



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2019–2020
Grade 5

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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 2014 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- 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!']

What Is Included

This sampler contains stimulus reading passages with test questions, Conventions of Standard English 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 used¹ 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.

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Item Format and Scoring Guidelines

The 2019–2020 PCS-based PSSA has multiple types of test questions. For grade 5, 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 Conventions of Standard English 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 an 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.


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

English Language Arts Grade 5

This English Language Arts Sampler is composed of 4 passages, 7 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis prompt, and 4 Conventions of Standard English multiple-choice questions.

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

The next three passages are about the first railroad that connected the East and West Coasts of the United States. Read the first passage and answer questions 1–3. Then, read the second passage and answer questions 4 and 5. Then, read the third passage and answer questions 6–9.

The First Transcontinental Railroad

by Mark Clemens

The year was 1869.

At a place called Promontory, a tiny settlement on the shore of Utah’s Great Salt Lake, two train locomotives idled nose to nose. One train was from the East, the other from the West. A large crowd had gathered. After six years of difficult, laborious work, tracks had been laid over nearly 1,800 miles from Omaha, Nebraska, to Sacramento, California. It was May 10, 1869, and the United States was about to be connected by rail.

The railroad president got ready to hammer in the spike that would finally connect east and west. He swung and missed. The next official also missed! Still, the crowd cheered, and other important people took their turns. The spikes, of silver, iron, and gold, were hammered in place. The First Transcontinental Railroad was completed!

The Union Pacific locomotive from the East, called the *119*, crossed over onto Central Pacific tracks. Then it backed up to allow the *Jupiter*, the locomotive from the West, to chug across onto Union Pacific tracks. Everyone cheered again, and celebrations lasted all afternoon.

Why was a transcontinental railroad so important? This was a time before the invention of the airplane or the automobile. Some tracks and railroads had been built, but they only connected cities east of the Mississippi River. It took months to get over land from points along the Mississippi River to the West Coast.

The idea of a transcontinental railroad emerged as large groups of people began to settle California and the western territories. A group of businessmen predicted that a railroad that extended across the West could be quite profitable.

At first, building the railroad seemed impossible. In 1862, President Abraham Lincoln signed a bill that gave the railroad companies special land grants and government bonds to help pay for the job. Even so, the owners of the Central Pacific and Union Pacific railroad companies had to raise even more money.

Both companies had tremendous difficulty getting their supplies on site. The Central Pacific had to ship their equipment from the Atlantic Coast, an expensive and time-consuming effort. Work on the Central Pacific also was slowed as it approached the snow-covered Sierra Nevada, a range of steep, rocky mountains through which the tracks had to be laid.

The Union Pacific also had problems. At first, they had to ship their supplies and equipment up the Missouri River by steamboat, and then carry them overland by stagecoach and wagons. Later, they were able to send supplies along the tracks they had laid, but all the carrying, pushing, and

pulling had to be done by men with picks and shovels, wheelbarrows, wagons, and mules.

The First Transcontinental Railroad was one of the last major projects to be constructed primarily by hand in the United States. It took the labor of thousands of men—many of them Chinese immigrants—and the lives of many to complete this incredible task.

Although the official date for the opening of the railroad was November 6, 1869, when the Union Pacific and Central Pacific railroads joined on May 10, 1869, the dream of a transcontinental railroad became a reality. Suddenly, a journey from the East Coast to California took a week instead of months. The railroad opened the door to settlers from the East and from other countries eager to make lives for themselves in California and other points in the West. The age of the stagecoach and wagons gave way to the era of the “iron horse.”

Multiple-Choice Questions

1. Read the sentence from “The First Transcontinental Railroad.”

“The age of the stagecoach and wagons gave way to the era of the ‘iron horse.’ ”

What does the figurative language in the sentence suggest?

- A. Trains moved slower than horses.
- B. Trains replaced horses as the leading form of transportation.
- C. Trains required horses to move them forward.
- D. Trains were stronger than horses since they were made of metal.

Item Information	
Alignment	B-V.4.1.2
Answer Key	B
Depth of Knowledge	2
p-value A	8%
p-value B	59% (correct answer)
p-value C	7%
p-value D	26%
Option Annotations	The student is asked to interpret figurative language used in a sentence from the passage. Option B is the correct answer; the phrase “gave way” suggests that stagecoaches and wagons were replaced by the “iron horse,” which refers to the train. Options A and C are not correct since they are not true and do not directly relate to the given sentence. Option D, although true, is not correct since it does not relate to the given sentence.

2. Which sentence from “The First Transcontinental Railroad” **best** explains why the railroad was built?
- A. “The railroad president got ready to hammer in the spike that would finally connect east and west.”
 - B. “Still, the crowd cheered, and other important people took their turns.”
 - C. “A group of businessmen predicted that a railroad that extended across the West could be quite profitable.”
 - D. “Both companies had tremendous difficulty getting their supplies on site.”

Item Information	
Alignment	B-K.1.1.3
Answer Key	C
Depth of Knowledge	3
p-value A	27%
p-value B	6%
p-value C	51% (correct answer)
p-value D	16%
Option Annotations	The student is asked to determine which sentence from the passage best explains why the railroad was built. Option C is the correct answer since the passage states that with westward migration, businessmen of the time thought the construction of the railroad could be a profitable venture. Option A is not correct; although the railroad was built to connect the East and West, the motivation for its construction was to make a profit. Option B is not correct; although the sentence describes the day when the two railroads were joined, it does not explain why the railroad was built. Option D is not correct; although it explains a difficulty while building the railroad, it does not explain why the railroad was built.

Evidence-Based Selected-Response Question

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

Part One

In “The First Transcontinental Railroad,” what is **one** point that the author makes about the railroad?

- A. The transcontinental railroad was less expensive to create than first estimated.
- B. Supplies needed to build the transcontinental railroad were shipped by steamboat.
- C. It took several months to complete the construction of the transcontinental railroad.
- D. The transcontinental railroad was important to the future development of the country.

Part Two

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

- A. “In 1862, President Abraham Lincoln signed a bill that gave the railroad companies special land grants and government bonds to help pay for the job.”
- B. “Even so, the owners of the Central Pacific and Union Pacific railroad companies had to raise even more money.”
- C. “Although the official date for the opening of the railroad was November 6, 1869, when the Union Pacific and Central Pacific railroads joined on May 10, 1869, the dream of a transcontinental railroad became a reality.”
- D. “The railroad opened the door to settlers from the East and from other countries eager to make lives for themselves in California and other points in the West.”

Item Information	
Alignment	B-C.3.1.1
Answer Key: Part One	D
Answer Key: Part Two	D
Depth of Knowledge	3
Mean Score	.84
Option Annotations	<p>The student is asked to identify one point that the author makes about the railroad and to select the evidence from the passage that best supports that point.</p> <p>Part One: Option D is the correct answer since the text states that the railroad allowed people from the East to emigrate to the West. Option A is not correct since the construction of the railroad ended up costing more than was originally estimated. Option B is not correct since only supplies used to construct the Union Pacific railroad were shipped by steamboat. Option C is not correct since it took years, not months, to complete the construction of the transcontinental railroad.</p> <p>Part Two: Option D is correct since it supports the point that the “railroad was important to the future development of the country.” Options A, B, and C are not correct since they do not support the importance to future development of the country.</p>

PASSAGE 2

Alexander Toponce (1839–1923) was an American pioneer and businessman. He witnessed the Golden Spike ceremony and wrote about it in his autobiography, *Reminiscences of Alexander Toponce*. This is his account of the event.

I Saw the Golden Spike

by Alexander Toponce

I saw the Golden Spike driven at Promontory, Utah, on May 10th, 1869. I had a beef contract to furnish meat to the construction camps of Benson and West. This West was my good friend, Bishop Chauncey W. West of Ogden. They had a grading¹ contract with the Central Pacific and their camp was near Blue Creek. I also furnished beef for some of the Union Pacific contractors.

The Golden Spike could have been driven a couple of weeks earlier than it was. But the two companies had settled on Promontory as the meeting place some days prior to the actual meeting.

The Central Pacific had been planning to make the junction at Ogden as to be in touch with Salt Lake City and the settlements in Utah. But the Union Pacific planned to lay their iron as far west as Humboldt Wells, in Nevada, and had most of their grade completed that far west.

If the Union Pacific (U. P.) had crowded their work as hard as the Central Pacific (C. P.) did in the last two weeks the Golden Spike would have been driven a good many miles to the west.

On the last day only about 100 feet were laid and everybody tried to have a hand in the work. I took a shovel from a man and threw a shovel full of dirt on the ties just to tell about it afterward.

A special train from the west brought Leland Stanford, Governor of California and president of the Central Pacific Railroad Company. Another special train from the east brought a lot of newspaper men. It was a very hilarious occasion.

California furnished the Golden Spike. Governor Tuttle of Nevada furnished one of silver. Governor Safford presented one gold, silver and iron from Arizona. The last tie was of California laurel.

When they came to drive the last spike, Governor Stanford took the sledge and the first time he struck, he missed the spike and hit the rail.

What a howl went up! Irish, Chinese, Mexicans, and everybody yelled with delight. Everybody slapped everybody else on the back and yelled, "He missed it. Yee." The engineers blew the whistles and rang their bells. Then Stanford tried it again and tapped the spike and the telegraph operators had fixed their instruments so that the tap was reported in all the offices, east and west, and set bells to tapping in hundreds of towns and cities.

¹ grading—the process of adjusting the level of the ground

Then Vice President T. C. Durant of the Union Pacific took up the sledge and he missed the spike the first time. Then everybody slapped everybody else again and yelled, “He missed it, too, yow!”

It was a great occasion; everyone carried off souvenirs and there are enough splinters of the last tie in museums to make a good bonfire. When the connection was finally made the U. P. and the C. P. engineers ran their engines up until their pilots² touched. Then the engineers shook hands and had their pictures taken and each broke a bottle³ on the pilot of the other’s engine and had their pictures taken again.

The U. P. engine, the *Jupiter*, was driven by my good friend George Lashus, who still lives in Ogden.

Both before and after the spike driving ceremony there were speeches, which were cheered heartily.

² pilots—devices mounted on the front of a train engine to prevent objects from derailing the train

³ broke a bottle—an action done to symbolize an achievement

Multiple-Choice Questions

4. In “I Saw the Golden Spike,” what does the text box help readers understand?
- A. details of who helped build the railroad
 - B. reasons why the railroad was built
 - C. personal opinions from the author
 - D. background information about the author

Item Information	
Alignment	B-C.3.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	25%
p-value B	27%
p-value C	11%
p-value D	37% (correct answer)
Option Annotations	The student is asked to determine what the text box helps the readers understand. Option D is the correct answer since the text box tells who the author was and provides information that the passage is a primary document. Option A is not correct since the text box does not identify who built the railroad. Option B is not correct since the text box does not provide reasons why the railroad was built. Option C is not correct since the text box does not provide personal opinions from the author.

5. Which detail from “I Saw the Golden Spike” supports the author’s point that the driving of the golden spike on May 10, 1869, was a celebrated event?
- A. “They had a grading contract with the Central Pacific and their camp was near Blue Creek.”
 - B. “But the two companies had settled on Promontory as the meeting place some days prior to the actual meeting.”
 - C. “But the Union Pacific planned to lay their iron as far west as Humboldt Wells, in Nevada, and had most of their grade completed that far west.”
 - D. “Then the engineers shook hands and had their pictures taken and each broke a bottle on the pilot of the other’s engine and had their pictures taken again.”

Item Information	
Alignment	B-C.3.1.1
Answer Key	D
Depth of Knowledge	3
p-value A	14%
p-value B	14%
p-value C	19%
p-value D	53% (correct answer)
Option Annotations	The student is asked to identify a detail from the passage that supports the author’s point that “the driving of the golden spike on May 10, 1869, was a celebrated event.” Option D is the correct answer; the taking of pictures and the breaking of bottles indicates a celebration of an event. Options A, B, and C are not correct since these sentences do not relate to the celebration of the driving of the golden spike.

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PASSAGE 3

The Impact of the Transcontinental Railroad

On May 10, 1869, as the last spike was driven in the Utah desert, the blows were heard across the country. Telegraph wires wrapped around spike and sledgehammer transmitted the impact instantaneously east and west. In San Francisco and New York, wires had been connected to cannons facing outward across the ocean. When the signal from the spike came through, the cannons fired. The world was put on notice: the transcontinental railroad was completed and America was moving to the forefront of the world's stage.

The World Grew Smaller

One day later, the first transcontinental freight train rumbled out of California on its way to the East Coast. It carried in its hold an emissary¹ of the Asian markets: a shipment of Japanese teas. On May 15, though the road required hundreds of thousands of dollars in patchwork along its length, regular passenger service opened for business. Travelers could make the trip between San Francisco and New York in a week. No longer did passengers or cargo have to take the treacherous route across ocean and Panama. The coasts were connected—and the world as Americans knew it had grown smaller.

Surging Interstate Trade

The transformation achieved in intercontinental trade was substantial. Within ten years of its completion, the railroad shipped \$50 million worth of freight coast to coast every year. Just as it opened the markets of the West Coast and Asia to the East, it brought products of eastern industry to the growing populace beyond the Mississippi. The railroad ensured a production boom, as industry mined the vast resources of the middle and western continent for use in production. The railroad was America's first technology corridor.

Improved Public Discourse²

As it encouraged the growth of American business, so too did it promote evolution of the nation's public discourse and intellectual life. Americans could travel across the length of the continent in a matter of days and gaze upon their country in its entirety from the windows of their train cars. Conversations begun in the East ended in the West. Books written in San Francisco found homes on New York shelves just one week after their publication. The rails carried more than goods; they provided a conduit³ for ideas, a pathway for discourse. With the completion of its great railroad, America gave birth to a transcontinental culture. Here were two coasts united; here was an interior open to settlement.

A Web of Rails

The transcontinental railroad did not long remain the sole venue of travel through America's center. Lines spiderwebbed outward from its branch points, conveying north and south the settlers coming west to consume millions of acres of land. By 1900 a number of routes ran parallel—the Northern Pacific and Southern Pacific among them—reaching westward from the Mississippi to the Pacific just like the pioneering road.

¹ emissary—a representative

² Public Discourse—the open communication of thoughts and ideas within a society or culture

³ conduit—the means for carrying something forward

Evidence-Based Selected-Response Question

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

Part One

Which sentence contains two main ideas of “The Impact of the Transcontinental Railroad”?

- A. The transcontinental railroad allowed for the development of other railways in New York; the transcontinental railroad carried important goods out of California on its first trip.
- B. The completion of the transcontinental railroad caused cannons to be fired; the transcontinental railroad carried Japanese tea east to Utah.
- C. The completion of the transcontinental railroad caused sledgehammers to be hit; the transcontinental railroad led to people wanting to read more.
- D. The transcontinental railroad allowed for the movement of people in a short amount of time; the transcontinental railroad led to the sharing of ideas between areas.

Part Two

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

- A. “On May 15, though the road required hundreds of thousands of dollars in patchwork along its length, regular passenger service opened for business.”
- B. “Travelers could make the trip between San Francisco and New York in a week.”
- C. “Books written in San Francisco found homes on New York shelves just one week after their publication.”
- D. “The transcontinental railroad did not long remain the sole venue of travel through America’s center.”

Item Information	
Alignment	B-K.1.1.2
Answer Key: Part One	D
Answer Key: Part Two	B, C
Depth of Knowledge	3
Mean Score	1.5
Option Annotations	<p>The student is asked to determine the two main ideas of the passage and to select two details from the passage that support those main ideas.</p> <p>Part One: Option D is the correct answer since the railroad allowed the transmission of both people and ideas. Option A is not correct; although the transcontinental railroad did lead to the development of other parallel railroads and the transcontinental railroad did carry goods out of California, these are details and not main ideas. Option B is not correct; although Japanese tea was carried east, it was carried to New York, not Utah. Option C is not correct; although books were able to be shared more quickly coast to coast, there is no evidence in the passage to suggest that the railroad led to people wanting to read more.</p> <p>Part Two: Options B and C are the correct answers because they provide specific evidence about how the transcontinental railroad allowed for the movement of people in a timely manner (Option B) and how it led to sharing ideas across the nation (Option C). Options A and D are not correct because they both do not show evidence of how the transcontinental railroad was able to quickly move people and ideas across the nation.</p>

Multiple-Choice Questions

7. How are the structures of “I Saw the Golden Spike” and “The Impact of the Transcontinental Railroad” different?
- A. One presents events in time order, and the other identifies the effects of an event.
 - B. One states a problem and possible solutions, and the other compares two aspects of a topic.
 - C. One contrasts several subjects, and the other lists events in the order of importance.
 - D. One presents a main idea and supporting details, and the other gives answers to questions.

Item Information	
Alignment	B-C.2.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	46% (correct answer)
p-value B	19%
p-value C	21%
p-value D	14%
Option Annotations	The student is asked to identify how the structures of the two passages are different. Option A is the correct answer since “I Saw the Golden Spike” relays events that the author witnessed on one day, and “The Impact of the Transcontinental Railroad” describes the different effects that the construction of the railroad had on the United States. Options B, C, and D are not correct since they do not accurately describe the text structures of the two passages.

8. Which statement **best** describes the difference in the points of view between “I Saw the Golden Spike” and the other two passages?
- A. “I Saw the Golden Spike” is written from the point of view of a railroad worker who was involved in the events of May 10, 1869, while the other passages are written from the point of view of government officials who attended the events of May 10, 1869.
 - B. “I Saw the Golden Spike” is written from the point of view of a mayor who led the events of May 10, 1869, while the other passages are written from the point of view of businesspeople who had given money for the events of May 10, 1869.
 - C. “I Saw the Golden Spike” is written from the point of view of a person who observed the events of May 10, 1869, while the other passages are written from the point of view of individuals who researched the events of May 10, 1869.
 - D. “I Saw the Golden Spike” is written from the point of view of a photographer who took pictures of the events of May 10, 1869, while the other passages are written from the point of view of reporters who interviewed people about the events of May 10, 1869.

Item Information	
Alignment	B-C.2.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	26%
p-value B	15%
p-value C	49% (correct answer)
p-value D	10%
Option Annotations	The student is asked to identify the difference in the points of view of three passages. Option C is the correct answer since “I Saw the Golden Spike” is a primary document, while the other two passages are secondary documents written by authors who researched the events. Options A, B, and D are not correct since they are not supported by textual evidence.

9. What do all three of the passages suggest about the day of May 10, 1869?
- A. The day was marked by many types of celebrations.
 - B. The day was filled with very funny events.
 - C. The day was attended by many important people.
 - D. The day was recorded for others to hear.

Item Information	
Alignment	B-C.3.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	44% (correct answer)
p-value B	7%
p-value C	32%
p-value D	17%
Option Annotations	The student is asked to determine what the three passages suggest about the given date. Option A is the correct answer since all three passages give examples of events that celebrated the completion of the transcontinental railroad. Option B is not correct since only two passages describe the funny event of the governor and the businessman missing when trying to hit the spike. Option C is not correct since only two passages contain information about government officials attending the event. Option D is not correct since only one passage states that the sound of the last spike of the railroad being driven into the ground was transmitted across the country.

PASSAGE 4

Read the following passage about a family visiting Volcanoes National Park in Hawaii. Then answer question 10.

Into the Volcano

by Charnan Simon

“You’re taking us where?” Heidi looked at her parents in disbelief. In the week they’d been in Hawaii, they’d seen rain forests and waterfalls and beautiful sandy beaches. But this couldn’t be right. “Volcanoes are dangerous! Parents don’t take their children to volcanoes!”

Heidi’s brother David grabbed her from behind and started shaking. “Look out! The volcano is erupting, with fiery hot lava and earth-shattering quakes!”

Heidi’s dad caught her chair before David toppled her. “Enough already, David,” he said mildly.

David shrugged and let go. “Anyhow, you’ve already been to a volcano. This whole island is volcanoes.”

Heidi looked doubtfully at David. “He’s kidding, right?”

Dad shook his head. “Afraid he’s right this time. All the Hawaiian Islands were formed by volcanoes built up from the ocean floor.”

Heidi looked out the window of their condominium, at the wide sandy beach and glittery blue ocean. It was hard to believe she was on a volcano. “But they don’t erupt any more, right?” she asked.

Mom gave Heidi a hug. “We’re plenty safe here, honey. But Kilauea, the volcano we’re going to see, IS still erupting.”

“Come on,” Dad said. “It’ll be fun. Now grab your hiking boots and let’s go.”

Once they were in the car, David said, “Look, Hawaii really was made by volcanoes, but it happened millions of years ago. The lava flowed out of vents in the earth, and as it cooled it gradually built up into mountains.”

Pretty soon they were slowing down to turn. “Here we are,” said Dad, “Volcanoes National Park. This road will take us all around Kilauea Crater.”

Heidi looked out the window nervously. “The one that’s still going off?” she asked.

“Yep.” Now David was reading from his guidebook. “It says here Kilauea is the world’s most active volcano.”

Heidi kept looking, but all she saw was a wide, treeless plain. “Hey!” she said. “The ground’s steaming!”

“Awesome,” David said. He kept reading as Mom got out her camera. “The ground just a few feet down is so hot that tree roots can’t survive. Only shallow-rooted grasses and plants grow here. Groundwater seeps down to the hot volcanic rock and returns to the surface as steam.”

Gradually the landscape changed. There were deep, dry gullies on either side of the road, and old, cold lava flows everywhere. Mom's camera clicked and clicked. "Older lava flows are reddish," read David, "because the iron in them has turned to rust. Newer lava flows are black. Hey—remember those black sand beaches we saw? Those are lava beaches!"

Dad pulled the car over to a lookout point. "Everybody out," he said. "We're at Halema'uma'u, home of Pele, Goddess of Hawaiian Volcanoes."

After just a short walk they found themselves looking across a gigantic hole in the ground.

"Wow!" said David. "That's one big crater!"

Dad agreed. "Less than a hundred years ago, this was a lake of molten lava."

Heidi held her nose. "What smells like rotten eggs?"

"Sulphur dioxide," Mom answered, snapping a picture of the crater. "It's a gas. Volcanoes throw out a lot of gases with all that lava. It does stink, doesn't it?"

"Too much," Heidi said. "Let's go back to the car!"

They hadn't driven far before Mom was focusing her camera again. "Look!" she called from the front seat. "Off to the left. There's Mauna Loa volcano. It's the biggest mountain in the world!"

Heidi looked. "That can't be the biggest!" she protested. "I've seen lots bigger mountains in Colorado."

Dad grinned. "Sure you have. But the trick here is, you can't SEE most of Mauna Loa! Only about a third of the mountain is above sea level. The rest is hidden under the ocean. It's gigantic—the biggest mountain on the planet!" Now the landscape was changing again. Forests of trees and ferns made everything look lush and green. "The next part of the road is pretty twisty," Dad warned. "We're heading back down to the ocean."

Heidi dozed as they drove. She was dreaming of ice-cream sundaes running with rivers of hot molten fudge when David's yelp woke her up.

"The road's covered with dried lava!" he said.

It was. Just like that, the road ended in a flooding of black glassy-looking lava. "In 1990, lava flows blocked the highway," David read. "Hawaiians have had to rebuild lots of roads because of lava flows."

"Here's where hiking boots come in handy," Dad said, as they left the car and picked their way carefully across the rough, sharp field. "You can't walk on lava with sandals."

"Look!" Mom was really excited now. "Look at the ocean!"

Heidi looked. This wasn't the sparkly blue ocean outside her condominium window. This was a boiling cauldron! Huge clouds of steam rose into the sky at the coastline. Below the steam, Heidi could see glowing red lava.

"It's coming out of an underground lava tube," Dad said. "This is how Hawaii is still being built, even today! The lava flows into the ocean, and more lava lands on top of it, and then more and more, until new solid land is built. And when the hot lava hits the ocean, the water turns to steam. Incredible!"

Mom was snapping pictures as fast as she could, and David was using binoculars to get a closer look. Heidi just stood and stared. Volcanoes were awesome and huge and beautiful. They were also scary. She wasn't exactly sorry when they hiked back to the car.

And later even David was pleased with the hot lava sundae Heidi made for their afternoon snack. A mountain of macadamia nut ice cream with hot fudge sauce and cherries flowing down its sides might not make the guidebooks, but it sure tasted good!

Text-Dependent Analysis Prompt

10. The character of David has a function in “Into the Volcano.” Write an essay analyzing the important role David plays as a character throughout the passage. 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.

Text-Dependent Analysis Scoring Guideline

#10 Item Information

Alignment	A-K.1.1.1	Depth of Knowledge	3	Mean Score	1.68
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Assessment Anchor:

E05.A-K.1—Key Ideas and Details

Specific Assessment Anchor Descriptor addressed by this item:

E05.A-K.1.1.1—Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

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

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

STUDENT RESPONSE

Response Score: 4 points



10. The character of David has a function in “Into the Volcano.” Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

David plays a very important part in the passage by informing his family about the volcano. He also tells readers about the volcano to get them interested. He also tries to get Heidi interested into the volcano. David is a very important part in the passage.

David informs his family about the volcano. He reads from his panflit information about the volcano. David is clearly interested and loves being there with his family. David has been a big help informing his family about the volcano. For example, “It says here, Kilauea is the most active volcano.”

David tells readers about the volcano to get them interested. The passage spacificly says, “The ground just a few feet down is so hot that that tree roots can’t survive!”. He tries to persuade people to go to Hawaii and see the volcano, Kilauea. He pulls people into the storie. David informs the readers to go to the volcano.

David tries to get Heidi to like being at the volcano. For example, “Wow! Thats one big crater!”. David wants his sister to have fan when she isn’t! David does a good job trying to job to get his sister interested.

David is a very important role in the passage. Without him, we wouldn’t have a happy ending! David will always be important in the passage!

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. A strong organizational structure supports the general focus (*David plays a very important part in the passage*). In the introduction, the student provides three specific controlling ideas (*by informing his family about the volcano, also tells readers about the volcano to get them interested, tries to get Heidi interested into the volcano*), each of which directly addresses the important role David plays as a character throughout the passage. Each subsequent paragraph focuses on one of these ideas. The first idea (*David informs his family about the volcano*) is based on a well-chosen text detail and quote (*He reads from his panflit information about the volcano, “It says here, Kilauea is the most active volcano.”*) and is followed by insightful analysis (*David is clearly interested and loves being there with his family, David has been a big help informing his family*) that clarifies the importance of David’s role in the passage. The next idea (*David tells readers about the volcano to get them interested*) is also based on pertinent quotes (*“The ground just a few feet down is so hot that tree roots cant survive!”. He tries to persuade people to go to Hawaii*) and is followed by thorough analysis. The student implies that the author uses David to inform the readers (*He pulls people into the storie. David informs the readers to go to the volcano*). The third idea (*tries to get Heidi to like being at the volcano*) is similarly based on a relevant quote (*“Wow! Thats one big crater!”*) and is followed by insightful analysis (*wants his sister to have fan when she isn’t, David does a good job trying to job to get his sister interested.*). Additionally, the conclusion showcases some higher level thinking (*Without him, we wouldn’t have a happy ending!*) based on implicit meanings from the text and further clarifies David’s important role in the passage. An effective use of precise language and vocabulary helps the student explain the topic (*informs his family, tries to persuade, pulls people into the storie, to have fan when she isn’t*). Although the transitions between paragraphs could be stronger, the paper’s flow is effective and the analysis provided is insightful and concise. The strong organizational structure, the consistent focus on the important role David plays in the passage, the specific controlling ideas/thorough analysis, and the well-chosen supporting text all work together to demonstrate an in-depth analytic understanding of the text. Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation. The errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points

10. The character of David has a function in "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

David is a very important character in the story "Into the Volcano". He plays the important role of encouraging Heidi so she goes on the trip because he knows she will enjoy it. He proves facts about Hawaii that tell her that the volcanoes aren't likely to erupt even if he doesn't notice it. David plays a very important role.

David says "You've already been to a volcano. This whole island is volcanoes." This evidence tells me that David is helping Heidi understand that volcanoes aren't as dangerous as she thinks because she is already on one. The author states that David says "Hawaii was made by volcanoes, but it happened millions of years ago". When the author states this, I knew that David is informing

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that the volcanoes erupted millions of years ago so that Heidi understands that the volcanoes don't erupt as much anymore. Once Heidi understands this, she is encouraged to keep going. Even though he doesn't notice it, David is helping Heidi to be courageous. The text states "In 1990, lava flows blocked the highway". David read "Hawaiians have had to rebuild lots of roads because of lava flows." When David says this, he is saying that the lava flowed onto the road around 1990, and, even though he isn't trying to, is telling Heidi that the volcanoes probably won't erupt during their visit. "Awesome!" David said. When David says this, Heidi might think that the steaming ground is awesome too, and might want to go and see more amazing landscapes. In this way, David is encouraging Heidi to go see the volcano.

David shows Heidi that the the



volcanoes have a small chance of erupting, and eventually, Heidi says "volcanoes are awesome and huge and beautiful. Even though he doesn't notice it, David is the cause for her saying that. David plays a very important role.

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The controlling idea—that the important role David plays is *encouraging Heidi*—is provided in the introduction and effectively developed throughout the response. A well-chosen text quote consisting of David’s explanation to Heidi (“You’ve already been to a volcano. This whole island is volcanoes”) provides the basis for some insightful inference (*This evidence tells me that David is helping Heidi understand that volcanoes aren’t as dangerous as she thinks because she is already on one*). The next relevant key quote (“Hawaii was made by volcanoes, but it happened millions of years ago”) supports thorough analysis (*David is informing that the volcanoes erupted millions of years ago so that Heidi understands that the volcanoes don’t erupt as much anymore. Once Heidi understands this, she is encouraged to keep going, though he doesn’t notice it, David is helping Heidi to be courageous*). This same pattern (text followed by higher level thinking) repeats with additional well-chosen quotes (“In 1990, lava flows blocked the highway,” “Hawaiians have had to rebuild lots of roads because of lava flows,” “Awesome!” David said.”), fostering more insightful analysis (*is telling Heidi that the volcanoes probably won’t erupt during their visit, When David says this, Heidi might think that the steaming ground is awesome too, and might want to go and see more amazing landscapes*). The student concludes with (*Heidi says “volcanoes are awesome and huge and beautiful*) which leads to thorough analysis (*Even though he doesn’t notice it, David is the cause for her saying that.*) A skillful use of transitions links ideas throughout the response (*This evidence tells, When the author states this, In this way, Even though*), and an effective use of precise language (*encouraging, aren’t likely, evidence, small chance of erupting*) helps to explain that the important role David plays as a character throughout the passage is *encouraging Heidi*.

STUDENT RESPONSE

Response Score: 3 points



10. The character of David has a function in “Into the Volcano.” Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

David’s role as a character helps the story because he is reading from a guide that gives more information about the volcanos they visit. David tells a lot about volcanos and I think the author was trying to tell facts about volcanos threw characters. When the family goes to Kilauea David tells them it is the most active volcano. Because David said that, the reader knows more about Kilauea. David then said the ground a few feet down is too hot for trees to grow. This tells the reader how volcanos effect the enviroment. David also says in 1990, lava flows blocked the highway. This explains how volcanos effected the economy. Without David’s character there would be little explanations and therefor the reader would not understand “Into the volcano” as much. Not only does David read from the guide, but he is also generaly smart. When Heidi says she has never been to a volcano, David tells her that she has because Hawaii is a volcano. He did not look in the guide, he just knew it of the top of his head. That is why David’s role is important.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. The organizational structure is appropriate and supports the focus that *David’s role is important* because he *tells a lot about volcanos*. In the introduction, the student draws a clear, logical inference (*the author was trying to tell facts about volcanos threw characters*) and implies that one of David’s roles is to give information to the reader of the passage. A well-chosen text reference (*When the family goes to Kilauea David tells them it is the most active volcano*) is the basis for some clear analysis (*Because David said that, the reader knows more about Kilauea*). This same pattern (text, analysis) is employed with two other relevant text references (*David then said the ground a few feet down is too hot for trees to grow, also says in 1990, lava flows blocked the highway*), each of which fosters clear and perceptive analysis (*This tells the reader how volcanos effect the environment, This explains how volcanos effected the economy*). All the analysis within the response supports the idea that David’s role is one of providing information/understanding to the reader (*Without David’s character there would be little explanations and therefor the reader would not understand*). Additionally, the conclusion provides an inferential evaluative statement (*he is also generaly smart*) based on a pertinent text reference (*When Heidi says she has never been to a volcano, David tells her that she has because Hawaii is a volcano*) and is followed by clear insightful analysis (*He did not look in the guide, He just knew it of the top of his head*). There is an appropriate use of transitions (*When the family goes to Kilauea, Because David said that, Without David’s character*) to link ideas. Although there are a number of errors in spelling/usage (*imformation, threw for through, effected for affected, explanations, generaly*), they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points

10. The character of David has a function in "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

In the passage "Into The Volcano" Heidi's brother, David plays an important role to his sister and to the reader.

The first important role David plays is to his sister. In the beginning of the story David scares Heidi about going to the volcanos. But, then David makes Heidi realize that volcanos are "Awesome and beautiful". I know this because he says, "Look out! The volcano is erupting, with fiery hot lava and earth shattering quakes!" at the beginning and it says at the end, "Heidi just stood and stared. Volcanoes were awesome and huge and beautiful."

Secondly, David played an important role to the reader. Throughout the story he was revealing facts about

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the volcanos they went to see. Such
 as ^{when they went to Kilauea} The ground, just a few feet down
 is so hot, that tree roots can't survive...."

This helped the reader make mental
 images and have background information
 on the volcanos.

In conclusion, David has played
 an important role in the story to his
 sister, Heidi and the reader, reading
 the story.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. The clear introduction and conclusion both identify the controlling idea (*David plays an important role to his sister and to the reader*), and the development of that idea throughout the response is adequate. The first body paragraph addresses the role that David plays with regard to his sister by documenting the change in how she feels about volcanoes with clear analysis (*In the beginning of the story David scares Heidi about going to the volcanos, then David makes Heidi realize that volcanos are "Awesome and beautiful"*) drawn from, and integrated with, sufficient, pertinent quotes (*"Look out! The volcano is erupting, with fiery hot lava and earth shattering quakes!"*; *"Heidi just stood and stared. Volcanoes were awesome and huge and beautiful"*). The second body paragraph focuses on the role David plays with regard to the reader. There is clear analysis (*Throughout the story he was revealing facts about the volcanos they went to see, This helped the reader make mental images and have background information on the volcanos*) based on a relevant detail/quote (*when they went to Kilauea The ground, just a few feet down is so hot, that tree roots can't survive*), which supports the focus that *David plays an important role to . . . the reader*. Appropriate transitions link ideas (*The first, Secondly, Throughout the story, Such as*) within the response, and errors present in usage (*Heidis* for *Heidi's*), spelling (*begining, background*), and punctuation seldom interfere with meaning. The student astutely recognizes that the task concerns David's role as a character in the passage, appropriately organizes and develops the response to address that focus, and provides sufficient analysis, key text references, and details.

STUDENT RESPONSE

Response Score: 2 points



10. The character of David has a function in “Into the Volcano.” Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

The character David plays an important role in this story. He is very smart and knows a lot about volcanoes.

First of all, David has a book that he reads to find out more about volcanoes. Since he reads it he knows alot about volcanoes. David even kept reading the book, when his mom was taking pictures of the steaming ground.

Second of all, David can act as a tour guide around Volcanoes National Park. Since he already knows alot about volcanoes, it would be easy for him to show his family all of the volcanoes, and talk about them.

All in all, David is more than just a brother. He knows many things about volcanoes, which tells us that he plays an important role in the story.

This response inconsistently addresses parts of the task, demonstrating a partial analytic understanding of the text. The organizational structure inconsistently supports the focus that *David plays an important role in this story*. Within the introduction, there is a weak inference (*He is very smart and knows a lot about volcanoes*). The conclusion reiterates the idea of David’s intelligence with relevant, though limited, inferencing (*David is more than just a brother. He knows many things about volcanoes*). While all of these inferences move the response beyond a literal interpretation of the text, they fall short of qualifying as clear analysis of the important role David plays as a character throughout the passage. The first body paragraph leads with a text detail (*David has a book that he reads to find out more about volcanoes*) which describes what David does, rather than addressing the important role he plays. This is followed by two weak inferences (*Since he reads it he knows alot about volcanoes, David even kept reading the book, when his mom was taking pictures*) that go slightly beyond a literal interpretation of the text and attempt to clarify the role he plays. The second body paragraph includes inferences more clearly related to the importance of David’s role and is integrated with relevant text references and details (*can act as a tour guide, Since he already knows alot about volcanoes, it would be easy for him to show his family all of the volcanoes, and talk about them*). Basic transitions link ideas (*First of all, Since, Second of all, All in all*), and there are few errors in the response. Although the idea of David functioning as a de facto tour guide is somewhat relevant to explaining his role, the idea is only weakly developed and only partially addresses the important role he plays throughout the passage. Most importantly, the response lacks clear analysis of the topic.

STUDENT RESPONSE

Response Score: 2 points

10. The character of David has a function in "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

Even in the beginning of the story, you can tell David plays the role of the older brother. In the first paragraph David is messing around with his sister Heidi, shaking her chair as if a volcano was really erupting.

Once they arrive to their first location, you read that David is researching stuff about the volcano they are at, and informs his family with information he reads.

On page 49, David yells and says "the road is covered in dried lava!" As you can see David is being very informative and gives very important information! He is showing great respect to

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elert his family that the road
is covered in dried up lava!

This response inconsistently addresses parts of the task, demonstrating a partial analytic understanding of the text. The organizational structure is weak, and the focus is somewhat unclear. The introduction is minimal, and there is no conclusion. While the response provides descriptions of David's actions in the story (shaking Heidi's chair, researching volcanos, and yelling about road conditions), only limited context is provided for David's actions. There is, at best, only weak analysis of the important role David plays as a character throughout the passage. This comes in the form of weak inferences (*David is being very informative and gives very important information! He is showing great respect to elert his family that the road is covered in dried up lava!*) that move beyond a literal interpretation of the text by alluding to the role that David plays within the family but fall short of qualifying as true, clear analysis. Transitions are employed, somewhat awkwardly (*Even in the begining, Once they arrive to their first location, On page 49*), in an attempt to link ideas. Errors in spelling (*begining, elert*) and punctuation are present but do not interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



10. The character of David has a function in “Into the Volcano.” Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

David has alot of important parts but I’m just going to say some important parts. One important part when he’s says you’ve already seen a valcano and then shurgges. Another important part is that when he grabs hedi from behind a shakes her. My last example is when he starts give facts to describe how the older lave turns redish.

This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. Although the introduction provides a controlling idea (*David has alot of important parts but I’m just going to say some important parts*), it is very literal and only tangentially addresses the task. The response does not include any analysis of the important role David plays as a character throughout the passage. Instead, literal descriptions of his actions are provided (*he’s says you’ve already seen a valcano and then shurgges, he grabs hedi from behind a shakes her, he starts give facts to describe how the older lave turns redish*). Within one of the action descriptions, the student does draw a weak inference (*give facts*) that goes slightly beyond a strictly literal interpretation of the text. However, the inference, as written, is so minimal and the rest of the response is so literal that the response demonstrates only inadequate analytic understanding of the text. No conclusion is provided. A few basic transitions are used to link the descriptions of David’s actions (*One important part, Another, My last example*). There is little use of precise language and/or vocabulary, and errors present in sentence formation, usage (*give* for *giving*) and spelling (*shurgges, hedi, lave, redish*), when taken together, do interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point

10. The character of David has a function in "Into the Volcano." Write an essay analyzing the important role David plays as a character throughout the passage. Use evidence from the passage to support your response.

David is liking the volcano.

Before he was scared and hid and

he didn't want to go. But later

on in the story it says "David

researches information in a text he was

reading.

David was learning a lot from

the text on the volcanoes, the Hawaiians

and Hawaii and more. Him and his

family had a good time except for

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Heidi she didn't like it at all.

So that is why I think David
plays a good part and does good
functions in the story.

This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. There is no introduction, the conclusion is minimal, and there is little order to the ideas presented in the response. The response includes a weak inference (*David was learning a lot from the text on the volcanoes, the Hawaiians and Hawaii and more*) that minimally connects with a text reference (*David researches information in a text he was reading*). However, even taken together, these do not address the important role David plays in the passage. Two other attempts at inferences, each combined with a text reference (*David is liking the volcano. Before he was scared and hid and he didn't want to go, Him and his Family had a good time except for Heidi she didn't like it at all*), are at once simplistic and inaccurate: in the beginning of the passage David was only *pretending* to be scared and by the end of the passage Heidi actually *did* appreciate volcanoes. Few transitions link ideas, and there are errors in sentence formation, usage (*volcanois for volcanos, Him for He*), spelling (*Hawianns, Heidi, funtions*) and punctuation that, at times, interfere with meaning.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF STANDARD ENGLISH QUESTIONS

Directions:

On the following pages are the Conventions of Standard English 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.

CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

11. Read the sentence.

She found the puppy hiding underneath an enormus piece of furniture.

Which word in the sentence is spelled wrong?

- A. underneath
- B. enormus
- C. piece
- D. furniture

Item Information	
Alignment	D.1.2.5
Answer Key	B
Depth of Knowledge	1
p-value A	12%
p-value B	61% (correct answer)
p-value C	14%
p-value D	13%
Option Annotations	The student is asked to identify the word in the given sentence that is spelled incorrectly. Option B is the correct answer since “enormus” should be spelled “enormous.” Options A, C, and D are incorrect choices since they are spelled correctly in the given sentence.

12. Read the sentences.

Lancaster is a great place to pick cherries in June.

Lancaster is in south central Pennsylvania.

Choose the **best** way to combine the information into one sentence.

- A. Lancaster is a great place to pick cherries, which is in south central Pennsylvania, in June.
- B. Lancaster is a great place, which is in south central Pennsylvania, to pick cherries in June.
- C. Lancaster, which is in south central Pennsylvania, is a great place to pick cherries in June.
- D. Lancaster is a great place to pick cherries in June, which is in south central Pennsylvania.

Item Information	
Alignment	D.2.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	6%
p-value B	6%
p-value C	59% (correct answer)
p-value D	29%
Option Annotations	The student is asked to identify the best way to combine two given sentences into one sentence to enhance meaning and style. Option C is the correct answer since the sentence provides the most clarity, coherence, and conciseness. Options A, B, and D are not correct since they lack the same degree of clarity, coherence, and conciseness as Option C.

13. Which sentence uses the underlined word correctly?
- A. The forecast is for rain the entire weak.
 - B. Dina gave her brother a dollar for bus fair.
 - C. That site will be perfect for a vegetable garden.
 - D. Adam decided to peal the apple before he ate it.

Item Information	
Alignment	D.1.1.7
Answer Key	C
Depth of Knowledge	2
p-value A	9%
p-value B	19%
p-value C	38% (correct answer)
p-value D	34%
Option Annotations	The student is asked to identify the sentence that uses a frequently confused word correctly. Option C is the correct answer since “site” is spelled correctly for the way it is used in the given sentence. Option A is not correct since “weak” should be spelled “week” based on usage. Option B is not correct since “fair” should be spelled “fare” based on usage. Option D is not correct since “peal” should be spelled “peel” based on usage.

14. Read the paragraph.

(1) Once people had learned to increase the amount of food they could grow, cities began to fully develop. (2) Somewhere within the region of ancient Mesopotamia the first city arose because people were able to produce more than just enough food. (3) This new ability allowed people time to work at activities other than finding or growing food. (4) When there was extra food for everyone, people could spend their time on art, government, and business.

Which revision should be made to correct the error in punctuation?

- A. Remove the comma after grow in sentence 1.
- B. Add a comma after Mesopotamia in sentence 2.
- C. Add a comma after This in sentence 3.
- D. Remove the comma after everyone in sentence 4.

Item Information	
Alignment	D.1.2.2
Answer Key	B
Depth of Knowledge	2
p-value A	14%
p-value B	69% (correct answer)
p-value C	4%
p-value D	13%
Option Annotations	The student is asked to determine which revision should be made to the given paragraph to correct the error in punctuation. Option B is the correct answer since a comma should be added after the introductory dependent clause in sentence 2. Option A is not correct since a comma is needed after an introductory dependent clause. Option C is not correct since a comma should not be added after a definite article. Option D is not correct since a comma is needed after an introductory dependent clause.

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-V.4.1.2	B	2	8%	59%	7%	26%
2	B-K.1.1.3	C	3	27%	6%	51%	16%
3	B-C.3.1.1	Part One: D Part Two: D	3	Mean Score: .84			
4	B-C.3.1.3	D	2	25%	27%	11%	37%
5	B-C.3.1.1	D	3	14%	14%	19%	53%
6	B-K.1.1.2	Part One: D Part Two: B, C	3	Mean Score: 1.5			
7	B-C.2.1.2	A	3	46%	19%	21%	14%
8	B-C.2.1.1	C	3	26%	15%	49%	10%
9	B-C.3.1.2	A	3	44%	7%	32%	17%
11	D.1.2.5	B	1	12%	61%	14%	13%
12	D.2.1.1	C	2	6%	6%	59%	29%
13	D.1.1.7	C	2	9%	19%	38%	34%
14	D.1.2.2	B	2	14%	69%	4%	13%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	A-K.1.1.1	4	3	1.68

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PSSA Grade 5 English Language Arts Item and Scoring Sampler

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