



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2022–2023
Grade 5

TABLE OF CONTENTS

INFORMATION ABOUT ENGLISH LANGUAGE ARTS	1
Introduction	1
General Introduction	1
Pennsylvania Core Standards (PCS).....	1
What Is Included	1
Purpose and Uses.....	1
Item Format and Scoring Guidelines	2
Testing Time and Mode of Testing Delivery for the PCS-Based PSSA.....	3
English Language Arts Grade 5	3
Item and Scoring Sampler Format	4
PSSA ENGLISH LANGUAGE ARTS GRADE 5	6
English Language Arts Test Directions for Reading Passages and Questions	6
Passage 1.....	8
Multiple-Choice Questions	11
Evidence-Based Selected-Response Question	18
Passage 2.....	20
Text-Dependent Analysis Prompt	22
Text-Dependent Analysis Scoring Guideline.....	26
English Language Arts Test Directions for Conventions of Standard English Questions.....	43
Conventions of Standard English Multiple-Choice Questions.....	44
English Language Arts—Sample Item Summary Data.....	48
ACKNOWLEDGEMENTS	49

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 Anchors and Eligible Content 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 released test items, of test item types, and scored student responses. The item sampler is not designed to be used as a pretest, a curriculum, or any 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 PCS. 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 PCS-aligned Assessment Anchors and Eligible Content documents are posted on this portal:

- www.education.pa.gov [Hover over “Data and Reporting,” select “Assessment and Accountability,” and select “PSSA-PA System of School Assessment.” Then select “Assessment Anchors/Eligible Content” on the right side of the screen.]

What Is Included

This sampler contains stimulus reading passages with test questions, Conventions of Standard English questions, and a text-dependent analysis (TDA) prompt that have been written to align to the Assessment Anchors, which are based on the PCS. The sample test questions model the types of items that may appear on an operational PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors prior to being piloted in an embedded field test within a PSSA assessment and then used operationally on a PSSA assessment. Answer keys, scoring guidelines, and any related stimulus material are also included. Additionally, sample student responses are provided with each open-ended item to demonstrate the range of responses that students provided in response to these items.

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 question in this sampler. Educators may 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 2022 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 an MC 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 the response to Part One. Part Two is different from an MC 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 text passages are addressed through this item type. Students 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 connections 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 (for TDAs), or consisting solely or almost solely of text copied from the passage (for TDAs)

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 a 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.

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


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

English Language Arts Grade 5

This English Language Arts Sampler is composed of 2 passages, 6 passage-based MC questions, 1 EBSR question, 1 TDA prompt, and 4 Conventions of Standard English MC questions.

There are 2 passages in this booklet. The first passage is followed by 6 passage-based MC questions and 1 EBSR question. The second passage is followed by 1 TDA prompt. This booklet also contains 4 Conventions of Standard English MC questions.

Each question is accompanied by a table 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 TDA prompt is displayed with the item-specific scoring guideline 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 TDA prompt responses in both formats. A sample online response is noted by the symbol .

Item and Scoring Sampler Format

This sampler includes the test directions and scoring guidelines that appeared in previous PSSA English Language Arts assessments. Each MC item is followed by a table that includes the item alignment, the answer key, the depth of knowledge (DOK) level, the percentage² of students who chose each answer option, and a brief answer-option analysis or rationale. The EBSR item is followed by a table that includes the item alignment, the answer key to Part One of the item, the answer key to Part Two of the item, the DOK level, the mean student score, and a brief answer-option analysis for each part of the item. The TDA prompt is followed by a table that includes the item alignment, the DOK level, and the mean student score. Additionally, the *Text-Dependent Analysis Scoring Guideline* is combined with sample student responses representing two examples of each score point to form a practical item-specific scoring guide. The student responses in this item and scoring sampler are actual student responses; however, the handwriting has been changed to protect the students’ identities and to make the item and scoring sampler accessible to as many people as possible.

Example Multiple-Choice Item Information Table

Item Information	
Alignment	Assigned AAEC
Answer Key	Correct Answer
Depth of Knowledge	Assigned DOK
p-value A	Percentage of students who selected option A
p-value B	Percentage of students who selected option B
p-value C	Percentage of students who selected option C
p-value D	Percentage of students who selected option D
Option Annotations	Brief answer-option analysis or rationale

Example Evidence-Based Selected-Response Item Information Table

Item Information	
Alignment	Assigned AAEC
Answer Key: Part One	Correct Answer
Answer Key: Part Two	Correct Answer
Depth of Knowledge	Assigned DOK
Mean Score	Average Score
Option Annotations	Brief answer-option analysis or rationale

Example Text-Dependent Analysis Prompt Information Table

Alignment	Assigned AAEC	Depth of Knowledge	Assigned DOK	Mean Score	Average Score
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² All p-value percentages listed in the item information tables have been rounded.

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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 young inventors. Then answer questions 1–7 in your answer booklet.

Stellar-Tasting Space Food

by Stephanie Warren

What space food do astronauts like best? The answer might surprise you. “Our most popular product by far is our freeze-dried shrimp cocktail,” says food scientist Vickie Kloeris, who has spent the past 26 years developing and testing all of the food that NASA astronauts eat in space, as well as creating packaging.

Dehydrated shrimp may not sound very appetizing, but Kloeris explains that it’s not the seafood the astronauts love—it’s the sauce. The shrimp comes with a packet of freeze-dried cocktail sauce that has spicy horseradish in it. “That gives it a kick,” she says.

Astronauts like the sauce’s strong flavor because of a strange side effect of living in space: Something about floating in a microgravity environment weakens a person’s sense of taste.

Now, thanks to a team of high-school students from the North Carolina School of Science and Mathematics, tasteless space food could be a thing of the past. The students created edible, dissolvable sheets—which they named Stellar Strips—that deliver a punch of flavor to the tongue.

Stellar Strips made it to the finals of the Conrad Foundation’s Spirit of Innovation Challenge, a competition in which students develop products to solve global and local problems. The team hopes its invention will go all the way to space someday.

Taste in Space

Scientists don’t yet fully understand why astronauts lose some of their sense of taste in space, but they have some theories.

Here on Earth, gravity pulls fluids throughout the body. In the microgravity of space, these fluids collect in the head and the astronauts get all stuffed up.

“It’s just like when you have a cold and can’t smell the food because you’re congested,” says Kloeris. Smell is an important part of taste; if you can’t smell food, you can’t taste it very well either.

Over time, astronauts’ bodies adapt, but the astronauts still say they can’t taste their food as well as they can on Earth. So scientists suspect more is going on.

“Space travel might also interfere with food aromas themselves,” says Kloeris. For one thing, astronauts don’t eat off plates—the food would float away. Instead, they eat out of packages. The packages keep the food from escaping but probably hold in its aromas as well. And even if the aromas do get out of the package, in microgravity they don’t float up toward the nose as they do on Earth. They might go down or sideways instead.

To boost their food’s flavor, astronauts ask for their spacecraft to be stocked with spicy toppings. “We have flown so many different kinds of hot sauce that I can’t even count them!” says Kloeris.

Problem Solvers

The students who developed Stellar Strips didn't start out trying to boost the flavor of foods in space. "We actually started off with wanting to solve the problem of bone atrophy," says 18-year-old Jin Yoon, one of the team's members.

Astronauts don't have the normal force of gravity pressing on their bones. They also don't need the full strength of their bones to stand and walk in microgravity. These factors cause their bones to weaken.

So the students set out to make a calcium supplement that was easy to consume in space so astronauts' bones would stay stronger. "One day we thought of Listerine breath strips," says Yoon. The breath-freshening strips dissolve on the tongue, releasing a powerful mint flavor. The team realized they might be able to create a similar product to boost flavor in foods. "We thought maybe we could solve the problem of taste in space," says Yoon.

Taste Test

The team had identified a problem and had an idea of how to solve it. But the students still had to create a strip that would deliver a lot of flavor and dissolve on the tongue—but not too quickly, or the flavor wouldn't last through a whole meal.

First, the team tried sandwiching flavor between two Listerine strips. "It was way too minty!" says Yoon. But the team didn't give up. The students researched edible materials and experimented to see what could be made into flavored strips.

Finally, they found one that worked: Vietnamese spring-roll wrappers. Spring-roll wrappers are made out of rice flour and come in extremely thin sheets.

First the team soaked the wrappers in water to soften them. Then they dripped liquid flavoring onto the wrappers. Once the wrappers dried, it was time to test them. "It didn't dissolve too quickly, [and] you could taste the flavor," says Yoon. Eureka!

A Stellar Idea

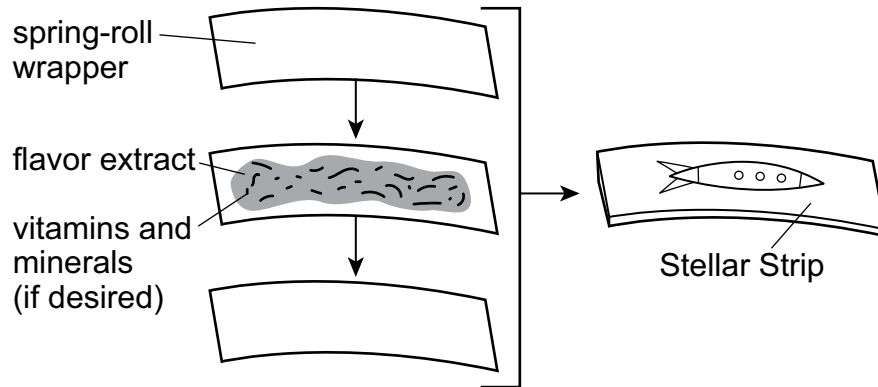
The team made a sour-lemon-flavored strip to present to the judges at the Spirit of Innovation Challenge. In the future, they want to create Stellar Strips in various flavors, such as sweet, spicy, and barbecue. Their hope is to refine their product so they can sell it to NASA. "It's a very interesting concept that has potential," says Kloeris.

One advantage of Stellar Strips is that they're lightweight. According to Kloeris, it costs about \$10,000 to send each pound of food into space, so she's always trying to make foods and their packages as light as possible. A six-pound pack of Stellar Strips would give astronauts enough flavor choices to last three meals a day for about 15 years!

Stellar Strips may be useful here on Earth too. Like astronauts, people going through chemotherapy for cancer or taking certain types of medicines experience a decreased sensation of taste. "Stellar Strips could make their lives a little happier," says Yoon.

When the team first started the project, they didn't think they would really create something that could potentially be used by astronauts. "After all," says Yoon, "this is a problem that the world's smartest people are working on. But that's no reason to be intimidated by a project," he says. "Just go for it!"

How Stellar Strips Work



Stellar Strips are made from three layers of thin spring-roll wrappers, which are layered like tiny sandwiches: two plain sheets surround one that's doused in tasty liquids. Different fillings can yield different flavors, like sweet, spicy, and barbecue. Vitamins could even be added.

Multiple-Choice Questions

1. Based on the suffix “-ion,” the word “competition” means
- A. one who competes.
 - B. the act of competing.
 - C. the ability to compete.
 - D. the result of competing.

Item Information	
Alignment	B-V.4.1.1
Answer Key	B
Depth of Knowledge	1
p-value A	19%
p-value B	55% (correct answer)
p-value C	15%
p-value D	11%
Option Annotations	The student is asked to use the suffix “-ion” to determine the meaning of the word “competition.” Option B is the correct answer since the suffix refers to an action. Options A, C, and D are incorrect since these meanings are not the meaning of the given suffix added to the base word.

2. Read the sentences from the passage.

“The shrimp comes with a packet of freeze-dried cocktail sauce that has spicy horseradish in it. ‘That gives it a kick,’ she says.”

Which idea does the phrase “gives it a kick” suggest?

- A. a sudden chill
- B. a burst of energy
- C. a strong scent
- D. a boost of flavor

Item Information	
Alignment	B-V.4.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	2%
p-value B	6%
p-value C	5%
p-value D	87% (correct answer)
Option Annotations	The student is asked to interpret figurative language used in a sentence from the passage. Option D is the correct answer since “gives it a kick” suggests that the cocktail sauce has a potent flavor; the word “spicy” in the given sentence provides this context. Options A, B, and C are incorrect since they are not the meaning of the figurative language and do not make sense in the context of the passage.

3. How are the experiments the students completed related to each other?
- A. They led to the creation of a material that solves a problem.
 - B. They helped reduce the cost of shipping food to space.
 - C. They helped produce a medicine that improves health.
 - D. They led to a product that will make them money.

Item Information	
Alignment	B-K.1.1.3
Answer Key	A
Depth of Knowledge	3
p-value A	68% (correct answer)
p-value B	17%
p-value C	10%
p-value D	5%
Option Annotations	The student is asked to determine how the experiments the students completed are related to each other. Option A is the correct answer; the experiments the students conducted to solve the problem of bone atrophy led them to discover a way to boost flavor in foods for astronauts. Option B is incorrect; although the use of the students' invention may lead to a reduction in shipping costs for food in space, the product has not been used yet, so the reduction in shipping costs has not yet occurred. Option C is incorrect since the students created a food flavoring product, not medicine. Option D is incorrect; although the students may hope to make money from their product, the passage does not indicate that they have profited from their venture yet.

4. Which section of the passage has information that is **most** connected to the diagram at the end of the passage?
- A. “Taste in Space”
 - B. “Problem Solvers”
 - C. “Taste Test”
 - D. “A Stellar Idea”

Item Information	
Alignment	B-C.3.1.3
Answer Key	C
Depth of Knowledge	3
p-value A	16%
p-value B	12%
p-value C	37% (correct answer)
p-value D	35%
Option Annotations	The student is asked to determine which section of the passage has information that is most connected to the diagram. Option C is the correct answer since the information in the section “Taste Test” provides details about how the students created the physical structure of the Stellar Strips. Option A is incorrect since the information in the section “Taste in Space” explains how the sense of taste is affected while in space. Option B is incorrect since the information in the section “Problem Solvers” explains the original goal of the students—to solve the problem of bone atrophy in space. Option D is incorrect since the information in the section explains why the students’ invention may be helpful to others.

5. How does the diagram of Stellar Strips contribute to the reader’s understanding of the passage?
- A. It confirms that Stellar Strips are available in many flavors.
 - B. It shows what is used to create the layers of Stellar Strips.
 - C. It illustrates how Stellar Strips are similar to other types of space food.
 - D. It describes the research completed to determine the benefits of Stellar Strips.

Item Information	
Alignment	B-C.3.1.3
Answer Key	B
Depth of Knowledge	2
p-value A	9%
p-value B	63% (correct answer)
p-value C	10%
p-value D	18%
Option Annotations	The student is asked to determine how the diagram of Stellar Strips contributes to the reader’s understanding of the passage. Option B is the correct answer since the diagram shows what is used to create the layers of the product: two spring-roll wrappers with a layer of flavor extract in the middle. Option A is incorrect since the diagram does not give information about the flavors available. Option C is incorrect since the diagram does not compare Stellar Strips to other types of space food. Option D is incorrect since the diagram does not relay any research.

6. Which evidence from the passage **best** supports the generalization that Stellar Strips may have benefits on Earth?
- A. “ ‘It’s just like when you have a cold and can’t smell the food because you’re congested,’ says Kloeris.”
 - B. “One advantage of Stellar Strips is that they’re lightweight.”
 - C. “Like astronauts, people going through chemotherapy for cancer or taking certain types of medicines experience a decreased sensation of taste.”
 - D. “ ‘After all,’ says Yoon, ‘this is a problem that the world’s smartest people are working on.’ ”

Item Information	
Alignment	B-K.1.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	17%
p-value B	12%
p-value C	65% (correct answer)
p-value D	6%
Option Annotations	The student is asked to identify the sentence from the passage that best supports the generalization that Stellar Strips may have benefits on Earth. Option C is the correct answer since the sentence shows how Stellar Strips may be able to help improve the sense of taste for cancer patients and for people taking other types of medicine. Options A, B, and D are incorrect since they do not relate to the benefits of Stellar Strips on Earth.

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Evidence-Based Selected-Response Question

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

Part One

Which statement **best** expresses main ideas of the passage?

- A. A team of high-school students invented Stellar Strips, and they hope their product will come in many different flavors in the future.
- B. A group of students wants to develop products that solve global problems, so they are entering contests in hopes of getting approval to expand their ideas.
- C. Microgravity in space has caused the bones of astronauts to become weakened, so scientists are researching ways to improve the strength of astronauts.
- D. Astronauts' sense of taste decreases in space, and the inventors of Stellar Strips hope to solve this problem with their product.

Part Two

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

- A. "Now, thanks to a team of high-school students from the North Carolina School of Science and Mathematics, tasteless space food could be a thing of the past."
- B. "Smell is an important part of taste; if you can't smell food, you can't taste it very well either."
- C. "Astronauts don't have the normal force of gravity pressing on their bones."
- D. "The team made a sour-lemon-flavored strip to present to the judges at the Spirit of Innovation Challenge."

Item Information	
Alignment	B-K.1.1.2
Answer Key: Part One	D
Answer Key: Part Two	A
Depth of Knowledge	3
Mean Score	1.11
Option Annotations	<p>The student is asked to determine two main ideas of the passage and to select one piece of evidence from the passage that supports those main ideas.</p> <p>Part One: Option D is the correct answer; the passage explains how space decreases astronauts’ sense of taste and tells how a group of students hope to solve this problem by creating flavor strips that enhance the taste of space food. Option A is incorrect since this choice does not include information about the effect of space upon the sense of taste; in addition, “they hope their product will come with many different flavors” is a detail, not a main idea. Option B is incorrect since “they are entering contests” is a detail, not a main idea. Option C is incorrect since the passage is not mainly about bone atrophy.</p> <p>Part Two: Option A is the correct answer since it supports the main ideas that a group of high school students invented Stellar Strips, and that this new product will help astronauts to better taste food. Option B is incorrect; although the sentence relates to the concept of taste, it does not support the ideas of how space affects the sense of taste or how a group of students is attempting to solve this problem. Option C is incorrect since it relates to bone atrophy, not to the problem of how space affects the sense of taste. Option D is incorrect since it is a detail related to a competition the group of students entered while creating Stellar Strips.</p>

PASSAGE 2

Read the following poem about a dream. Then answer question 8 in your answer booklet.

The Little Land

by Robert Louis Stevenson

When at home alone I sit
And am very tired of it,
I have just to shut my eyes
To go sailing through the skies—
To go sailing far away
To the pleasant Land of Play;
To the fairy land afar
Where the Little People are;
Where the clover-tops are trees,
And the rain-pools are the seas,
And the leaves, like little ships,
Sail about on tiny trips;
And above the daisy tree
Through the grasses,
High o'erhead the Bumble Bee
Hums and passes.

In that forest to and fro
I can wander, I can go;
See the spider and the fly,
And the ants go marching by,
Carrying parcels with their feet
Down the green and grassy street.
I can in the sorrel sit
Where the ladybird alit.
I can climb the jointed grass
And on high
See the greater swallows pass
In the sky,
And the round sun rolling by
Heeding no such things as I.

Through that forest I can pass
Till, as in a looking-glass,
Humming fly and daisy tree
And my tiny self I see,
Painted very clear and neat
On the rain-pool at my feet.
Should a leaflet come to land
Drifting near to where I stand,
Straight I'll board that tiny boat
Round the rain-pool sea to float.

Little thoughtful creatures sit
On the grassy coasts of it;
Little things with lovely eyes
See me sailing with surprise.
Some are clad in armour green—
(These have sure to battle been!)—
Some are pied with ev'ry hue,
Black and crimson, gold and blue;
Some have wings and swift are gone;—
But they all look kindly on.

When my eyes I once again
Open, and see all things plain:
High bare walls, great bare floor;
Great big knobs on drawer and door;
Great big people perched on chairs,
Stitching tucks and mending tears,
Each a hill that I could climb,
And talking nonsense all the time—
O dear me,
That I could be
A sailor on the rain-pool sea,
A climber in the clover tree,
And just come back a sleepy-head,
Late at night to go to bed.

Text-Dependent Analysis Prompt

8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem 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

#8 Item Information

Alignment	A-C.2.1.1	Depth of Knowledge	3	Mean Score	1.74
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Assessment Anchor:

E05.A-C.2— Craft and Structure

Specific Assessment Anchor Descriptor addressed by this item:

E05.A-C.2.1.1— Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose of a text and explain how it is conveyed in 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

Score	Description
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
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



8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

In the poem, "The Little Land," the speaker is dreaming about a wonderful land called the Land of Play. In the end, he wakes up to his ordinary life. The dream is so meaningful to the speaker because he loves the sight of the land, and s/he was bored of his/her ordinary life.

To begin, the dream is meaningful to the speaker because s/he loves the sight of the wonderful land. For example, in the poem, it states, "See the greater swallows pass / In the sky, / And the round sun rolling by." This shows that the speaker is thinking about all the beautiful things in the world, and how much s/he is yearning to be there. Also, in the poem, it states, "When my eyes / once again / Open, and see all things plain." This shows that after he awoke, instead of wonderful things, s/he returned back to his plain life which he is bored of. My analysis of this evidence is that if the speaker didn't have a plain life, then his/her dream wouldn't be as meaningful to him/her.

Additionally, the dream was meaningful to the speaker because s/he was bored of his ordinary life. For example, in the poem, it states, "When at home alone I sit / And am very tired of it." This shows that when s/he's at home s/he has nothing entertain her/himself with. Also, in the poem, it states, "O dear me, / That I could be / A sailor on the rain-pool sea." This shows that he is so bored of his life that he is wanting to be other people. My analysis of this evidence is that if he had more things to do at his house, then he would never fall asleep and dream about the Land of Play.

As you can see, the dream is so meaningful to the speaker because s/he loves the sights of the land, and s/he is bored of his/her ordinary life. In my opinion, the speaker should find something to do for fun, so s/he doesn't have to dream about the Land of Play.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the focus, enhancing the clarity of the response. An introduction provides the controlling idea around which the analysis is organized (*The dream is so meaningful to the speaker because he loves the sight of the land, and s/he was bored of his/her ordinary life*). The first body paragraph opens with an inference (*s/he loves the sight of the wonderful land*) drawn from two well-chosen quotes (“*See the greater swallows pass / In the sky, / And the round sun rolling by*” and “*When my eyes / once again / Open, and see all things plain*”). In-depth analysis supports and develops the inference/quotes, demonstrating an understanding of implicit meanings in the poem (*This shows that the speaker is thinking about all the beautiful things . . . ; This shows that after he awoke, instead of wonderful things, s/he returned back to his plain life which he is bored of; if the speaker didn’t have a plain life, then his/her dream wouldn’t be as meaningful*). In the next paragraph, another inference (*the dream was meaningful . . . because s/he was bored of his ordinary life*) is drawn from relevant quotes (“*When at home alone I sit / And am very tired of it*”; “*O dear me, / That I could be / A sailor on the rain-pool sea*”) and supported with thorough analysis (*This shows that when s/he’s at home s/he has nothing [to] entertain her/himself with; This shows that he is so bored of his life that he is wanting to be other people; if he had more things to do at his house, then he would never fall asleep and dream about the Land of Play*). An effective conclusion sums up the ideas explored in the essay (*s/he loves the sights of the land, and s/he is bored of his/her ordinary life*). In this response, the student effectively contrasts the speaker’s dream world and waking world and then uses the contrasting elements to analyze why the speaker’s dream is so meaningful. The student also addresses the bigger picture, generalizing that the boredom characterized by the speaker in the poem as a lack of things to do that creates a desire *to be other people*, and to find *something to do for fun*. While transition use is at times repetitive, it is effective in linking ideas within and between paragraphs (*In the poem, To begin, For example, Additionally, This shows*). Domain-specific vocabulary effectively conveys why the dream world is so meaningful to the speaker of the poem (*ordinary life, yearning to be there, returned back to his plain life*). Few errors are present in the response; they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points

8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

I think the dream is so meaningful to the speaker because the speaker is home alone, and he clearly doesn't like being home alone. I think that since the speaker is home alone, and the speaker doesn't like being home alone, the speaker dreams because he likes dreaming.

First of all, the poem says, "When at home alone I sit / And am very tired of it / I have just to shut my eyes / To go sailing through the skies—" This shows that the speaker doesn't like staying home alone, so instead the speaker dreams. I also think that the speaker dreams because the speaker probably wants to get the thought out of his head that he is home alone. For example, if you don't like being with your brother or sister, but you have to. You would probably do something you like without your brother or sister near you. This is the same thing, but with the speaker who doesn't like staying home alone by himself.

In addition, the dream may be very important to the speaker because then the speaker can express what he likes, and dislikes in just a dream. The poem says, "Little things



with lovely eyes / see me sailing with surprise." This shows that the speaker may like little things with pretty eyes.

The speaker was dreaming about little creatures, so maybe the speaker likes little animals or creatures. If you don't like something, you do something else that is fun. So if the speaker likes dreaming, why dream about something you don't like if you are trying to make yourself happy.

At the end of the poem it says, "When my eyes I once again / open, and see all things plain." This shows that when the speaker "wakes up" from the dream, the speaker sees how much different the dream is than reality. This also shows the reader that the speaker likes color, and not a plain room with plain walls, and plain floors. How would you react if you woke up from the best dream ever and when you woke up you just saw darkness. I know I wouldn't like that. The quote also shows that the speaker was trying to do something he likes, but then he "woke up" from his dream, and I bet that he was annoyed because I know that he liked the dream.

In conclusion, I think the dream is really important to the speaker because the speaker is bored, and the dream helps him get happier. The only thing is that when the speaker opened his eyes, he got bored again because in the

GO ON 

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure effectively supports the student's ideas surrounding why *the dream is so meaningful to the speaker*. The introduction provides the controlling idea that *since the speaker is home alone, and the speaker doesn't like being home alone, the speaker dreams because he likes dreaming*. In the first body paragraph, an inference (*the speaker doesn't like staying home alone, so instead the speaker dreams*) is drawn from a well-chosen quote (*"When at home alone I sit / . . . I have just to shut my eyes / To go sailing through the skies"*) and supported and developed with thorough analysis (*the speaker probably wants to get the thought out of his head, that he is home alone. For example, . . . the speaker who doesn't like staying home alone by himself*). This pattern of inferences (*speaker can express what he likes and dislikes in just a dream; speaker sees how much different the dream is than reality*) drawn from well-chosen quotes (*"Little things with lovely eyes / see me sailing with surprise"; "When my eyes I once again / open, and see all things plain"*) and supported/developed with thorough analysis (*speaker may like little things; trying to make yourself happy; speaker likes color, and not a plain room . . . How would you react if you woke up from the best dream ever . . .*) continues throughout the response. Generalizations moving beyond the scope of specific ideas expressed in the poem (e.g., the idea that a colorful/bright environment is inherently pleasing) are evident as the student identifies with the speaker in the poem, demonstrating higher level thinking while remaining closely connected to the task. Transitions (*First of all, For example, In addition*) are skillfully used to link ideas and domain-specific vocabulary (*get the thought out of his head, can express what he likes, How would you react*) is employed effectively to explain why the dream is so meaningful to the speaker. The conclusion, while maintaining the response's focus on the task, does not simply reiterate portions of the analysis. Instead, the student's ideas regarding boredom are extended further (*the dream helps him get happier*). There are few errors in this response, and those present (*board* for *bored*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points

8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

The dream the speaker has in the poem, "The Little Land" by Robert Louis Stevenson, is very important to him, because it is a dream that he loves, for he is in "the Land of Play," and he can do and imagine anything he wants. Also, the speaker does not want to go back to the plain land, because he can not play or imagine.

The speaker's dream is very important to him, because he can do and imagine anything he wants, because the author states in stanza 1, "To go sailing far away / to the pleasant land of play." This quote shows that this dream is very important to the speaker, because it is a dream where he can do, be, and imagine anything he wants, because he is talking about "the Land of Play," as pleasant, which means that the speaker likes, and enjoys it.

Another reason the speaker's dream is important to him, is because he does not want to go back to the land of plain, where he can not imagine, and play,



because the author states in stanza 5, "When my eyes I once again / Open and see all things plain."

This quote proves that the speaker does not want to go back to the plain land, because he is, describing it like a bad place, and he can not imagine there. The speaker's dream is important, because he doesn't want to go back to the plain land.

The dream the speaker had was . . . important, because it was a dream he loved, and could be, do, and imagine anything he wanted, but also, because he did not want to go back to the plain land where he could not imagine.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and supports the focus and ideas. The introduction identifies two controlling ideas that address why the dream is so meaningful to the speaker of the poem. The first idea (*he can do and imagine anything he wants*) connects to a well-chosen quote (*"To go sailing far away / to the pleasant land of play"*) and is supported with clear analysis (*is a dream where he can do, be, and imagine anything he wants, because he is talking about "the Land of Play," as pleasant, which means that the speaker likes, and enjoys it*). The second idea (*he does not want to go back to the land of plain, where he can not imagine, and play*) also builds off of a relevant quote (*"When my eyes I once again / Open and see all things plain"*) and is supported with clear analysis (*because he is, describing it like a bad place, and he can not imagine there; he doesn't want to go back to the plain land*) to explain why the dream is so meaningful to the speaker of the poem. An appropriate use of transitions to link ideas is evident throughout the response (*Also, This quote shows that, Another reason*). Appropriate language and domain-specific vocabulary are employed throughout (*imagine anything he wants and a dream he loved*) to convey the speaker's experiences and events. The minor errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

The poem "The Little Land," written by Robert Louis Stevenson, is about the speaker's dream. The dream is very meaningful to the speaker. I think the dream is so meaningful to the speaker because everything is plain when the speaker opens their eyes. Also because when the speaker dreams he or she could be anything they want to be. I think the dream is so meaningful I because when the speaker is at home all he or she does is sit and he or she is tired of it.

On page 37 in the third stanza, the text states "When my eyes I once again, Open, and see all things plain: High bare walls, great bare floor. Great big knobs on drawer and door; Great big people peached on chairs." This means that when the speaker opens their eyes he or she sees all things plain or ordinary. And in the dream all things are colorful, unique, and extra ordinary.

In the text it states "O dear me, That I could be A sailor on the rain-pool sea: A climber in the clover tree, And just come back sleepyhead." Therefore this means that when the speaker is awake he or she is bored. And when the the speaker dreams he or she could be a sailor on the sea or a climber in a tree.

On page 36 in the first stanza the text states "When at home alone I sit. And I am very tired of it, I have just to shut my eyes." This means that when the speaker is at home he or she is very tired of it. And all the speaker has to do is shut their eyes and dream.

In conclusion I know why the speaker's dream is so meaningful. The dream is so meaningful because everything is plain when the speaker opens their eyes, when the speaker dreams he or she can be anything they want to be, and when the speaker is at home all he or she does is sit.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and supports the focus that *the dream is very meaningful to the speaker*. Appropriate, inferential ideas presented in the introduction and developed throughout the response clearly show why the dream is so meaningful to the speaker (*everything is plain when the speaker opens their eyes; when the speaker dreams he or she could be anything they want to be; at home all he or she does is sit and he or she is tired of it*). Clear analysis (*when the speaker opens their eyes he or she sees all things plain or ordinary; when the speaker is awake he or she is bored; all the speaker has to do is shut their eyes and dream*) drawn from relevant textual details and quotes ("*When my eyes I once again, Open, and see all things plain*"; "*O dear me, That I could be A sailor on the rain-pool sea,*"; "*When at home alone I sit. And I am very tired of it*") extends the inferential ideas and clearly contrasts the speaker's waking and dream worlds. The conclusion reiterates the ideas developed in the response, again underscoring how the dream is meaningful to the speaker. Appropriate transitions link ideas (*Also, On page 37, This means, In conclusion*), and an appropriate use of precise language and domain-specific vocabulary (*ordinary, colorful, unique, extra ordinary, be anything they want to be*) is employed to explain the topic and convey the speaker's experiences. Few errors are present, and they do not interfere with meaning.

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STUDENT RESPONSE

Response Score: 2 points

8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

It is meaningful to the author of the poem because the author has a big imagination. I think this because the author wrote this poem describing his magical dream.

His normal life is ordinary so dreaming is kind of his escape from reality.

In the dream there are well described animals, so the author probably has a connection to animals. For example, the text says "See the spider and the fly, And the ants go marching by, Carrying parcels with their feet, Down the green and grassy street."

Lastly, the author is tired of sitting at home and wants to go on a adventure. I think this because in text it says "When at home alone I sit And am very tired of it, I have just shut my eyes."

That is why I think the dream is so meaningful to the author.



This response inconsistently addresses the task, demonstrating partial analytic understanding of the text. The organizational structure is weak. In the introduction, the student provides a weak controlling idea that addresses the speaker's dream (*because the author has a big imagination . . . the author wrote this poem describing his magical dream*). However, the student's attempt at analyzing *why* the dream is so meaningful to the speaker is not clear. For example, following the introduction, a weak inference is drawn (*His normal life is ordinary so dreaming is kind of his escape from reality*), which somewhat supports why the dream might be considered meaningful. However, the inference is not extended or supported either with relevant text or with clear analysis. A second weak inference (*author probably has a connection to animals*) is seemingly drawn from a quote ("*See the spider and the fly, And the ants go marching by*"); however, the connection between the inference and the cited text is weak, and the combined inference/text provides no indication of why the dream is so meaningful to the speaker. The third and final inference (*the author is tired of sitting at home and wants to go on a adventure*) is only somewhat supported by the implicit meaning of the quote that follows ("*When at home alone I sit And am very tired of it, I have just shut my eyes*"). The conclusion reiterates the task (*That is why I think the dream is so meaningful to the author*) without clarifying the student's ideas regarding the speaker's *big imagination*. An inconsistent use of transitions links some ideas (*For example, Lastly*), and errors in usage (*a for an, missing word*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

I think the dream is important to the speaker because he needs an escape, away from reality.

For instance, in the beginning, the speaker seems very bored. The speaker says, "When at home alone I sit, And I am very tired of it" and with that, it also says "I have just to shut my eyes, To go sailing through the skies," I believe that the speaker closing their eyes, represents the dream or, the "escape from reality."

That is why I believe the dream is so important to the speaker.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The organizational structure is weak, inconsistently supporting the focus that *the dream is important to the speaker because he needs an escape, away from reality*. The student begins the response with a weak inference (*the speaker seems very bored*), which is supported with quotes from the text ("*When at home alone I sit, And I am very tired of it*"; "*I have just to shut my eyes, To go sailing through the skies*"). The student attempts to extend these ideas with another weak inference (*I believe that the speaker closing their eyes, represents the dream or, the "escape from reality"*). However, the response lacks further development, and, holistically, the attempt at analysis is insufficient. The conclusion simply reaffirms the writer's stance that *the dream is so important to the speaker*. Some transitions are used to link ideas (*For instance, The speaker says, because, it also says*). However, an inconsistent use of precise language contributes to the weak development (*represents the dream*). Errors present in spelling (*beginning, believe*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

The poem was so meaningful Because They mostly talked about The air, water, and animals so I felt relaxed about it. When they're talking about The Forest and the trees Made Feel actually good some Things they were talking about was sailing and How they were sailing threw the skies and How pleasant it was to "Land of Play" They were talking More about spiders, and ants, and birds, and some More New words Like "Perched, Clad, Pied" And it almost Feels like I can picture it.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. While the first sentence of the response acknowledges the task (*The poem was so meaningful Because . . .*), what follows does not address why the dream is meaningful to the speaker. Instead of analyzing the task, the student conveys the feelings experienced while reading the poem (*I felt relaxed about it; Made Feel actually good; it almost Feels like I can picture it*) in an attempt to indicate why the poem was meaningful to the student. The response lists text details without clarifying why the speaker finds the dream meaningful (*They mostly talked about The air, water, and animals; about The Forest and the trees; sailing threw the skies and How pleasant it was to "Land of Play"; spiders, and ants, and birds, and some More New words Like "Perched, Clad, Pied"*). There is little use of precise language and domain-specific vocabulary, and the response is repetitive and vague (*They mostly talked about, When they're talking about, They were talking More about*). Errors present in sentence formation (fragments, missing words, and run-ons), usage (*was* for *were*, *threw* for *through*), and capitalization (random and missing caps) at times interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point

8. The poem is about the speaker's dream. Write an essay analyzing why the dream is so meaningful to the speaker of the poem. Use evidence from the poem to support your response.

The dream is meaningful to the speaker of the poem. One example, why I think the dream is meaningful to the poem is to make us want to read it more. Another example, why I think the dream is meaningful to the poem is because it talks about what happened in her dream. Plus, the dream is meaningful to the poem because every line tells something differtance from the dream that gose along with the poem. In conclusion, that is why I thing the dearm is meaningful to the poem.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure. The introduction consists of a single sentence that rewords a portion of the task (*The dream is meaningful to the speaker of the poem*). The introduction is followed by several minimal, unclear references to the text (*to make us want to read it more, because it talks about what happened in her dream, because every line tells something differtance from the dream that gose along with the poem*) linked together with simple transitions (*One example, Another example, Plus, In conclusion*). None of these references address the task of *analyzing why the dream is so meaningful to the speaker*, and there are no supporting textual details, examples, or quotes. The conclusion reiterates the introduction (*that is why I thing the dearm is meaningful to the poem*) without extending any of the student's ideas. Errors present in usage, spelling, and punctuation (*thing* for think; *peom, talks, differtance, and dearm*; misuse of semicolon, comma, and period) 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

9. Read the sentences.

(1) Brett visited the new polar bear exhibit at the zoo. (2) _____ there were so many people at the exhibit, Brett could not get close enough to take a good photograph.

Which word **best** completes sentence 2?

- A. Because
- B. Before
- C. After
- D. Until

Item Information	
Alignment	D.1.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	69% (correct answer)
p-value B	10%
p-value C	6%
p-value D	15%
Option Annotations	The student is asked to determine which subordinating conjunction best completes sentence 2. Option A is correct since it establishes a cause-and-effect relationship between the subordinate idea of “so many people at the exhibit” and the main idea of “Brett could not get close enough to take a good photograph.” Options B, C, and D are incorrect since they do not establish a cause-and-effect relationship and do not make sense in the context of the given sentences.

10. Read the sentences.

(1) A June bug is a type of beetle.

(2) It is found throughout the United States.

(3) It eats many kinds of plants, such as corn, wheat, and potatoes.

Choose the **best** way to combine the sentences.

- A. A June bug is a type of beetle and is found throughout the United States, and this bug eats many kinds of plants, such as corn, wheat, and potatoes.
- B. A June bug, a type of beetle, is found throughout the United States, which is where it eats many kinds of plants, such as corn, wheat, and potatoes.
- C. A June bug is a type of beetle found throughout the United States because it eats many kinds of plants, such as corn, wheat, and potatoes.
- D. A June bug, a type of beetle found throughout the United States, eats many kinds of plants, such as corn, wheat, and potatoes.

Item Information	
Alignment	D.2.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	40%
p-value B	16%
p-value C	17%
p-value D	27% (correct answer)
Option Annotations	The student is asked to identify the best way to combine three given sentences into one sentence to enhance meaning and style. Option D is the correct answer since the sentence provides the most clarity, coherence, and conciseness. Options A, B, and C are incorrect since they lack the same degree of clarity, coherence, and conciseness as the key.

11. Read the paragraph.

(1) Abby was worried she would miss the school bus. (2) She ran into the living room and grabbed her coat and hat. (3) She picked up her backpack and rushed toward the door. (4) Her mom called, “Watch out. (5) It snowed last night and the sidewalks are icy.”

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

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

Item Information	
Alignment	D.2.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	9%
p-value B	2%
p-value C	5%
p-value D	84% (correct answer)
Option Annotations	The student is asked to identify the sentence that should most likely end with an exclamation point to show emotion. Option D is the correct answer since “watch out” is a warning. Options A, B, and C are incorrect since they are declarative sentences meant to simply provide information.

12. Which sentence correctly uses italics to indicate a title?

- A. Dan is reading the novel *The Great Canyon Adventure* in his spare time.
- B. The article *Storing and Saving Seeds* is in the new gardening newsletter.
- C. Most musicians are familiar with the song *This Land Is Your Land*.
- D. Anna chose the short poem *Finally Spring* to read aloud in class.

Item Information	
Alignment	D.1.2.4
Answer Key	A
Depth of Knowledge	1
p-value A	49% (correct answer)
p-value B	15%
p-value C	20%
p-value D	16%
Option Annotations	The student is asked to identify the sentence that correctly uses italics to indicate a title. Option A is the correct answer since italics should be used to indicate the title of a book. Options B, C, and D are incorrect since quotation marks should be used to indicate the title of an article, song, or poem.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

Multiple-Choice and Evidence-Based Selected-Response Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	B-V.4.1.1	B	1	19%	55%	15%	11%
2	B-V.4.1.2	D	2	2%	6%	5%	87%
3	B-K.1.1.3	A	3	68%	17%	10%	5%
4	B-C.3.1.3	C	3	16%	12%	37%	35%
5	B-C.3.1.3	B	2	9%	63%	10%	18%
6	B-K.1.1.1	C	3	17%	12%	65%	6%
7	B-K.1.1.2	Part One: D Part Two: A	3	Mean Score: 1.11			
9	D.1.1.1	A	2	69%	10%	6%	15%
10	D.2.1.1	D	2	40%	16%	17%	27%
11	D.2.1.3	D	2	9%	2%	5%	84%
12	D.1.2.4	A	1	49%	15%	20%	16%

Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	A-C.2.1.1	4	3	1.74

ACKNOWLEDGEMENTS

“Stellar-Tasting Space Food” by Stephanie Warren from *Science World*, 10/08/12, Vol. 69, Issue 3, copyright © 2012 by Science World. Used by permission.

“The Little Land” from *A Child’s Garden of Verses* by Robert Louis Stevenson, published in 1913.

PSSA Grade 5 English Language Arts Item and Scoring Sampler

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