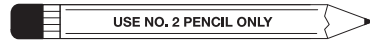
- I stayed focused on the topic.
- I used reasons and examples to support my opinion.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Directions: On the following pages is the Opinion Writing Prompt.

- 20.** If you were asked to write a report, which would you rather use, a pencil, a pen, or a computer? Consider the advantages of your choice.
- Write an essay for your teacher that states your opinion on which writing tool, a pencil, a pen, or a computer, is the best to use and why. Be sure to use details and reasons to support your opinion.

Turn the page to begin writing your response.

**20. Opinion Writing Prompt (continued)
Final Copy**



A large rectangular box containing 25 horizontal lines for writing, intended for the student's response to the opinion writing prompt.

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



Opinion Scoring Guideline

#20 Item Information

Alignment	C.1.1	Depth of Knowledge	3	Mean Score	2.25
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Assessment Anchor:

E05.C.1–Text Types and Purposes

Specific Eligible Content addressed by this item:

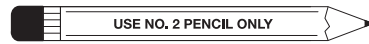
E05.C.1.1–Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

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

STUDENT RESPONSE**Response Score: 4 points**

20. If you were asked to write a report, which would you rather use, a pencil, a pen, or a computer? Consider the advantages of your choice.
- Write an essay for your teacher that states your opinion on which writing tool, a pencil, a pen, or a computer, is the best to use and why. Be sure to use details and reasons to support your opinion.

20. Opinion Writing Prompt
Final Copy

I would prefer to use a computer over a pen or pencil for many reasons. One reason is that it takes less time, as I am a fast typer. When I write with a pencil, I have to slow down so I can write lightly (it takes even more time with a pen, as one cannot simply erase mistakes in pen like one could with mistakes in pencil). Also, I can erase (or delete) mistakes faster on a computer than with a pencil, as it takes 2-5 seconds to erase something with a pencil fast and you can still partially see the mistake and hit the delete button, and the mistake ceases to exist.

Another reason is that the script is more neat and legible. With a pencil or pen, the content of the report may be faded away, unclear, or illegible. With a computer, everything is clearly shown, spelled out, and (most of the time) legible. For example, this report has a few issues. Due to the pencil, some words are faded or hard to read. If this report was typed, it would look a lot nicer and a breeze to read.

My final reason is that typing a report makes it a whole lot easier. Instead of having to check for mistakes, the computer points them out, for you and all you have to

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

GO ON 

20. Opinion Writing Prompt (continued)
Final Copy

do is fix them. It's hard to make your writing look like something else using a pen or pencil, but it's easy using a computer all you need to do is pull down the font box and select the font you want to use. Auto correct is a very helpful feature on the computer too. It fixes capitals at the start of sentences, indents paragraphs, and does things people normally forget to do.

The pen & pencil are good ways to write, but the computer will always triumph over them, and the previous paragraphs were three of many reasons how.

After you have checked your work, close your answer booklet and

In this response, a sharp, distinct opinion ("I would prefer to use a computer over a pen or pencil") is introduced, developed, and concluded with evident awareness of task, purpose, and audience. There is an effective organizational structure that supports the response ("it takes less time," "the script is more neat and legible," "typing a report makes it a whole lot easier"). Elaboration is thorough; the reasons present are consistently supported with facts and details. The writer establishes and maintains a formal style with effective control of language, domain-specific vocabulary ("write legibly," "erase (or delete) mistakes," "font," "auto correct," etc.), and sentence variety. The response demonstrates consistent control of sentence formation. The few errors present in grammar, usage, spelling, and punctuation do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



20.

If you were asked to write a report, which would you rather use, a pencil, a pen, or a computer? Consider the advantages of your choice.

Write an essay for your teacher that states your opinion on which writing tool, a pencil, a pen, or a computer, is the best to use and why. Be sure to use details and reasons to support your opinion.

Pencils, pens, computers? Which tool do you choose to write your next school report! I choose the computer for so many reasons. For me, I really do believe that the computer is the very best way to write an essay. Here is why that is true.

For one thing it does help you to correct your mistakes. In way like spelling capitalization and punctuation. Computer is really good if you want an A++ in your writing grades. You could get points taken away for misspelled words wrong capitalization or wrong punctuation. Now that is really helpful. Pen is forever and you can not erase, delete or even correct. Pencils leave shavings and marks that can not be erased more. Not the computer.

Secondly it does not matter if you have the worst writing in world. You can simply pick which kind of font, spacing and how big the words are on the computer. Now that depends on what you like. You can't do that in pen or pencil now can you because pen and pencil have your own handwriting. That are only some ways the computer helps you to improve your writing much much more.

Last but not least you can add things on the computer you can not do in pen and pencil. Like you can add pictures, backgrounds colors and so much more. That helps to make your essay much better than it was before. Colors make the page brighter. Pictures make it beautiful and noises make it louder.

Now which tool would you like choose for your next essay. The computer is your best choice. Computer wins. Now never use pencil and pen again for your report.

In this response, a clear opinion (*"I really do believe that the computer is the very best way to write an essay"*) is introduced, developed, and concluded, with general awareness of task, purpose, and audience. The organizational structure is logical. Reasons given are supported with sufficient detailed elaboration (*"Pencils leave shavings and marks," "you can add pictures, backgrounds colors and so much more"*). Clear transitions connect ideas (*"For one thing," "Now"*) but lack variety. The writer establishes and maintains a formal style with control of language, domain-specific vocabulary, and sentence variety. Control of sentence formation is adequate. Errors present in grammar, usage, spelling, and punctuation seldom interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



20. If you were asked to write a report, which would you rather use, a pencil, a pen, or a computer? Consider the advantages of your choice.
- Write an essay for your teacher that states your opinion on which writing tool, a pencil, a pen, or a computer, is the best to use and why. Be sure to use details and reasons to support your opinion.

Would you rather use a pencil, a pen, or a computer? Today you will learn what to use for a report. The chouses are to youse a pencil, a pen, or a computer.

I pick a computer because it is much neater then our hand writing and you can put pictures on it. You also can change the text color for the title of the report. You can also put charts on there. That's what you can do for a report on the computer.

One thing that I don't like to do my report with is a pen. If you mess up you can't erase it. It also affects your hand writeing because it is slipery. It can also be bad for writing the wrong words. That is all I got for how bad a pen is.

A pencil is not as bad as a pen. A pencil can erase letters or words that you messed up on. It can't write neatly though like a computer. It can draw though and it is better than a computer. That is it for a pencil today.

As you can see you would rather use a computer then a pencil and a pen. That's whats best to write a report with A computer. That's it for today. See you later

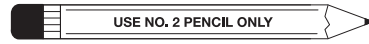
The response introduces, develops, and concludes a vague opinion, with limited awareness of task, purpose, and audience. The content is inadequate (*"it is much neater then our hand writing and you can put pictures on it. You also can change the text color"*) and demonstrates a limited understanding of the purpose of the writing task. The order and organizational structure only somewhat support reasons and evidence. Transition use is limited and sentence formation is repetitive (*"You also can," "You can also," "It also," and "It can also"*). The writer inconsistently maintains a formal style. The response demonstrates limited control of language, domain-specific vocabulary, and stylistic techniques. The control of sentence formation is inconsistent. The errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

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STUDENT RESPONSE**Response Score: 1 point**

20. If you were asked to write a report, which would you rather use, a pencil, a pen, or a computer? Consider the advantages of your choice.
- Write an essay for your teacher that states your opinion on which writing tool, a pencil, a pen, or a computer, is the best to use and why. Be sure to use details and reasons to support your opinion.

20. Opinion Writing Prompt
Final Copy



If I were asked to write a report, I would choose to use an computer because it faster and easy. Another opinion that states why I would use an computer is because its neater, and you dont have to write with a pen and mess up then you would have to use white out or cross it out

The response introduces an opinion (“I would choose to use an computer”) but demonstrates little awareness of task, purpose, and audience. There is minimal order and organizational structure. The writer provides a few basic reasons (“it faster and easy”) why a computer should be used, but there is no development of those reasons. The response demonstrates little understanding of the purpose of the writing task. Transition use is minimal. The style is ineffective with little control of language. The response demonstrates minimal control of sentence formation. There are numerous errors in grammar, usage, and punctuation.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-values			
				A	B	C	D
1	B-V.4.1.2	D	2	2%	2%	4%	92%
2	B-V.4.1.1	C	2	19%	7%	68%	5%
3	B-V.4.1.2	A	3	82%	7%	8%	3%
4	B-C.3.1.1	D	3	22%	15%	20%	43%
5	B-C.3.1.3	A	2	73%	6%	12%	8%
6	B-K.1.1.2	B	3	16%	68%	6%	9%
7	B-K.1.1.1	Part One: C Part Two: D	3	Mean Score: 1.40			
8	A-V.4.1.1	A	2	82%	5%	6%	7%
9	A-V.4.1.2	C	2	25%	8%	58%	8%
10	A-V.4.1.2	C	1	24%	8%	57%	11%
11	A-K.1.1.1	A	2	51%	40%	5%	4%
12	A-K.1.1.2	D	3	4%	7%	3%	85%
13	A-V.4.1.2	Part One: D Part Two: D	2	Mean Score: 1.42			
14	A-K.1.1.3	Part One: A Part Two: B, C	2	Mean Score: 1.77			
16	D.1.1.1	C	2	21%	16%	47%	16%
17	D.1.1.4	B	3	8%	61%	19%	13%
18	D.1.2.1	D	2	12%	9%	9%	70%
19	D.1.2.4	A	2	34%	21%	23%	22%

TEXT-DEPENDENT ANALYSIS AND WRITING PROMPT

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
15	E.1.1	4	3	1.68
20	C.1.1	4	3	2.25

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ACKNOWLEDGEMENTS

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PSSA Grade 5 English Language Arts Item and Scoring Sampler

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