



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2018–2019**  
**Grade 5**

# TABLE OF CONTENTS

<b>INFORMATION ABOUT ENGLISH LANGUAGE ARTS</b> .....	<b>1</b>
Introduction .....	1
General Introduction .....	1
Pennsylvania Core Standards (PCS) .....	1
What Is Included .....	1
Purpose and Uses .....	1
Change in Test Design 2017–2018 .....	1
Item Format and Scoring Guidelines .....	2
English Language Arts Grade 5 .....	3
<b>PSSA ENGLISH LANGUAGE ARTS GRADE 5</b> .....	<b>4</b>
English Language Arts Test Directions for Reading Passages and Questions .....	4
Passage 1 .....	6
Multiple-Choice Question .....	8
Evidence-Based Selected-Response Question .....	9
Multiple-Choice Questions .....	10
Passage 2 .....	14
Text-Dependent Analysis Prompt .....	18
Text-Dependent Analysis Scoring Guideline .....	22
English Language Arts Test Directions for Language Questions .....	38
Standalone Multiple-Choice Questions .....	39
English Language Arts—Sample Item Summary Data .....	43
<b>ACKNOWLEDGEMENTS</b> .....	<b>45</b>

## 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 5**

This English Language Arts Sampler is composed of 3 passages, 8 passage-based multiple-choice questions, 1 evidence-based selected-response questions, a text-dependent analysis prompt, and 4 standalone multiple-choice questions.

There are 2 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 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 a great swimmer. Then answer questions 1–6.

## America’s Best Girl

by Tracey E. Fern

Stroke. Stroke. Gertrude “Trudy” Ederle was fourteen miles off the coast of France and seven miles from her goal—the coast of England. She had been swimming for eleven hours through frigid water. Rain pelted down, the tide dragged her backward, and the salty water had caused her tongue to swell to twice its normal size.

“You must come out!” someone finally yelled from a nearby tugboat.

Trudy raised her head and looked into the black waves. “What for?” she called back. Trudy knew this was her last, best shot to become the first woman to swim the English Channel. She put her head back down. Stroke. Stroke. Stroke.

### The Swim of a Lifetime

When Trudy stepped into the water on August 6, 1926, few people thought the nineteen-year-old had a chance of swimming the Channel. Although the narrow sea that separates England from France is only twenty-one miles wide, the tides are treacherous, the water is bone-chillingly cold, and the weather is unpredictable. To make matters worse, the Channel was laced with stinging jellyfish, clinging seaweed, and heavy ship traffic.

The Channel was so dangerous that by 1926 only five people in history had been able to swim across it, and all of them had been men. At the time, women were generally considered not strong enough to complete such an arduous swim. “Women must admit that in contests of physical skill, speed and endurance, they must remain forever the weaker sex,” a London newspaper had said just one day before Trudy’s swim. Trudy was determined to prove the skeptics wrong.

### Facing the Challenge

Trudy was one of the best all-around swimmers in the world. She held eighteen world records and had won three medals at the 1924 Olympic Games in Paris.

Trudy was used to rough seas, too. At home in New York, she swam for miles in the open ocean every day during the summer, no matter what the weather. And she had been training in the Channel for the past three weeks.

But Trudy had tried to swim the Channel once before. In August of 1925, Trudy had come within six miles of England. Then she had gotten horribly seasick. Her trainer had to pull her out of the water.

Trudy knew that if she didn’t make it this time, there was a good chance that her rival, Clarabelle Barrett, would beat her across the Channel. Clarabelle had come within a few miles of completing the swim herself, and was planning to try again soon.



## Braving the Rough Seas

The sea was a chilly sixty-one degrees Fahrenheit when Trudy waded into the water off Cape Gris-Nez, France, at 7:09 A.M. She wore a black two-piece bathing suit, a skull cap, heavy goggles, and eight layers of grease to protect her from the cold. The spectators cheered. Trudy waved and plunged in.

The tug *Alsace* chugged along beside her carrying a sign that read “This way, ole kid!” with an arrow pointing forward. Trudy’s coach, Thomas Burgess, was aboard, along with her father, sister, and friends.

Trudy started off with a strong crawl, pulling steadily at twenty-eight strokes per minute and kicking eight beats for every full stroke of her arms. Her space-eating crawl covered the first four miles in just three hours. Coach Burgess was worried that Trudy wouldn’t be able to keep up that breakneck pace.

“Take your time!” he called out to Trudy. But Trudy just kept swimming.

She stopped for her first meal at 10:30 A.M. and sipped beef extract while floating on her back. Then she started swimming again.

Her friends hung over the side of the *Alsace* and sang silly songs to keep Trudy from getting bored. It was working: Trudy was on world-record pace. But by early afternoon, it was clear that trouble was brewing.

Trudy had chosen this day for her swim because weather forecasts were favorable, but at 1:30 P.M. it started to rain. At first, the rain was gentle, but within a few hours a full-fledged storm swooped across the Channel. By 5:00 P.M. the sea was rough, the tide was running against Trudy, and a stinging spray was being hurled into her face.

By 6:00 P.M. it seemed hopeless. The waves and tide were so fierce that for every few yards Trudy swam, she was pushed back twice as many. And the storm showed no signs of letting up.

Coach Burgess leaned over the side of the *Alsace* and begged Trudy to get out of the water. But Trudy was only six miles from the English shore. “No! No!” she shouted. She fought the storm for three more hours. Finally the wind and rain eased and the tide turned. Now it was sweeping her toward the shore.

Trudy finally stubbed her toe on the beach at Kingsdown, England, at 9:40 P.M. She had been in the water for fourteen hours and thirty-one minutes. Trudy wasn’t just the first woman to swim the Channel, she was the fastest person to swim it. She had smashed the world-record time by almost two hours.

But Trudy’s swim had taken a toll on her body. The pounding waves had damaged her hearing, so Trudy eventually gave up professional swimming and became a swimming instructor for deaf children.

“To get over that Channel was my biggest and only ambition in the world,” she said. “I just knew it could be done, it had to be done, and I did it.”

**Multiple-Choice Question**

1. Read the sentence from the passage.

“When Trudy stepped into the water on August 6, 1926, few people thought the nineteen-year-old had a chance of swimming the Channel.”

Which sentence from the passage provides evidence to support this statement?

- A. “Trudy was determined to prove the skeptics wrong.”
- B. “Rain pelted down, the tide dragged her backward, and the salty water had caused her tongue to swell to twice its normal size.”
- C. “At the time, women were generally considered not strong enough to complete such an arduous swim.”
- D. “Trudy knew this was her last, best shot to become the first woman to swim the English Channel.”

Item Information	
Alignment	B-C.3.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	23%
p-value B	7%
p-value C	51% (correct answer)
p-value D	19%
Option Annotations	The student is asked to identify a detail from the passage that supports the author’s point that “few people thought the nineteen-year-old had a chance of swimming the Channel.” Option C is the correct answer because it describes the attitude of that time, which was that women were not strong enough to overcome such a difficult physical challenge. Option A is not correct since it relates to how Trudy responded to the attitude of the time, but it does not directly support the point. Options B and D are not correct since they are details from the passage but do not directly relate to the author’s point.

**Evidence-Based Selected-Response Question**

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

**Part One**

Which statement **best** describes Ederle’s main motivation in the section “Facing the Challenge”?

- A. Ederle wanted to win an Olympic medal.
- B. Ederle felt competition from a rival.
- C. Ederle needed a new place to train.
- D. Ederle wanted to overcome an injury.

**Part Two**

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

- A. “Then she had gotten horribly seasick.”
- B. “She held eighteen world records and had won three medals at the 1924 Olympic Games in Paris.”
- C. “Clarabelle had come within a few miles of completing the swim herself, and was planning to try again soon.”
- D. “At home in New York, she swam for miles in the open ocean every day during the summer, no matter what the weather.”

Item Information	
Alignment	B-K.1.1.1
Answer Key: Part One	B
Answer Key: Part Two	C
Depth of Knowledge	3
Mean Score	1.31
Option Annotations	<p>The student is asked to determine Ederle’s main motivation in the section “Facing the Challenge” and to select a detail from the passage that supports the inference.</p> <p><b>Part One:</b> Option B is the correct answer because it was Ederle’s fear of losing to Clarabelle Barrett that caused her to swim on despite facing numerous obstacles. Options A, C, and D are not correct since they are not supported by information in the passage.</p> <p><b>Part Two:</b> Option C is the correct answer because it provides specific evidence as to how close Ederle’s rival was to defeating her. Options A, B, and D are not correct since they do not relate to Ederle’s fear of competition from her rival.</p>

### Multiple-Choice Questions

3. Which generalization can **best** be made from the section “Braving the Rough Seas”?
- A. Working slowly is a good way to overcome a challenge.
  - B. People should consider the weather when choosing a day to swim.
  - C. Plans do not always work out as expected.
  - D. It takes determination to keep going in a difficult situation.

Item Information	
Alignment	B-K.1.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	11%
p-value B	5%
p-value C	1%
p-value D	74% (correct answer)
Option Annotations	The student is asked to determine a generalization that can be made from the information in the passage. Option D is the correct answer because the section relays the difficulties that Ederle faced while trying to accomplish her goal and how she showed persistence in achieving her dream. Option A is not correct since Ederle swam at a swift pace and actually broke a world-record time. Option B is not correct since Ederle had consulted weather forecasts before choosing the day for her swim. Option C is not correct since Ederle did accomplish her goal.

4. Read the sentence from the passage.

“But by early afternoon, it was clear that trouble was brewing.”

What is the meaning of the phrase “trouble was brewing” as used in the passage?

- A. A negative event was about to happen.
- B. A solution was about to be lost.
- C. A strange mystery was going to be solved.
- D. A surprise was going to occur.

Item Information	
Alignment	B-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	83% (correct answer)
p-value B	4%
p-value C	4%
p-value D	9%
Option Annotations	The student is asked to interpret figurative language used in a phrase from the passage. Option A is the correct answer since it fits the context of the passage. The passage indicates that unfavorable weather came slowly upon them, beginning with gentle rain that turned into a fierce storm. Options B, C, and D are not correct since the evidence in the passage does not support these ideas.

5. Which sentence from the passage **best** supports the inference that Trudy was committed to her goal?
- A. “Trudy was used to rough seas, too.”
  - B. “Trudy was one of the best all-around swimmers in the world.”
  - C. “But Trudy had tried to swim the Channel once before.”
  - D. “Trudy raised her head and looked into the black waves.”

Item Information	
Alignment	B-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	8%
p-value B	28%
p-value C	47% (correct answer)
p-value D	17%
Option Annotations	The student is asked to identify the sentence from the passage that supports the idea that Trudy was committed to her goal. Option C is the correct answer because it shows that even though Trudy had previously tried to swim the Channel without success, she endeavored to swim it again. Options A and B are not correct since they are merely factual statements about Trudy. Option D is not correct since it describes an action that Trudy had taken when someone had given her a directive.

6. What is the purpose of the headings in the passage?
- A. to describe the events that led to Ederle’s biggest accomplishment
  - B. to list Ederle’s most important swimming accomplishments
  - C. to explain the conditions that Ederle faced in the English Channel
  - D. to compare Ederle with another woman who also wished to swim the English Channel

Item Information	
Alignment	B-C.3.1.3
Answer Key	A
Depth of Knowledge	3
p-value A	58% (correct answer)
p-value B	1%
p-value C	25%
p-value D	7%
Option Annotations	The student is asked to determine the purpose of the headings in the passage. Option A is the correct answer because the headings describe the history of people who tried to swim the Channel, how Trudy prepared for her swim, and the difficulties she faced during her swim. Option B is not correct since her swimming accomplishments are only mentioned in “Facing the Challenge.” Option C is not correct since only “Braving the Rough Seas” details the conditions Trudy faced while in the Channel. Option D is not correct since Clarabelle Barrett is only mentioned in “Facing the Challenge.”

## PASSAGE 2

Read the following folktale about a priest and a king. Then answer question 7.

## The Fruit of Hard Work

an Indian Folktale

retold by Deepa Agarwal

Long, long ago, a priest named Ram Dhan lived in a village in the heart of India. He made his living by performing ceremonies for the villagers. But since the village was small and such ceremonies were required only once in a great while, Ram Dhan barely made enough money to feed his wife and himself.

One evening as he and his wife, Shweta Devi, ate their dinner of two dry chapatis<sup>1</sup> with a lump of salt, she said, “We deserve better than this, surely. I wish I had money to buy some vegetables at least.”

Ram Dhan sighed. “There’s no way for me to earn more.”

“Well,” said Shweta Devi, “I’ve heard our raja sahib is very generous. He gives freely to learned men like you.”

Ram Dhan frowned. “Kings acquire their wealth by taxing their subjects or by looting their enemies in battle. I’d rather remain poor than accept such money in alms.”

“I’m sure not all his money is earned like that,” Shweta Devi insisted. “Why don’t you go to the palace and find out?”

Ram Dhan thought for a long while. “All right,” he said finally. “But I’ll only accept money the king has earned by his own honest work.”

The next morning he set off for the capital. When he reached the palace, he noticed a long line of men winding out from the central gates. Discovering they were all alms seekers like himself, he joined the queue.

Inside, the king was sitting on a jeweled throne. A huge diamond flashed in his turban, and his brocade coat shimmered with gold. Two attendants stood beside him, holding an enormous salver covered with coins. As each supplicant approached, the king picked up a handful of coins and poured it into the man’s cupped palms.

After a long wait, Ram Dhan’s turn came. As soon as the king scooped up the coins, Ram Dhan said, “Your Majesty, with all due respect, I would like to ask you a question. Have you earned this money by the sweat of your brow?”

The king was so startled that the coins slid out of his hands back onto the salver. “Earned?” he replied. “Don’t you know kings do not sweat to earn money like ordinary people?”

---

<sup>1</sup> chapatis—unleavened flatbread



Ram Dhan said, “Then I cannot accept this money. It is money that has not been earned by honest labor.”

The king paled. When he came to the throne, he had made a vow that a needy person would never go empty-handed from his door. If this man left without accepting alms from him, his vow would be broken!

“Wait!” he cried to Ram Dhan, who was already turning away. “If you come again tomorrow, I promise you will get money that I have earned by my own labor.”

After the crowd had dispersed, the king went to his chamber and disguised himself as a common laborer. He then slipped out of the palace and began to look for work in the city. After knocking at many doors he found a job—fetching water for a householder.

The king had never in his whole life lifted a finger to do any kind of work. Just filling the clay pot with water from the well and carrying it on his head was exhausting. When he staggered back to the house with the full pot, he was ordered to fetch another. This was even more of an effort, but he thought of his vow and went on. However, as soon as he reentered the house, he stumbled and dropped the pot. It shattered at once.

The householder was furious. “You useless fellow!” he cried. “Take this and get out. It’s more than you deserve!” He flung a couple of paise<sup>2</sup> after him.

The king picked up the coins gratefully. At least he would not have to break his vow.

The next day, when Ram Dhan appeared, the king produced the coins. He said, “This is all I could earn by my own labor.”

Ram Dhan touched the coins to his forehead, bowed to the king, and said, “These coins are more precious than gold.” And he left for his village.

His wife ran out eagerly as soon as she saw him arrive. “What did the king give you?” she asked.

Ram Dhan produced the two coins. “It was all he could earn by his own honest work.”

Shweta Devi was bitterly disappointed. But she took the two coins and placed them by a tulsi plant, which grew in a pot in their tiny courtyard. It was her custom to light a lamp before the plant every night.

One evening Shweta Devi noticed that another plant had sprouted in the pot beside the tulsi. It was quite different from the common weeds that sometimes took root there. Curious to see how it would grow, she decided to let it remain. The plant grew taller and taller as the days passed. Tiny buds appeared on its stems. The buds bloomed into little white flowers, so pretty and unusual that Shweta Devi was quite fascinated by them.

She was even more intrigued when the flowers began turning into fruit, the oddest fruit she had ever seen. Little white balls, hard, with a wonderful sheen.

“Do you think this fruit has any use?” she asked Ram Dhan.

“I don’t know,” he said. “I’ve never seen anything like it.”

Soon the plant was producing so much fruit that it fell and scattered all over the courtyard. Every day Shweta Devi swept up a big handful. The little balls were so unusual she didn’t feel like throwing them away, so she collected them in a mud pot.

---

<sup>2</sup> paise—coins

One day she heard the fruit seller calling out, “Guavas, fresh guavas!” Shweta Devi’s mouth watered. It was years since she had eaten a sweet guava. But she had no money. As she stood there wondering what she could do, she suddenly had an idea.

She ran and got some of the strange fruit and went to the fruit seller. “Leelabai,” she said, “would you like to exchange these for some guavas?”

Leelabai turned the white balls over in her hand. “What are they?” she asked, perplexed.

“I thought you would know,” Shweta Devi replied.

“Well, I’ve never seen this kind of fruit before. But it’s so pretty, I don’t mind giving you some guavas in exchange.”

The fruit seller took the strange fruit to the village grocer. As soon as he saw them, he exclaimed, “Where did you get these?”

“From Shweta Devi, the Ram Dhan’s wife. She says they grow on a plant in her courtyard. Do they have any use?”

The grocer’s face grew guarded. “Maybe,” he said. “I’m not sure. But they look very nice. I don’t mind giving you some provisions in exchange for them.”

Now Leelabai began to give Shweta Devi fruit and vegetables in exchange for the gleaming white balls. In turn, she passed the little balls on to the grocer.

One day, on a visit to the city, the grocer heard the sound of the town crier’s drum. “Hear all! Hear all!” he proclaimed. “The marriage of Her Highness Princess Roopvati is near. Her wedding dress is to be embroidered with fine pearls. His Majesty the king will pay handsomely for the best pearls, so if you possess any, bring them forth.”

The grocer rushed home. He took out all the little white balls he had, put them in a silken pouch, and hurried back to the city.

When the king saw them, his eyes gleamed with delight. “These pearls are incomparable,” he said. “Where did you get them?”

The grocer told him about the strange plant. “Impossible!” cried the king. “Pearls do not grow on plants. You are lying!”

“I speak the truth!” the grocer pleaded, terrified. “There is such a plant.”

“Then I must see it for myself.” The king set off for the village at once.

“Show me the wonderful plant that bears pearls for fruit,” the king demanded as soon as Shweta Devi opened the door.

For a moment she was confused. Then she cried out, “Pearls! I knew they were something rare!”

She ran and got the pot of tulsi. The king took it from her and looked at the pearl-bearing plant. “This is truly a miracle!” he cried out, amazed. “But how is it possible?”

As he tilted the pot this way and that, it slipped from his hands and fell to the floor. The pot broke, scattering soil and exposing the plant’s roots.

“The coins!” Shweta Devi exclaimed. “It is growing out of the coins!”

Ram Dhan came forward. “Your Majesty,” he explained, “you gave me those coins in charity. It was money you earned from your own honest labor.”

The king was wonder-stricken. “Of course, I remember,” he replied. “It was the first and only time I labored with my hands.”

“These pearls are the fruit of that work, Your Majesty,” said Ram Dhan.

“You are truly the wisest man in my kingdom,” declared the king. “You shall be the royal tutor and teach my sons all you know. Particularly the value of hard work.”

Ram Dhan and Shweta Devi went to live in the palace that day. And they never lacked for anything again.

**Text-Dependent Analysis Prompt**

7. At the end of the passage, the king says to Ram Dhan, “You shall be the royal tutor and teach my sons all you know.” Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. 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.



Lined area for writing, consisting of 22 horizontal lines.





**Text-Dependent Analysis Scoring Guideline**

**#7 Item Information**

<b>Alignment</b>	E.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.65
------------------	-------	---------------------------	---	-------------------	------

**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/or research.

<b>Score</b>	<b>Description</b>
<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



7. At the end of the passage, the king says to Ram Dhan, “You shall be the royal tutor and teach my sons all you know.” Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

Ram Dhan was a poor priest that was appointed to teach the kings sons all he knew and the importance of working to earn things. The king wasn't greedy, he would give money to those who needed it. Ram Dhan refused to take the coins since the king hadn't earned them with hard work. That may have been one of the wisest things he ever did.

The author of “The fruit of Hard Work” says that the coins the King had weren't earned by his honest labor. “Then I cannot accept this money. It is money that hasn't been earned by honest labor.” Ram Dhan said. This evidence helps me understand that Ram Dhan was wise enough to only accept coins from doing work. This shows why the king chose Ram Dhan to tutor his son's because being greedy and not doing any work can get you into difficult situations. Also he wanted his sons to learn to expect things from others when no one did any work. That is one way why the king chose Ram Dhan.

According to the text “The Fruit of Hard Work” Ram Dhan says “Your Majesty, you gave me those coins in charity. It was money you earned from honest labor.” From this evidence I know that the king finally understands what hard work can do for you, and he wants his sons to learn that too. He chose Ram Dhan to be the royal tutor because being honest by doing your work can help you become a better wiser person. That is another reason why the king chose Ram Dhan to tutor his sons.

In the story the author states that Ram Dhan said “These pearls are the fruit of hard work, your Majesty. Evidence like this tells me why the king chose Ram Dhan to be his sons tutor because he now understands all the importance of hard work and why Ram Dhan wouldn't accept the coins. For example the king told Ram Dhan to teach his sons “Particularly the value of hard work.” The pearls had grown on the plant had grown because of the kings honest work. This is another reason why the king chose Ram Dhan to be his sons tutor.

The king had made a wise decission to chose Ram Dhan to tutor his sons so they could have the best education they could have. Ram Dhan had went from being a poor priest living in a small village to being a rich tutor and living in a castle. That is just because be olny accepted coins earned by hardwork and honest labor.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong. The introduction provides the idea that one of the wisest things he ever did was when Ram Dhan refused to take the coins since the king hadn't earned them with hard work. This idea is the basis of why the king chose Ram Dhan to be the royal tutor and is effectively developed throughout the response. An effective conclusion identifies how this changed Ram Dhan's life (*Ram Dhan had went from being a poor priest living in a small village to being a rich tutor and living in a castle*). A thorough analysis (*Ram Dhan was wise enough to only accept; being greedy and not doing any work can get you into difficult situations; finally understands what hard work can do for you, and he wants his sons to learn; being honest by doing your work can help you become a better wiser person; now understands all the importance of hard work*) and substantial relevant text (*"Then I cannot accept this money. It is money that hasn't been earned by honest labor"; "Your Majesty, you gave me those coins in charity. It was money you earned from honest labor"; "These pearls are the fruit of hard work, your Majesty"*) together effectively address and explain why the king wants Ram Dhan to be the royal tutor. The use of transitions to link ideas is skillful (*According to the text, That is another, In the story*). Few errors are present and do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 4 points

7. At the end of the passage, the king says to Ram Dhan, "You shall be the royal tutor and teach my sons all you know." Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

The king wishes Ram Dhan to be the royal tutor for several reasons. One reason is that Ram Dhan knows the importance of laboring for your money. The king most likely wants the princes to know that value, so they don't make the same mistake as he did—being lazy.

This leads into the next reason, because who could be better to teach the king's sons the importance of hard work than the one who taught the king? Ram Dhan is the one who showed the king to earn your wealth.

If Ram Dhan could teach the king the king probably thinks that it will be no problem for Ram Dhan to teach the princes. I can tell that Ram Dhan actually was the one to teach the king, because Ram Dhan states in the passage that

GO ON 

"The pearls are the fruit of that work".

He also helped in various other places in the in the passage. In the beginning, Ram Dhan was the one who originally got the king to work in the first place.

The third and final reason is that Ram Dhan is an honest and dedicated person. He honestly told the King he should work for his money, whilst most poor people, like him, would take the money and leave with it. He told the king what he honestly thought - that money should not be just money, but instead the fruit of your labors. Ram Dhan also seems very dedicated in teaching the king the value of work, so the king appoints Ram Dhan as tutor, most likely so he will have the same dedication in teaching the king's sons.

In conclusion, The King appoints Ram Dhan as royal tutor because of three reasons. Ram Dhan knows the importance of laboring for wealth, he taught the king, and he is honest and dedicated. The king wants all this for his sons.

GO ON 

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong. Three reasons why the king wants Ram Dhan to be the royal tutor are developed throughout the response (*Ram Dahn knows the importance of laboring for wealth, he taught the king, and he is honest and dedicated*) and these ideas are effectively reiterated in the conclusion. A thorough analysis (*the king most likely wants the princes to know that value, so they don't make the same mistake; who could be better to teach . . . then the one who taught the king; He honestly told the King he should work for his money, whilst most poor people, like him, would take the money and leave with it; most likely so he will have the same dedication*) is well-developed using detailed text references (*Ram Dhan actually was the one to teach the king; "pearls are the fruit of that work"; money should not be just money, but instead the fruit of your labors*). These ideas effectively analyze the reasons why the king wants Ram Dhan to be the royal tutor. The use of transitions to link ideas is skillful (*This leads into the next, The third and final reason, In conclusion*) and an effective use of language helps to clearly explain the topic (*knows the importance, honest and dedicated*). Few errors are present and do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points



7. At the end of the passage, the king says to Ram Dhan, “You shall be the royal tutor and teach my sons all you know.” Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

At the end of the story “The Fruit of Hard Work”, the king asks Ram Dhan to be the royal tutor. One reason the king did this is because he thinks Ram Dhan is wise. Another reason is the king respects him. Finally, the king wants Ram Dhan to teach his kids to work hard, and to be as truthful and honorable as him.

One reason the king asked Ram Dhan to be the royal tutor is because he is wise. In the text, it states, “You are truly the wisest man in my kingdom’ declared the king.” This shows that the king thinks that being wise is a good quality for being a royal tutor.

Another reason the king asked Ram Dhan to be the royal tutor is because the king respects him. In the story, it states, “These pearls are the fruit of your work, Your Majesty.” This shows that once the king put in the effort, he made something amazing come out of it. The king respects Ram Dhan for helping him do this.

Finally, the king wants Ram Dhan to be the royal tutor because he wants Ram Dhan to teach his kids to work hard, and to be as truthful and honorable as him. In the text, it states, “You shall be the royal tutor and teach my sons all you know. Particulary the value of hard work.” This proves that the king wants Ram Dhan to focus on teaching his kids hard work.

In summery, at the end of the story “The Fruit of Hard Work”, the king asks Ram Dhan to be the royal tutor. One reason the king did this is because he thinks Ram Dhan is wise. Another reason why he is asked to be the royal tutor is because the king respects him. The final reason why Ram Dhan is asked to be the royal tutor is because the king wants Ram Dhan to teach his kids to work hard, and to be as truthful and honorable as him.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and the ideas provided in the introduction clearly address the reasons why the king wants Ram Dhan to be the royal tutor (*Ram Dhan is wise; king respects him; wants Ram Dhan to teach his kids to work hard, and to be as truthful and honorable as him*). A clear analysis (*being wise is a good quality for being a royal tutor; This shows . . . king respects Ram Dhan for helping him do this; wants Ram Dhan to focus on teaching his kids hard work*) and sufficient, accurate, and direct references to the text (“*. . . truly the wisest man in my kingdom*”; “*These pearls are the fruit of your work . . .*”; “*. . . shall be the royal tutor*”) adequately develop the reasons why the king wants Ram Dhan to be the royal tutor. Few errors are present and do not interfere with meaning (*summery*).

## STUDENT RESPONSE

Response Score: 3 points

7. At the end of the passage, the king says to Ram Dhan, "You shall be the royal tutor and teach my sons all you know." Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

The reasons the King wants Ram Dhan to teach his sons is because he knows Ram Dhan is honest. He also likes to work for what he gets. Ram Dhan is also always happy with what he gets.

The King knows Ram Dhan is honest is he told the King the truth of how the pearls were made. He told the King "you gave me these coins in charity. It was the money earned from your own honest labor. When Ram Dhan could of lied he told the King the truth. The King knows that Ram Dhan could teach his sons honesty.

Ram Dhan likes when people work for what they want. The King knew this because Ram Dhan would not except the Kings money. He would only except it if it was earned. The King knew Ram Dhan can teach his sons that. Work for what you want.

GO ON 



The king knew Ram Dhan was happy with what he got because he took the two coins without asking for more. Ram Dhan told the king, "these coins are better than gold" He was happy with it because he knew the king got it himself. The king wanted Ram Dhan to teach his sons to be happy with what they got.

The king wants Ram Dhan to teach his sons because he knows it can get them very far. The king knows that if his sons follow these rules, they will have a great life.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and the ideas provided in the introduction clearly address the reasons why the king wants Ram Dhan to be the royal tutor (*Ram Dhan is honest, likes to work for what he gets, Ram Dhan is also always happy with what he gets*). These ideas are developed with a clear analysis (*king knows Ram Dhan is honest is he told the king the truth, Ram Dhan could of lied, Ram Dhan could teach his sons honesty, Ram Dhan can teach . . . Work for what you want, king wanted Ram Dhan to teach his sons to be happy with what they got*) and sufficient, accurate, and direct references to the text (*He told the king "you gave me these coins . . . money earned from your own honest labor"; Ram Dhan would not except the kings money . . . only except it if it was earned; he took the two coins without asking for more; was happy with it because he knew the king got it himself*). An appropriate use of language helps to explain the topic (*could teach his sons honesty, can get them very far*). Errors are present but seldom interfere with meaning (*except instead of accept*).

## STUDENT RESPONSE

Response Score: 2 points



7. At the end of the passage, the king says to Ram Dhan, “You shall be the royal tutor and teach my sons all you know.” Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

The king wanted Ram Dhan to be the royal tutor for many reasons. Ram Dhan because he's the “wisest man”. Also the king thought he was hard working and would be a great tutor.

One reason is the time where Ram had king earn coins, since he earned them later in the passage the coins grew to pearls and soon after the King's daughter was getting married and needed pearls for her dress. , So the pearls made the King think that Ram was the wisest. The King thought that Ram would be a great tutor for showing his son's to work hard just like the king had to. Finally the king want Ram to be the royal tutor because the king wanted to teach his son everything he knows so they could be wise too.

So the King wanted him to be the tutor. He wanted that because Ram was wise, good teacher and he wanted his son's to be wise. Thats why the King wanted Ram to be the royal tutor for those reasons.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak organizational structure is present. The introduction and conclusion provide a weak analysis describing the reasons why the king wants Ram Dhan to be the royal tutor (*because he's the “wisest man”; he was hard working; was wise, good teacher; wanted his son's to be wise*). Additional analysis is also weak (*the pearls made the King think that Ram was the wisest*) and inconsistently supported (*Finally the king want Ram to be the royal tutor because the king wanted to teach his son everything he knows so they could be wise too*). References to the text are vague (*Ram had king earn coins . . . pearls for her dress*) and weakly explained, causing the explanation of why the king wants Ram Dhan to be the royal tutor to be somewhat unclear. Transitions are inconsistently used to link ideas. Errors are present in usage (*son's* instead of *sons*, *want* instead of *wanted*) and sentence structure that sometimes interfere with meaning.

**THIS PAGE IS  
INTENTIONALLY BLANK.**

## STUDENT RESPONSE

Response Score: 2 points

7. At the end of the passage, the king says to Ram Dhan, "You shall be the royal tutor and teach my sons all you know." Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

The king wants Ram Dhan to be a tutor and "teach my sons all you know" because he is wise, calm and positive. He is wise because the king said it! He is calm because even when somethings wrong, he knows he can fix it, and he is positive because he is positive the king can make money by honest labor.

The king wants Ram Dhan to be a royal tutor for his sons. He wants him to be there tutor because he is wise. The king thinks he's wise because, he said it. He says "you are truly the wisest man in my kingdom."

The king also wants Ram Dhan to be a royal tutor for the kings sons is because he is calm. He is calm because, when the king couldnt get a ton of money when he was working, and brought back 2 cents Ram Dhan didn't wish for more coins. They were happy with the amount they get.

The king also wanted him to teach because Ram Dhan is positive. Ram Dhan was positive that by The next day the king wouldnt lie about getting real money from working hard, but soon after the king started working

A rectangular box containing the text "GO ON" with a large arrow pointing to the right.

he dropped a glass bucket and it shattered, so he only got two cents.

In conclusion, Ram Dhan would be a good choice if you wanted a wise, calm and positive man to teach your kids. He is perfect to set a good example for your kids, he won't scream at your kids if they get a problem incorrect and he is positive that the kids can solve a problem. He would be a good tutor for the king's kids because he's wise, calm, and positive.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The introduction and conclusion provide reasons why the king wants Ram Dhan to be the royal tutor (*because he is wise, calm and positive*), but the analysis in this response is inconsistent. One of the ideas is developed with accurate text references (*He is calm because, when the king couldn't get a ton of money when he was working, and brought back 2 cents Ram Dhan didn't wish for more coins. They were happy with the amount they get.*) while the other points are literal restatements of text (*The king thinks he's wise because, he said it. He says "you are truly the wisest man in my kingdom."*) or are not clearly explained (*The king also wanted him to teach because Ram Dhan is positive. Ram Dhan was positive that by the next day the king wouldn't lie about getting real money from working hard, but soon after the king started working he dropped a glass bucket and it shattered, so he only got two cents*). Few transitions are used to link ideas. Errors are present in usage, spelling, punctuation, and sentence formation but they seldom interfere with meaning.

## STUDENT RESPONSE

Response Score: 1 point



7. At the end of the passage, the king says to Ram Dhan, “You shall be the royal tutor and teach my sons all you know.” Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

Ram Dhan was having a hard life he made his living by Performing ceremonies for the villagers. But since the village was small ceremonies were required only once in a great while. Ram Dhan barely made enough money to feed his wife and himself.

Ram Dhan’s wife Shweta Devi whated Ram to ask the king for money, So Ram went to the Palace and asked the king and the king gave him two coins, but Ram Dhan asked the king did you earn that for doing labor and the king said “Earned?” “Don’t you know kings do not swear to earn money like ordinary people?” Ram Dhan said, “Then I can not accept this money. It is money that has not been earned by honest labor,”. If this man left without accepting alms from him, the king’s vow would be broken! So the king said come back tomorrow I promise you will get money that I have earned by my own labor, So Ram came back the next day and the king said hear are two coins that I have earned so Ram toke them home and his wife put them in a Pot. later Ram and the king find out that the coins that the king earned are making more coins. Ram was Pround of the king because he earned his own coins. The king said “you are the wisest man in my kingdom you shall be the royal tutor any teach my sons all you know.”

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. The organizational structure is minimal and lacks focus. Much of the response retells parts of the passage by paraphrasing and copying the text. There are a few phrases that attempt to analyze (*Ram Dhan was having a hard life, Ram was Pround of the king because he earned his own coins*) but these phrases do little to address why the king wants Ram Dhan to be the royal tutor. Few transitions are used to link ideas. Errors in spelling (*whated, Pround*), usage (*hear* instead of *here*), and sentence structure sometimes interfere with meaning.

## STUDENT RESPONSE

## Response Score: 1 point

7. At the end of the passage, the king says to Ram Dhan, "You shall be the royal tutor and teach my sons all you know." Write an essay analyzing the reasons why the king wants Ram Dhan to be the royal tutor. Use evidence from the passage to support your response.

The king wants Ram Dhan to be the royal tutor because is is very wise, he is kind, and he is hard working. Ram Dhan also is very honest and fair. That is why the king wants Ram Dhan to be his kids tutor.

COON

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. The organizational structure is minimal. The introduction and conclusion address that the king wants Ram Dhan to be the royal tutor, but there is little development of this idea. Analysis is minimal. While the traits provided may support why the king wants Ram Dhan to be the royal tutor (*is very wise, is kind, is hard working, very honest and fair*), they are not explained and there is insufficient text evidence to support them. Few transitions link ideas. Few errors are present and they do not interfere with meaning.

**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

8. Read the sentences from a story.

(1) “Hey what’s so interesting over here?” Edward asked as he walked toward the bank of the pond where Anthony was standing.

(2) “Don’t make too much noise,” Anthony said, “or you’ll scare them away.”

(3) “I see what you mean, Anthony,” Edward said, looking at the swans and then at Anthony.

(4) “They are amazing, aren’t they?” Anthony said.

Which revision corrects the error in punctuation?

- A. Add a comma after Hey in sentence 1.
- B. Add a comma after Don’t in sentence 2.
- C. Remove the comma after mean in sentence 3.
- D. Remove the comma after amazing in sentence 4.

Item Information	
Alignment	D.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	64% (correct answer)
p-value B	4%
p-value C	24%
p-value D	8%
Option Annotations	The student is asked to identify the revision that corrects the error in punctuation. Option A is the correct answer because a comma is needed after “Hey,” an interjection. Option B is not correct since a comma is not needed after “Don’t.” Option C is not correct since the comma is needed in the direct address. Option D is not correct since the comma is needed in the tag question.

9. Read the sentences from a student’s essay about sleep.

(1) When people sleep, their muscles relax. (2) As a result, the body can better repair itself, which is one benefit of sleep. (3) Snoozing all night long is like telling the brain to take a break. (4) If people sleep well at night, they are more alert for tasks during the day. (5) Getting the right amount of sleep is important for good health.

Which sentence should be revised to maintain the formal style of the paragraph?

- A. sentence 2
- B. sentence 3
- C. sentence 4
- D. sentence 5

Item Information	
Alignment	D.2.1.4
Answer Key	B
Depth of Knowledge	2
p-value A	24%
p-value B	42% (correct answer)
p-value C	16%
p-value D	18%
Option Annotations	The student is asked to identify the sentence that needs to be revised to maintain the formal style of the paragraph. Option B is the correct answer because the use of the words “snoozing” and “take a break” are informal language. Options A, C, and D are not correct since they use language that maintains the formal style of the paragraph.

10. Which sentence contains a verb error?

- A. We did our chores before we played the game.
- B. Before I go to the park, I have to clean the kitchen and the living room.
- C. We packed the food before we went on our picnic.
- D. Before the girls went to the meeting, they make copies of a list of jobs.

Item Information	
Alignment	D.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	14%
p-value B	15%
p-value C	12%
p-value D	59% (correct answer)
Option Annotations	The student is asked to determine which sentence contains a verb error. Option D is the correct answer because the verb “make” is the incorrect verb tense; it should be “made.” Options A, B, and C are not correct since they use the correct verb tense.

11. Read the sentence.

Pearl Bailey was \_\_\_\_\_ who began her career in Philadelphia.

Choose the **most** specific words to complete the sentence.

- A. a gifted singer
- B. a nice individual
- C. a famous person
- D. a talented person

Item Information	
Alignment	D.2.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	64% (correct answer)
p-value B	7%
p-value C	10%
p-value D	19%
Option Annotations	The student is asked to identify the word that most precisely completes the given sentence. Option A is the correct answer because the words “gifted” and “singer” are more precise than the other choices. Options B, C, and D are not correct since they use less precise language than the key.

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	C	3	23%	7%	51%	19%
2	B-K.1.1.1	Part One: B Part Two: C	3	Mean Score: 1.31			
3	B-K.1.1.1	D	2	11%	5%	1%	74%
4	B-V.4.1.2	A	2	83%	4%	4%	9%
5	B-K.1.1.1	C	2	8%	28%	47%	17%
6	B-C.3.1.3	A	3	58%	1%	25%	7%
8	D.1.2.3	A	2	64%	4%	24%	8%
9	D.2.1.4	B	2	24%	42%	16%	18%
10	D.1.1.3	D	2	14%	15%	12%	59%
11	D.2.1.2	A	3	64%	7%	10%	19%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
7	E.1.1	4	3	1.65

**THIS PAGE IS  
INTENTIONALLY BLANK.**

## ACKNOWLEDGEMENTS

“America’s Best Girl” by Tracey E. Fern copyright © 2001 Highlights for Children, Inc., Columbus, Ohio. All rights reserved. Used by permission.

“The Fruit of Hard Work” retold by Deepa Agarwal from *Cricket* December 1997. Copyright © 1997 by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

# **PSSA Grade 5 English Language Arts Item and Scoring Sampler**

---

Copyright © 2018 by the Pennsylvania Department of Education. The materials contained in this publication may be duplicated by Pennsylvania educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.

---