



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2018–2019**  
**Grade 4**

Pennsylvania Department of Education Bureau of Curriculum, Assessment and Instruction—September 2018

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## INTRODUCTION

### General Introduction

The Pennsylvania Department of Education (PDE) 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 by providing samples of test item types and scored student responses. The Item Sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

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

### Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions designed to assess the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards. 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 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- [www.education.pa.gov](http://www.education.pa.gov) [Roll over 'DATA AND REPORTING' in the dark blue bar across the top of the page. Select 'ASSESSMENT AND ACCOUNTABILITY.' Click on the link that reads 'Pennsylvania System of School Assessment (PSSA)'. Then click on 'Assessment Anchors/Eligible Content.']

### Change in Test Design 2017–2018

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2017–2018 school year.

### What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and text-dependent analysis prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards. 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<sup>1</sup> as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the text-dependent analysis prompt test questions 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.

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

## Item Format and Scoring Guidelines

The 2017–2018 PCS-based PSSA has multiple types of test questions. For grade 4, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, and Text-Dependent Analysis (TDA) prompts.

**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 an 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 or 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 points for providing a correct response to Part One or for providing one or more correct responses in Part Two.

**Text-Dependent Analysis Prompt:** The TDA prompt is a text-dependent analysis prompt 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 use explicit and implicit evidence to make inferences leading to a conclusion or generalization in response to the task stated in the prompt. Students construct a well-written analytical essay to communicate inferences and connection to the evidence using grade-appropriate writing skills. The TDA response is scored using a holistic scoring guideline on a 1–4-point scale.

**Non-Score Considerations:** For TDA items, responses can be designated as non-scorable (NS). While every effort is made to score each student response, a response may receive a NS designation if it falls into one of five categories:

**Blank** – Blank, entirely erased, entirely crossed out, or consists entirely of whitespace

**Refusal** – Refusal to respond to the task

**Non-scorable** – In a language other than English, incoherent, illegible, insufficient, unrelated to the passage, or consisting solely or almost solely of text copied from the passage

**Off Topic** – Makes no reference to the item or passage but is not an intentional refusal

**Copied** – Consists of text copied from the item and/or test directions

**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.


<b>English Language Arts Item Type</b>	<b>MC</b>	<b>EBSR</b>	<b>TDA</b>
Estimated Response Time (minutes)	1.5	3 to 5	45

**English Language Arts Grade 4**

This English Language Arts Sampler is composed of 3 passages, 5 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis prompt, and 4 standalone multiple-choice questions.

There are 3 passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions and 2 evidence-based selected-response questions. The second passage is followed by a set of passage-based multiple-choice questions and an evidence-based selected-response question. The third passage is followed by a text-dependent analysis prompt. This booklet also contains 4 standalone multiple-choice questions.

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 prompt is 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 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) Prompts:**

The English Language Arts TDA prompt 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 the TDA prompt 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 protecting the environment. Then answer questions 1–9. Then, read the next passage and answer question 10.

## Be a Green Kid

by KidsHealth

What does it mean to be green? “Green” is more than just a color. It also means taking special steps to protect the environment—the water, the land, and the air we breathe. Why green? Plants are green, and without them the Earth wouldn’t be such a lovely home for us human beings.

Every day, people make choices that affect the amount of trash and pollution that gets produced in our world. What can you do? A whole lot, actually. Here’s a four-step guide to being green:

1. Reduce the amount of stuff you use and throw away.
2. Reuse stuff when you can.
3. Recycle cans, bottles, paper, books, and even toys.
4. Enjoy the Earth—walk in the woods, plant a tree, and eat some of the delicious food it produces.

### Reduce It!

When you use less of something, you do a good thing for the Earth. For instance, a shorter shower means you used less water and less fuel since your house uses fuel to run the water heater that warmed up the water.

Here’s a list of other stuff you can reduce:

- Turn off lights you’re not using. Better yet, encourage adults to switch to compact fluorescent light bulbs. They last longer and use less energy. They do need to be disposed of properly, though, so make sure your mom or dad helps if one breaks.
- Turn off the water when you’re brushing your teeth.
- When you can, walk or ride your bike instead of driving in the car. You’ll use less gas—and get some exercise!
- Unplug the chargers for your phone and MP3 player when you’re not using them.
- Put your computer to “sleep” instead of leaving it on with the screensaver running.

### Reuse It!

Sometimes people call ours a “throwaway society.” That means that we’re a little too willing to throw away old stuff and buy new stuff. Many times, even if you no longer need something, someone else just might. For instance, if your baby brother outgrows his plastic basketball hoop, why not give it to another family who has a little kid? That’s one less plastic basketball set that they need to buy. It’s also one less large plastic toy that needs to be produced, packaged, and shipped to the toy store.



Here are some additional ways to reuse the stuff you have:

- Use rechargeable batteries for your handheld computer games, MP3 players, cell phones, and digital cameras.
- Choose reusable travel cups instead of disposable paper or plastic cups.
- Take your own bags—preferably reusable ones—when you go to the grocery store.
- Drink tap water instead of buying bottled water. If you don't like how your tap water tastes, a low-cost filtration system could make a difference. Get a reusable water bottle so you can take it with you.
- Organize a swap among your friends. What can you swap? Books, toys, even clothes. It's a way for everyone to get something new without spending any money and without throwing a bunch of stuff away. Set aside some items for your swap when you're cleaning your room!
- Take paper from your computer printouts and use the other side for more computer printing or just to draw or doodle on.

### Recycle It!

Recycling has never been easier. Many communities will pick it up right in front of your house and some towns even require it. Tell your mom or dad you want to become “Chief of Recycling” for your household. That means you'll organize the recyclable items in bins, remember to put them on the curb on recycling day, and help remind others which items can be rinsed and recycled.

By separating plastic bottles, cans, glass bottles, and more, you're reducing the amount of trash that goes to the landfill. What's a landfill? A big mountain of trash, where all the trash trucks go to dump their loads. Recycled goods go instead to a recycling center, where they can be crushed, broken down, and later turned into new cans, bottles, and paper.

What else can be recycled? Sometimes water can be. For instance, some communities take used water—like from the washing machine and shower—and clean it up so it's safe to use for watering the grass and flowers.

### Enjoy It!

It's true that trash and pollution are problems, but the Earth remains a huge and glorious place that's ready for you to explore. You can start locally by visiting the naturally beautiful spots in your city and state. Go for a hike, visit local nature centers and gardens, climb up mountains, and explore lazy creeks.

Experience the outdoors in all sorts of weather—from a sunny day at the beach or lake to a wintry adventure when it snows.

But before you travel the globe, take a look at your own backyard. Is there a spot where you could plant a tree or put in a little fruit or vegetable garden? If so, get out there and get your hands dirty. Then you can watch with pride as your tree takes root and your garden plants grow from sprigs to big plants full of ripe, red tomatoes or tiny, succulent blueberries. Who knew being green would taste so good?

## Multiple-Choice Questions

1. Read the sentence from the passage.

“Sometimes people call ours a ‘throwaway society.’ ”

What evidence does the author provide to support this point?

- A. People get rid of stuff easily.
- B. People buy things at stores.
- C. People like to get things shipped.
- D. People outgrow toys after a while.

Item Information	
Alignment	B-C.3.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	75% (correct answer)
p-value B	6%
p-value C	4%
p-value D	15%
Option Annotations	The student is asked to determine which evidence the author provided to support the point that we are a “throwaway society.” Option A is the correct answer because the author provides multiple examples of ways in which we use things and then throw them away. Options B, C, and D are not correct since they do not relate to how the author supports the given point.

2. According to the section titled “Recycle It!,” what happens after goods are recycled?
- A. They are rinsed and sorted.
  - B. They are set out on the curb.
  - C. They are organized into bins.
  - D. They are turned into new things.

Item Information	
Alignment	B-K.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	8%
p-value B	6%
p-value C	12%
p-value D	74% (correct answer)
Option Annotations	The student is asked to determine what happens after goods are recycled. Option D is the correct answer since it describes a process that happens after goods are recycled. Options A, B, and C are not correct since they are actions that occur before goods are recycled.

**Evidence-Based Selected-Response Question**

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

**Part One**

Read the sentence from the passage.

“Experience the outdoors in all sorts of weather—from a sunny day at the beach or lake to a wintry adventure when it snows.”

Which meaning of the word experience is used in the sentence?

- A. endure with
- B. understand
- C. knowledge
- D. take on

**Part Two**

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

- A. beach
- B. adventure
- C. weather
- D. sorts

Item Information	
Alignment	B-V.4.1.1
Answer Key: Part One	D
Answer Key: Part Two	B
Depth of Knowledge	3
Mean Score	1.22
Option Annotations	<p>The student is asked to determine the meaning of “experience” using context clues and to select a word from the sentence to support this meaning.</p> <p><b>Part One:</b> Option D is the correct answer because “take one” is the meaning of “experience” as it is used in the sentence. Options A, B, and C are not correct since they do not mean the same thing as “experience” in the context of the sentence.</p> <p><b>Part Two:</b> Option B is the correct answer because the word “adventure” supports the concept of “taking on” something. Options A, C, and D are not correct since they do not support the meaning of “experience” in the context of the sentence.</p>

**Multiple-Choice Questions**

4. Read the sentence from the passage.

“But before you travel the globe, take a look at your own backyard.”

What does the phrase “travel the globe” mean as used in the sentence?

- A. go for a long walk
- B. get in a car for a trip
- C. move to a new area
- D. journey far from home

Item Information	
Alignment	B-V.4.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	19%
p-value B	8%
p-value C	8%
p-value D	65% (correct answer)
Option Annotations	The student is asked to determine the meaning of the phrase “travel the globe.” Option D is the correct answer because “travel” implies making a “journey” and “globe” suggests going “far from home.” Options A, B, and C are not correct since they do not make sense based on the context of the passage.

5. Read the sentence from the passage.

“Then you can watch with pride as your tree takes root and your garden plants grow from sprigs to big plants full of ripe, red tomatoes or tiny, succulent blueberries.”

What does the word sprigs mean as used in the sentence?

- A. store-grown plants
- B. trimmed plants
- C. young plants
- D. broken pieces of plants

Item Information	
Alignment	B-V.4.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	12%
p-value B	5%
p-value C	79% (correct answer)
p-value D	4%
Option Annotations	The student is asked to use context clues to determine the meaning of “sprigs.” Option C is the correct answer because the words “garden plants grow sprigs from” suggests to the reader that the plants are growing over time. Options A, B, and D are not correct since they are not the correct meaning of “sprigs” and do not relate to the sequence indicated by the words “from” and “to” in the sentence.

6. Which sentence from the passage is an example of a way to reuse something?
- A. “They do need to be disposed of properly, though, so make sure your mom or dad helps if one breaks.”
  - B. “Unplug the chargers for your phone and MP3 player when you’re not using them.”
  - C. “Take paper from your computer printouts and use the other side for more computer printing or just to draw or doodle on.”
  - D. “By separating plastic bottles, cans, glass bottles, and more, you’re reducing the amount of trash that goes to the landfill.”

Item Information	
Alignment	B-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	6%
p-value B	15%
p-value C	55% (correct answer)
p-value D	24%
Option Annotations	The student is asked to identify a sentence from the passage that is an example of a way to reuse something. Option C is the correct answer because using the other side of computer paper is an example of reusing something. Option A is not correct since it relates to throwing something away. Option B is not correct since it relates to saving energy. Option D is not correct since it relates to reducing the amount of trash going into landfills.



**Evidence-Based Selected-Response Question**

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

**Part One**

What point does the author make about being outdoors?

- A. It requires many hours of hard work.
- B. It can be enjoyed by anyone.
- C. It should be avoided due to problems.
- D. It can be organized among friends.

**Part Two**

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

- A. “It also means taking special steps to protect the environment—the water, the land, and the air we breathe.”
- B. “When you use less of something, you do a good thing for the Earth.”
- C. “Go for a hike, visit local nature centers and gardens, climb up mountains, and explore lazy creeks.”
- D. “If so, get out there and get your hands dirty.”

Item Information	
Alignment	B-K.1.1.1
Answer Key: Part One	B
Answer Key: Part Two	C, D
Depth of Knowledge	3
Mean Score	1.79
Option Annotations	<p>The student is asked to determine the point the author makes about being outdoors and identify the sentences from the passage that support this point.</p> <p><b>Part One:</b> Option B is the correct answer because the passage says that Earth is a “huge and glorious place that’s ready for you to explore.” Options A, C, and D are not correct since they are not supported by information in the passage.</p> <p><b>Part Two:</b> Options C and D are the correct answers since they give examples of activities that people can do outside. Option A is not correct since it defines what being green is. Option B is not correct because it focuses on using fewer resources.</p>

**Multiple-Choice Questions**

8. What information do the headings help the reader understand?
- A. the system to categorize what people buy
  - B. the ways to be green and help the planet
  - C. the steps to take to protect plants on Earth
  - D. the order in which we should protect Earth

Item Information	
Alignment	B-C.3.1.3
Answer Key	B
Depth of Knowledge	2
p-value A	4%
p-value B	60% (correct answer)
p-value C	18%
p-value D	18%
Option Annotations	The student is asked to determine what information the headings help the reader to understand. Option B is the correct answer because the headings describe different ways to help the Earth. Option A is not correct since the headings do not relate to buying anything. Option C is not correct since the headings are not steps and relate to more than just protecting plants. Option D is not correct since the headings do not reflect a specific order of how to protect the Earth.

9. Which sentence from the passage **best** states the main idea?
- A. “Plants are green, and without them the Earth wouldn’t be such a lovely home for us human beings.”
  - B. “Every day, people make choices that affect the amount of trash and pollution that gets produced in our world.”
  - C. “Enjoy the Earth—walk in the woods, plant a tree, and eat some of the delicious food it produces.”
  - D. “When you can, walk or ride your bike instead of driving in the car.”

Item Information	
Alignment	B-K.1.1.2
Answer Key	B
Depth of Knowledge	2
p-value A	35%
p-value B	43% (correct answer)
p-value C	18%
p-value D	4%
Option Annotations	The student is asked to determine the main idea of the passage. Option B is the correct answer because the passage is mainly about how people can reduce, reuse, and recycle items to positively impact the amount of trash and pollution produced. Option A is not correct since it merely states a fact and does not relate to actions people can take to help the environment. Option C is not correct since it reflects one part of being green but not the main idea of the entire passage. Option D is not correct since it is only a detail related to how to reduce energy use.

## PASSAGE 2

Read the following passage about a friendship. Then answer question 10.

## Lost Lake

excerpt from *The Secret Life of Amanda K. Woods*  
by Ann Cameron

One summer day Amanda Woods traded her right hand for Lyle Leveridge's. Years later, she would think of that day as the beginning of a new life. At the time, though, she only knew it was the end of something.

It was a Monday in August. Amanda woke late. On the other side of the bed, her sister Margaret's side, the covers were flung back and Margaret was gone. Margaret, who was seventeen, had a summer job at North Wisconsin Hospital. The hospital was in the town of Rome, ten miles away, so Margaret had to wake up early.

Amanda went to the window. Outside, the branches of the oak tree were twisting in the wind. There were big angry waves all across Lost Lake.

Amanda shivered. She quickly put on her favorite T-shirt and jeans and her cowboy boots. Then she left the house and took the sandy path along the lake to Lyle Leveridge's place, to get there before it really was too late.

Amanda's family and Lyle's were the only people who lived on Lost Lake. Amanda and Lyle were eleven. They had been best friends for five years, ever since the Leveridges had rented the land next door to the Woodses' and put a house trailer on it.

When Amanda and Lyle were little, they had played with toy cars and trucks, making roads and bridges and towns on a bare earth mound in Lyle's yard. They swam together, and after Amanda got her horse, Skipper, they rode him double, bareback.

Lyle's dad, who worked at the lumberyard in Rome, had built Lyle a shack out of boards so he could have a special place of his own. Little by little, Lyle had filled it with an enormous collection of comic books. On rainy days, he and Amanda read them all day long.

Pushed by the wind, Amanda climbed up the hill from the lake to Lyle's place, where everything was changed. The Leveridges' lawn chairs were gone, and so was their rusty barbecue grill. Lyle's shack was gone, too. Lyle's dad had taken it down and sold the boards. Now, under the pine tree that had sheltered it, only its hard-packed dirt floor remained. The Leveridges' house trailer had been moved onto the driveway, their aluminum boat upside down on top of it. Lyle and his dad were up on top of the trailer, fastening the ropes to hold the boat.

The Leveridges were moving away, going to Montana. When Lyle had told Amanda they were leaving, she had felt terrible. She'd said, "We'll be friends when we grow up, anyhow." But Lyle had answered, "We'll live far apart and never even know each other."

Amanda realized he was probably right. It seemed as if everybody but her was always right.

She had looked at their hands, which were the same size and exactly the same shade of tan.

“Our hands are the same,” she said. “We could change hands. You take one of mine, and I’ll take one of yours.”

“We could change hands and no one would know the difference,” Lyle said.

She ran up to the trailer and Lyle saw her.

“We’re almost ready!” Lyle shouted into the wind. He looked excited.

“I got to keep my comics,” he added. “My dad fitted them into the boat!”

Lyle’s mother came out of the trailer. “What a cold day for leaving,” she said. The wind blew her light brown hair, the same color as Lyle’s and Amanda’s, into her eyes, and she brushed it back.

Lyle’s dad helped Lyle down from the roof of the trailer. Lyle’s parents both hugged Amanda.

“I hope you like Montana,” Amanda said.

“You be good,” Mr. Leveridge said. “We’ll miss you.”

Lyle looked at Amanda and moved his head slightly in the direction of where the shack had been.

Together they walked over there and stood in the middle of the old floor.

“It was nice,” Amanda said.

“Yup,” Lyle said.

Lyle took her right hand. He pressed the fingers of his right hand against her fingers, the back of his hand against her palm. “Shazam!” he said. He pulled his hand away from hers and shook it three times. Amanda copied him and shook hers three times, too.

The Leveridges’ car hiccupped, and then made a stronger sound, more like a tiger’s roar. The horn made a tiny beep.

“Lyle, time to roll,” Mr. Leveridge called. The trailer was closed up. Lyle’s parents were in the car.

“I won’t say it!” Lyle told Amanda.

Amanda wanted to ask him what wouldn’t he say, but she couldn’t, he was already running for the car.

Maybe what he meant was he wouldn’t say the word “goodbye.”

Amanda didn’t say it either.

The car, with the trailer and boat behind it, bumped slowly down the driveway.

Lyle waved his right hand, or was it Amanda’s?

Amanda’s right hand—or was it Lyle’s?—waved back.

**Text-Dependent Analysis Prompt**

10. The decision of Lyle’s family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

**Writer’s Checklist for the  
Text-Dependent Analysis Prompt**PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt 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 responding to the prompt.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

10. The decision of Lyle’s family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

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## Text-Dependent Analysis Scoring Guideline

### #10 Item Information

<b>Alignment</b>	E.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.69
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### 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/or research.

Score	Description
<b>4</b>	<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>
<b>3</b>	<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	Description
2	<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>
1	<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>

## STUDENT RESPONSE

Response Score: 4 points



10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

The decision of Lyle's family to move away has an effect on the main characters in the passage. The decision effects Lyle and Amanda in many ways. Two ways that it effects Lyle and Amanda is that they can't be friends when they grow up, and that they can't play together anymore.

First of all, They can't be friends when they grow up. In the passage Amanda said "We'll be friends when we grow up anyhow," And then Lyles said, "We'll live to far apart and never even know each other." This means that, when they grow up they won't be able to see each other ever again. If they can't see each other anymore then they can't do fun things that they wanted to do when they were kids. They also won't remember the things they used to do because they will probably forget about each other if they don't keep in contact.

second of all, they couldn't play anymore. If Lyle moves away then Amanda and him couldn't read comics on rainy days, they couldn't go swimming on hot days, and they couldn't go horse back riding. That shows that, Amanda is going to be bored because there's no one else that lived on Lost Lake except for Amanda's family and Lyle's family. If Lyle's family is moving than Amanda has no one to talk to. According to the author, Amandas sister Margaret who is seventeen has a job during the summer so Amanda probably doesn't have anyone to play with because Margaret is seventeen and Amanda is eleven. Also, Margaret is busy with her job.

That is why the decision of Lyle moving effects Lyle and Amanda in many ways. They can't play with each other anymore and, they can't be friends when they grow up.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. Thorough analysis (*they can't be friends when they grow up, and that they can't play together anymore . . . If they can't see each other anymore then they can't do fun things that they wanted to do when they were kids. They also won't remember the things they used to do because they will probably forget about each other . . .*) effectively addresses how the decision of Lyle's family to move away affects Lyle and Amanda. The student draws the inference (*This means that, when they grow up they won't be able to see each other ever again*) based on the quoted text evidence (*"We'll be friends when we grow up anyhow," And then Lyles said, "We'll live to far apart and never even know each other"*). This inference directly supports the analysis. The loss of their friendship and the loss of playtime is the focus of the response, and more analysis and substantial evidence from the text is used to support these ideas (*"We'll live to far apart and never even know each other," there's no one else that lived on Lost Lake except for Amanda's family and Lyle's family*). The organizational structure is strong with an effective introduction and conclusion. The few errors present in this response do not interfere with meaning.

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## STUDENT RESPONSE

## Response Score: 4 points

10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

Lyles family moving away affects Lyle and Amanda.

Lyles family moving affects Lyle Amanda by making them feel lonely. According to the text Lyle and Amanda were the only people living on lost lake. This shows that they only have each other to play with so when Lyle moves they won't have anyone to play with. In the text Lyle says, "We'll live far apart and we will never even know each other." This shows that Lyle and Amanda will most likely not see each other again. In the text Lyle wants to pretend to switch hands with Amanda, so, they remember each other when they are lonely.

Lyles family moving affects Lyle and Amanda by them wanting to be together. Amanda said, "When we grow up we'll still

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be friends any how." This shows Amanda wants to be with Lyle. In the text Lyle did not want to say goodbye. This shows that Lyle does not want to be without Amanda. Lyles family moving away affects Lyle and Amanda by them remembering odd things. In the text Lyle and Amanda went over to the place where they had a shack. This shows that they remember what they used to do there. In the text Lyle said I still get to keep my comic books. This shows that he remembers Him and Amanda reading them together. These reasons show that Lyle and Amanda are affected by Lyles family moving.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports how the decision of Lyle's family to move away affects Lyle and Amanda. The effect of the move on the children is developed with a thorough analysis that centers around their loneliness and memories (*by making them feel lonely; this shows that they only have each other so when Lyle moves they won't have anyone to play with; this shows that Lyle and Amanda will most likely not see each other again; so they remember each other when they are lonely; This shows Amanda wants to be with Lyle; This shows that Lyle does not want to be without Amanda; This shows that they remember . . .*) and is combined with substantial references to the text that highlight key details (*Lyle and Amanda were the only people living on lost lake; Lyle says, "We'll live far apart and we will never even know each other"; Amanda said, "When we grow up we'll still be friends any how"; Lyle and Amanda went over to the place where they had a shack; Lyle said I still get to keep my comic books*). Although the transitions are repetitive (*This shows, in the text, According to the text*), they link the thorough analysis and accurate text references that explain how the decision of Lyle's family to move affects Lyle and Amanda. The few errors present do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points



10. The decision of Lyle’s family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

The decision of Lyle’s family to move affects both Amanda and Lyle, because Lyle thinks that when they grow up they’ll forget each other. So they both switched one of their hands. Another effect that they have upon themselves, is that they turn “very sad”.

They switched their hands because they wanted to remember each other. They both turned “very sad” , because once Lyle leaves to go to Montana , they’ll both miss each other.

Some other reasons why having Lyle move affects them is, that, then they won’t be able to do all of the activities , that they did together. They also won’t be able to go ,and read comic books, on rainy days, either. Also Amanda won’t be able to go, in the hide-out that they read comic books in.

They wouldn’t be able to do all the activities with each other, because they won’t be together, and for their activities they liked to do them together. They wouldn’t be able to go and read comic books together, on rainy days, because Lyle’s father sold all of the wood it was made out of. Amanda can’t go , in the little hide-out to visit it either, because, once again, Lyle’s father sold all the wood, that it was made out of. So now Amanda can, only go to where it was.

That’s how Lyle’s family decision , affects both Amanda, and Lyle.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure adequately supports the focus that (*The decision of Lyle’s family to move affects both Amanda and Lyle*). Development consists of a clear analysis (*They switched their hands because they wanted to remember each other; They both turned “very sad”, because once Lyle leaves to go to Montana, they’ll both miss each other; Amanda can’t go , in the little hide-out to visit it either . . . So now Amanda can, only go to where it was*) that explains how the two are affected. Sufficient text references detailing what they won’t be able to do together anymore (*read comic books together, on rainy days . . . go, in the little hide-out*) or why things have changed (*Lyle’s father sold all of the wood*) support the analysis of how they are affected. Appropriate transitions link ideas (*Another effect, Some other reasons, So now*). Few errors are present and they seldom interfere with meaning (*decision*).



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## STUDENT RESPONSE

## Response Score: 3 points

10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

These are just a few of the ways that the decision of moving has an effect on the main characters in the passage "Lost Lake." One way that it will effect them is stated by Lyle in the passage when he says, "We'll live appart and never know each other." The decision of moving will probally make them very sad because they have been best friend's since their childhood. You can tell because in the story it says, "I won't say it." That's not all! Later in the story it says, "he won't say goodbye." Lyle is so sad about leaving he can't even say goodbye. In some ways it will make them happy because in the beggining it says, "she would think of that day as the beggining of a new life." Lyle may even feel the same way because it says that Lyle has an exited look on his face but is still sad when he has to leave. It might effect Amanda because she might not be able to find a new best friend because it says, "Amanda's family and

GO ON 

Lyle's were the only people who lived on Lost Lake." Those are the ways Amanda and Lyle will be effected when Lyle moves.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and adequately supports the focus and ideas. A clear analysis (*decision of moving will probally make them very sad; Lyle is so sad about leaving he can't even say goodbye. In some ways it will make them happy because . . . ; Lyle may even feel the same way . . . but is still sad when he has to leave. It might effect Amanda because she might not be able to find a new best friend*) and sufficient, accurate, and direct references to the text ("*We'll live appart and never know each other*", "*Amanda's family and Lyle's were the only people who lived on Lost Lake*") together explain how the best friends are affected. The precise language clearly explains ideas used to develop the topic (*since their childhood, exited look*). Appropriate transitions (*Later in the story, In some ways*) are used to link ideas. A few errors are present (*probally, beggining*), but they seldom interfere with meaning.

## STUDENT RESPONSE

Response Score: 2 points



10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

It affected Lyle and Amanda really hard. Here is why.

It affected Lyle and Amandy really hard, b ecause they did everything together. They playd with toy cars and trucks, made roads and brigdes and towns on bare earth mound in Lyle's yard. They swam together, and when Amanda got her own horse, Skipper, they rode him double bareback. They had a good time together, so it was really hard to say goodbye. So they didnt.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak introduction and conclusion only identify the vague controlling idea that it *affected Lyle and Amanda really hard*. The attempt to explain how the decision of Lyle's family to move away affects Lyle and Amanda is developed with a weak analysis (*It affected Lyle and Amanda really hard, because they did everything together; They had a good time together, so it was really hard to say goodbye*) that is only supported by references to the text identifying the activities they did together (*playd with toy cars and trucks; swam together, and when Amanda got her own horse, Skipper, they rode him double bareback*). Some errors are present in spelling (*playd, brigdes*) and grammar that may interfere with meaning.

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## STUDENT RESPONSE

## Response Score: 2 points

10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

The decision of Lyle's family moving to Montana has an effect on Amanda and Lyle.

The effect of Lyle's family moving on Amanda is that she feels sad about it. She doesn't want Lyle's family to move away from Lost Lake because she had very fun memories with Lyle when she and him were kids.

Lyle doesn't want to leave Amanda either. He also had fun memories playing with Amanda. He doesn't want to leave Amanda and her family, but he is also very excited to go and live in Montana. Lyle wanted to go to Montana, but also wanted to stay with Amanda so they traded arms so they would not forget each other.

Lyle's family moving to Montana had an effect on Amanda and also had an effect on Lyle too.

GO ON 

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak introduction and conclusion address the task of analyzing how the decision to move affects Lyle and Amanda but do little more than state that it has an effect. There is a weak analysis about Amanda's feelings (. . . *she feels sad about it. She doesn't want Lyle's family to move away from Lost Lake because she had very fun memorys with Lyle*) and Lyle's feelings (*Lyle doesn't want to leave Amanda; but he is also very exited to go and live in Montana*). In addition, there is further weak analysis (*so they would not forget each other*) that reflects how both Lyle and Amanda are affected. While these ideas are relevant, they are not fully explained. The vague references to the main ideas of the text (*she had very fun memorys with Lyle when she and him were kids, the traded arms*) lack the relevant details necessary to more clearly support the writer's ideas. Transitions are inconsistently used to link ideas. Few errors are present and they seldom interfere with meaning (*meomerys, exited for excited, the for they*).

## STUDENT RESPONSE

Response Score: 1 point



10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

Amanda and Lyle were really good friends. Amanda and Lyle played together. Amanda really like to play with Lyle everytime. Amanda really wanted Lyle to stay but he couldent stay. Amanda was really sad when Lyle left. Amanda really liked playing with Lyle.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. Minimal evidence of an organizational structure is demonstrated and there is little evidence of an introduction or conclusion. There is a minimal analysis of how the decision of Lyle's family to move away affects Lyle and Amanda (*Amanda really wanted Lyle to stay; Amanda was really sad when Lyle left*) and the references to the text provide insufficient details to support the analysis (*Amanda and Lyle were really good friends, Amanda and Lyle played together*). Transitions are not used to link ideas, and errors (*like instead of liked, couldent*) may interfere with meaning.



## STUDENT RESPONSE

## Response Score: 1 point

10. The decision of Lyle's family to move away has an effect on the main characters in the passage. Write an essay analyzing how this decision affects Lyle and Amanda. Use evidence from the passage to support your response.

" They were best friend. and they always played. together, and it was sad that her bestfriend was leaving to she was sad. and it would be upsetting. to her other best friend.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. Minimal evidence of an organizational structure is demonstrated and there is little evidence of an introduction or conclusion. The response does attempt to address how the decision of Lyle's family to move away affects Lyle and Amanda, but there is insufficient analysis (... *it was sad that her bestfriend was leaving to she was sad. and it would be upsetting*) and minimal reference to the main ideas of the text with few details ("*They were best friend and they always played. together*"). Few transitions link ideas. Errors in grammar and sentence formation interfere with meaning (... *and it was sad that her bestfriend was leaving to she was sad. and it would be upsetting. to her other best friend*).

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS**

**Directions:**

On the following pages are the Language questions.

**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.

## STANDALONE MULTIPLE-CHOICE QUESTIONS

11. Which underlined word is used correctly?

- A. Did you get the e-mail I scent you?
- B. Will you weight for me at the park?
- C. I will bring sum snacks for us to eat.
- D. Please do not raise the shade.

Item Information	
Alignment	D.1.1.7
Answer Key	D
Depth of Knowledge	2
p-value A	16%
p-value B	6%
p-value C	8%
p-value D	70% (correct answer)
Option Annotations	The student is asked to identify which frequently confused word is used correctly. Option D is the correct answer because it is the only word that is used correctly based on the context of the sentence. Option A is not correct since the word should be “sent.” Option B is not correct since the word should be “wait.” Option C is not correct since the word should be “some.”

12. Read the paragraph from a story.

(1) It was cleanup day at the school, and John was assigned to clean out a closet in the library. (2) While he was moving an old bookcase, he discovered a stack of newspapers that \_\_\_\_\_. (3) Carefully, he picked up one newspaper and wiped the dust from it. (4) He was able to read the front page: “Man Walks on the Moon!”

Choose the **most** descriptive group of words to complete sentence 2.

- A. had a great amount of dust on them
- B. looked so dusty they could not be read
- C. were resting beneath a thick coat of powdery dust
- D. looked like they had been dusty for a very long time

Item Information	
Alignment	D.2.1.3
Answer Key	C
Depth of Knowledge	2
p-value A	22%
p-value B	15%
p-value C	39% (correct answer)
p-value D	24%
Option Annotations	The student is asked to determine the most descriptive group of words to complete a sentence. Option C is the correct answer since “resting beneath a thick coating of powdery dust” is the most descriptive choice and uses language that provokes imagery. Options A, B, and D are not correct since they are less descriptive than the key and do not use visual language.

13. Read the sentences from a story.

(1) My grandmother asked me to water the tomato plants. (2) I filled the watering can. (3) Then I began to pour water on the plants. (4) A toad jumped down and landed on my shoe. (5) That was sure a surprise.

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

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 5

Item Information	
Alignment	D.2.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	4%
p-value B	3%
p-value C	7%
p-value D	86% (correct answer)
Option Annotations	The student is asked to determine which sentence would best end with an exclamation point to show excitement. Option D is the correct answer because the word “surprise” indicates the use of an exclamation point to express emotion. Options A, B, and C are not correct since they merely indicate action and do not express a strong emotion.

14. Read the paragraph.

(1) Brian’s sisters went to the library but Brian stayed home. (2) He had a cold and was tired. (3) He decided to play checkers or chess with his older brother instead. (4) Checkers and chess were Brian’s favorite games.

Which revision should be made to the paragraph to correctly punctuate a compound sentence?

- A. Add a comma after library in sentence 1.
- B. Add a comma after cold in sentence 2.
- C. Add a comma after checkers in sentence 3.
- D. Add a comma after chess in sentence 4.

Item Information	
Alignment	D.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	62% (correct answer)
p-value B	14%
p-value C	17%
p-value D	7%
Option Annotations	The student is asked to determine after which word a comma should be added. Option A is the correct answer because a comma is needed before the coordinating conjunction that separates two independent clauses. Options B and C are not correct since the conjunction does not join two independent clauses. Option D is not correct since the conjunction is used to create a compound subject, not to separate two independent clauses.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	B-C.3.1.1	A	2	75%	6%	4%	15%
2	B-K.1.1.3	D	2	8%	6%	12%	74%
3	B-V.4.1.1	Part One: D Part Two: B	3	Mean Score: 1.22			
4	B-V.4.1.2	D	2	19%	8%	8%	65%
5	B-V.4.1.1	C	2	12%	5%	75%	4%
6	B-K.1.1.1	C	2	6%	15%	55%	24%
7	B-K.1.1.1	Part One: B Part Two: C, D	3	Mean Score: 1.79			
8	B-C.3.1.3	B	2	4%	60%	18%	18%
9	B-K.1.1.2	B	2	35%	43%	18%	4%
11	D.1.1.7	D	2	16%	6%	8%	70%
12	D.2.1.3	C	2	22%	15%	39%	24%
13	D.2.1.2	D	2	4%	3%	7%	86%
14	D.1.2.3	A	2	62%	14%	17%	7%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	E.1.1	4	3	1.69

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**ACKNOWLEDGEMENTS**

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

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