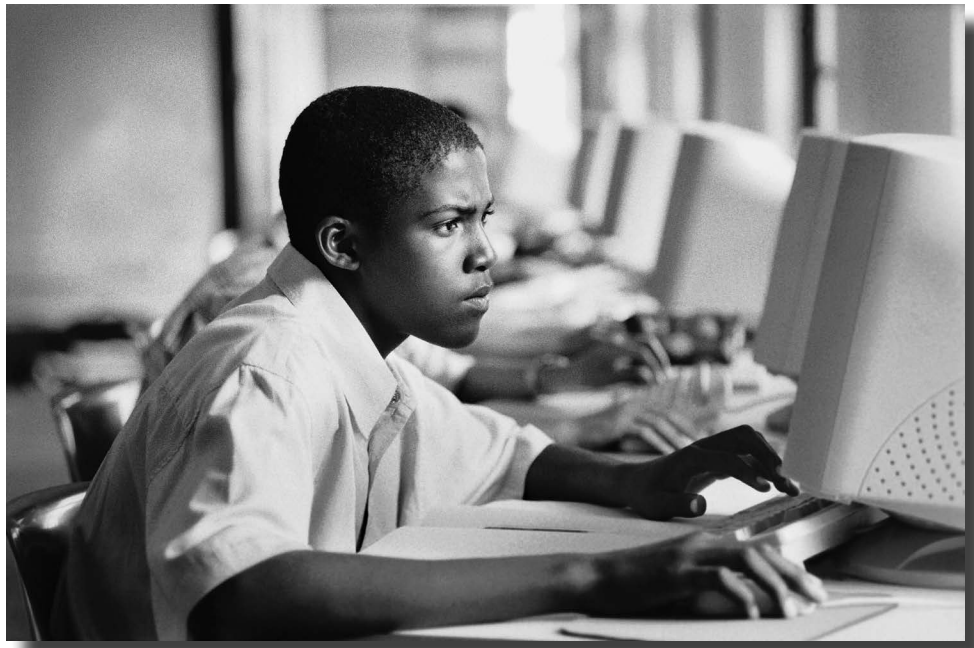




pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2022–2023
Grade 7

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 7	3
Item and Scoring Sampler Format	4
PSSA ENGLISH LANGUAGE ARTS GRADE 7	6
English Language Arts Test Directions for Reading Passages and Questions	6
Passage 1	8
Multiple-Choice Questions	12
Evidence-Based Selected-Response Questions	16
Multiple-Choice Questions	20
Passage 2	22
Text-Dependent Analysis Prompt	24
Text-Dependent Analysis Scoring Guideline.....	28
English Language Arts Test Directions for Conventions of Standard English Questions.....	46
Conventions of Standard English Multiple-Choice Questions.....	47
English Language Arts—Sample Item Summary Data.....	51
ACKNOWLEDGEMENTS	53

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 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 questions 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.

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

Item Format and Scoring Guidelines

The 2022 PCS-based PSSA has multiple types of test questions. For grade 7, 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 a 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 and 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 7

This English Language Arts Sampler is composed of 2 passages, 5 passage-based MC questions, 2 EBSR questions, 1 TDA prompt, and 4 Conventions of Standard English MC questions.

There are 2 passages in this booklet. The first passage is followed by 5 passage-based MC questions and 2 EBSR questions. 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 appear in the 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
------------------	----------------------	---------------------------	---------------------	-------------------	----------------------

² All p-value percentages listed in the item information tables have been rounded.

**THIS PAGE IS
INTENTIONALLY BLANK.**

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 based on an actual event in Grace Bumbarger’s life. Then answer questions 1–7 in your answer booklet.

Breakfast for Mrs. Roosevelt

by Patricia D’Angelo

Gracie pulled her foot from the snowdrift, bent over, and scooped a handful of wet, white flakes from inside the top of her boot. “Darn!”

Not the kind of language Grandma Olsen would like to hear, but Gracie was as angry as a fourteen-year-old could be. Here she was, at half-past five in the morning, a cold, snowy morning no less, trying to get to work, and her boots were filled with snow!

Gracie sighed. Can’t do much about it now, she thought. Snowflakes licked at her lips as she trudged along Curry Hollow Road. It was a mile walk from Grandma and Grandpap Olsen’s to the Allegheny County Airport, where Gracie was the morning set-up girl at the airport coffee shop. “Uphill, both ways,” Grandma Olsen would say whenever Gracie complained about her daily trek. Then she’d give Gracie a big hug and say, “You’re a good girl, Gracie. A real good girl.”

The Depression¹ was still affecting the country in 1937, and to help out at home, Gracie applied for a part-time job at the Allegheny County Airport. She was hired to work from 6:00 A.M. to 8:00 A.M., Monday through Friday, as a set-up girl. She earned fifty cents a week.

As Gracie approached the airport terminal, the night crew was busy shoveling the sidewalks around the buildings, and Gracie could hear the plows clearing snow off the runways behind the terminal. I guess the planes were grounded, she thought as she walked up the steps and into the terminal.

The coffee shop was in a small, separate area at the far end. Gracie barely noticed the few passengers in the waiting area as she rushed across the black-and-white tiled floor. Pulling off her gloves, Gracie reached into her pocket for the key to unlock the shop. She opened the door and switched on the light. The hands on the clock that hung over the long, white counter seemed to frown at her as though they knew she was late.

Gracie tossed her coat on the nearest chair and pulled off her boots. She found an old newspaper under the counter and stuffed it into the boots to help dry them out. Gracie relocked the door with the CLOSED sign over the glass pane. She would turn the sign to OPEN at seven o’clock when the coffee shop officially opened for the day.

¹ Depression—the worldwide economic downturn of the early 1930s, when there was mass unemployment

“Twenty minutes late,” Gracie muttered to herself as she reached for her apron. She thought of the chores she had to complete before the morning cooks arrived at six-thirty. I’ll put the coffee on first today, Gracie decided. Some of the night crew might need a cup to warm them up if they’ve been shoveling snow all night.

After making the coffee, Gracie busied herself setting the tables and filling the salt and pepper shakers. A sudden, sharp tapping on the door startled her. The pepper she was pouring spilled over the countertop. Sneezing, Gracie jumped off the red leather stool where she’d been sitting and walked toward the door. A fashionably dressed lady stood facing her.

“I’m sorry,” Gracie began after unlocking and opening the door, “but the coffee shop doesn’t begin service until seven o’clock.”

“I’m Malvina Thompson,” said the lady before Gracie could close the door. “I’m the personal assistant to Mrs. Eleanor Roosevelt. I hope you can help us.”

Gracie wasn’t exactly sure what a personal assistant was, but she did know that Mrs. Eleanor Roosevelt was the wife of Franklin Delano Roosevelt, the president of the United States. Grandma Olsen said Mrs. Roosevelt was even more important than the president because she spoke up for women’s rights and for poor people and minorities. Grandma said she “had the president’s ear” and would tell him about all the people who needed help.

“Our plane was grounded because of the weather,” Miss Thompson continued. “We’ve been here all night, and Mrs. Roosevelt is hungry. Would it be possible for her to get something to eat?”

Gracie glanced past the door and saw the First Lady sitting patiently in a worn seat in the waiting area. Gracie knew that some people called Mrs. Roosevelt “Eleanor Everywhere” because she flew all over the United States to talk to people and write about their problems. And now here she was, in Gracie’s very own airport!

Gracie looked back at Malvina Thompson. “Of course,” Gracie replied. “The cooks aren’t here yet, but I’d be happy to fix breakfast for Mrs. Roosevelt, and you, too, if you’d like.” The words poured from her lips before she had time to think about what she was saying.

“Thank you so very much. I’ll inform Mrs. Roosevelt.” Miss Thompson smiled and started back across the terminal.

Gracie wiped her hands nervously on her apron as she went back to the kitchen area. What am I going to do? she wondered. Panic began to set in. I don’t know how to make breakfast for the wife of the president.

If Grandma Olsen were here, she’d probably put the bacon on first, Gracie thought. Having decided on a first step, she put her shoulders back, took a deep breath, and opened the refrigerator door.

Within a few minutes, the smell of frying bacon drifted into the dining area. Gracie cracked four eggs and scrambled them. Just as she was about to plop them into the grease she had heating in a pan, she heard a light tap on the door of the restaurant.

Gracie hurried out to open it and found herself looking up into the face of Mrs. Eleanor Roosevelt. She swallowed hard as she stared at the First Lady and tried to think of something intelligent to say. Mrs. Roosevelt was quite tall, Gracie noticed, and had a friendly face. She wore a long dark coat with a fur around the collar. To Gracie, the fur looked like a fox that had caught its own tail in its mouth and would race round and round Mrs. Roosevelt's neck forever and ever. A narrow-brimmed hat covered most of the First Lady's head, but here and there a strand of hair had managed to escape and curled around her face in little squiggles that looked like question marks.

"Thank you for having us," Mrs. Roosevelt said as Gracie led the two ladies to the table she had set for them. Gracie thought it was the best table in the whole coffee shop because it had a view of the airport runways. From the table, diners could watch planes take off and land. This morning, however, the only activity came from the snowplows.

"It looks as though the snow has finally stopped," Mrs. Roosevelt noted as she took her seat.

Gracie swallowed again and was finally able to speak. "Yes, it has," she said as the two ladies unfolded their napkins. "I've left you a pot of tea and I'll have breakfast ready in just a few minutes." With that, Gracie scurried behind the long counter and back into the kitchen.

While the bacon and eggs were cooking, Gracie poured two large glasses of orange juice and brought them to the table where Mrs. Roosevelt and her assistant were sitting. Juice spilled over the rim of the glasses as Gracie placed them on the table. Flustered, she pulled a towel from her apron pocket and wiped it up.

"Don't worry about the juice, young lady," Mrs. Roosevelt said. "I've spilled quite a bit in my time, too. Now, tell me, what is your name?"

"Gracie. Gracie Bumbarger."

"Well, Gracie Bumbarger, I imagine you are a very fine cook. I'm looking forward to my breakfast."

Smiling, and feeling much calmer, Gracie returned to the kitchen, where she arranged the crisp bacon and softly scrambled eggs on two plates. When four slices of toast popped up, she placed them in a breadbasket with pats of butter. Putting everything on a large tray, Gracie carried the meal to the dining area.

"This looks wonderful, my dear," Mrs. Roosevelt declared as Gracie set the plates before the ladies. "Thank you so much."

"You're very welcome, Mrs. Roosevelt," Gracie replied, remembering her manners. She poured more hot tea for the two ladies before returning to the kitchen. She needed to clean up the dishes and skillets she had used before the morning shift of cooks arrived.

While she worked, Gracie watched as the two ladies ate and chatted. Every once in a while, Gracie would refill a water glass or place another pot of tea on the table.

As Eleanor Roosevelt and Malvina Thompson enjoyed their private breakfast, Gracie completed her morning chores. Usually, Gracie would leave the coffee shop as soon as her work was finished, but today she needed to take care of Mrs. Roosevelt and her companion. Finally, just as the morning staff was arriving, a man dressed in a dark uniform appeared. He approached the table where the First Lady was dining.

"Your plane is ready to depart, Mrs. Roosevelt," he said.

As an amazed kitchen staff looked on, the wife of President Franklin Delano Roosevelt got up from the table and walked over to Gracie. She took Gracie's trembling hand in hers and pressed

a dime tip—a full morning’s wage—into Gracie’s palm. “My dear,” said Mrs. Roosevelt, patting Gracie’s hand, “those were the finest eggs I’ve ever had.”

“Thank you, Mrs. Roosevelt,” Gracie replied. “My Grandma Olsen says you’re the finest First Lady our country has ever had.”

Gracie clutched her dime and watched as Mrs. Roosevelt made her way through the airport terminal. “Wait till I tell Grandma and Grandpap,” Gracie said. “Just wait till I tell them!”

Grace Bumbarger

Grace Bumbarger was born in 1923, the third of six children, and, for economic reasons, was sent to live with her grandparents during the Depression. In the mid-1930s, Gracie worked at the Allegheny County Airport as a set-up girl. One night, most likely due to weather conditions or mechanical problems, Mrs. Roosevelt’s plane landed at the airport. The First Lady spent the night in the terminal, and the following morning, Gracie made breakfast for her.

Gracie told the story of her encounter with Mrs. Roosevelt over and over. She was especially proud of the dime tip and that the First Lady had said to her, “Those were the finest eggs I’ve ever had.”

When Gracie grew up, she and her husband, who was in the military, were unable to obtain base housing at Westover Air Force Base in Massachusetts because regulations stated that their family of five was too large for a two-bedroom house. Grace decided to write to Mrs. Roosevelt. The day after she received a reply from Eleanor Roosevelt, the Cragos were told that they could, despite base rules, move their family into a two-bedroom home. Until she died, Grace Bumbarger Crago believed that Mrs. Roosevelt was instrumental in their sudden relocation.

Multiple-Choice Questions

1. Read the sentence from the passage.

“ ‘Uphill, both ways,’ Grandma Olsen would say whenever Gracie complained about her daily trek.”

What does Grandma Olsen mean by the phrase “uphill, both ways”?

- A. Gracie had to climb up a hill to get to work.
- B. The way there was different from the way back.
- C. Walking in a snowstorm was going to be difficult.
- D. Gracie found the way difficult regardless of the condition.

Item Information	
Alignment	A-C.2.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	12%
p-value B	20%
p-value C	13%
p-value D	55% (correct answer)
Option Annotations	The student is asked to determine what Grandma Olsen means by the phrase “uphill, both ways.” Option D is the correct answer since the grandma is emphasizing Gracie’s complaint about her long commute. Options A, B, and C are incorrect since they are not supported by the details in the passage.

2. Read the sentence from the passage.

“Gracie relocked the door with the CLOSED sign over the glass pane.”

How does the prefix “re-” affect the meaning of the word “relocked”?

- A. It indicates the door is locked again.
- B. It establishes the original state of the door.
- C. It shows that Gracie uses the key twice to lock the door.
- D. It describes how Gracie has to use the door to enter the shop.

Item Information	
Alignment	A-V.4.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	83% (correct answer)
p-value B	8%
p-value C	6%
p-value D	3%
Option Annotations	The student is asked to determine how the prefix “re-” affects the meaning of the word “relocked.” Option A is the correct answer since the prefix “re-” means to do something again. Options B, C, and D are incorrect since these do not reflect the meaning of the word “relocked.”

3. Read the sentence from the passage.

“Miss Thompson smiled and started back across the terminal.”

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

- A. the end part of something
- B. the last stage of a process
- C. a building where people arrive and depart
- D. a device where information is entered and received

Item Information	
Alignment	A-V.4.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	7%
p-value B	5%
p-value C	83% (correct answer)
p-value D	5%
Option Annotations	The student is asked to use context clues to determine the meaning of the word “terminal.” Option C is the correct answer; although all options reflect a meaning of the multiple-meaning word, context supports the meaning of “terminal” as “a building where people arrive and depart.” Options A, B, and D are incorrect since the context does not support these meanings.

**THIS PAGE IS
INTENTIONALLY BLANK.**

Evidence-Based Selected-Response Questions

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

Part One

Which aspect of Eleanor Roosevelt is **most** emphasized in the passage?

- A. her elegance
- B. her compassion
- C. her wealth
- D. her fame

Part Two

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

- A. “Gracie wasn’t exactly sure what a personal assistant was, but she did know that Mrs. Eleanor Roosevelt was the wife of Franklin Delano Roosevelt . . .”
- B. “. . . some people called Mrs. Roosevelt ‘Eleanor Everywhere’ because she flew all over the United States to talk to people and write about their problems.”
- C. “She wore a long dark coat with a fur around the collar.”
- D. “ ‘This looks wonderful, my dear,’ Mrs. Roosevelt declared as Gracie set the plates before the ladies.”

Item Information	
Alignment	A-K.1.1.1
Answer Key: Part One	B
Answer Key: Part Two	B
Depth of Knowledge	3
Mean Score	1.02
Option Annotations	<p>The student is asked to infer which aspect of Eleanor Roosevelt is most emphasized in the passage and to select evidence from the passage that best supports that inference.</p> <p>Part One: Option B is the correct answer. The passage states that Eleanor Roosevelt “spoke up for women’s rights and for poor people and minorities.” The passage also states that Eleanor would tell the president about “people who needed help.” Option A is incorrect; although the passage provides information about Eleanor Roosevelt’s appearance, such as her being tall and wearing a “long dark coat with a fur around the collar,” the First Lady’s elegance is not what is most emphasized. Option C is incorrect; although the First Lady wears a fur-trimmed coat, there are no other details that suggest that she is wealthy. Option D is incorrect; although the First Lady was famous during her time, this fact is not emphasized in the passage at all.</p> <p>Part Two: Option B is the correct answer since the First Lady flying to talk to people about their problems shows that she is compassionate. Option A is incorrect since it supports that the First Lady is famous. Option C is incorrect since it supports that she is wealthy or elegant. Option D is incorrect; although it may support that the First Lady is polite, it does not support that she is compassionate.</p>

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

Part One

How does the author mainly develop the point of view of Grandma Olsen?

- A. by revealing the thoughts of Grandma Olsen through the thoughts of Gracie
- B. by revealing the interactions between Grandma Olsen and Gracie
- C. by revealing the conversations that Grandma Olsen has with Gracie
- D. by revealing the lessons Grandma Olsen teaches Gracie

Part Two

Which evidence from the passage supports the answer in Part One? Choose **two** answers.

- A. “Not the kind of language Grandma Olsen would like to hear, but Gracie was as angry . . .”
- B. “It was a mile walk from Grandma and Grandpap Olsen’s to the Allegheny County Airport . . .”
- C. “If Grandma Olsen were here, she’d probably put the bacon on first, Gracie thought.”
- D. “ ‘Wait till I tell Grandma and Grandpap,’ Gracie said.”

Item Information	
Alignment	A-C.2.1.1
Answer Key: Part One	A
Answer Key: Part Two	A, C
Depth of Knowledge	3
Mean Score	1.85
Option Annotations	<p>The student is asked to analyze how the author develops the point of view of Grandma Olsen and to select two sentences from the passage that support that point of view.</p> <p>Part One: Option A is the correct answer. Throughout the passage, Gracie has thoughts about what her Grandma Olsen would think or do. Options B and C are incorrect since the passage does not feature direct interactions between Gracie and her grandmother. Option D is incorrect since the passage does not refer to any lessons that Grandma Olsen directly teaches Gracie.</p> <p>Part Two: Options A and C are the correct answers since they show the thoughts that Gracie has about Grandma Olsen. Option B is incorrect; although it refers to Grandma Olsen, it does not support how the author develops the point of view of Grandma Olsen. Option D is incorrect; although the quote refers to a possible future conversation between Gracie and her grandmother, it does not support the answer from Part One.</p>

Multiple-Choice Questions

6. How does the setting mainly affect the characters' interactions?
- A. It creates a situation that leads to their encounter.
 - B. It threatens their plan to stay in close contact.
 - C. It provides an obstacle that requires them to work together.
 - D. It alters their relationship from informal to formal.

Item Information	
Alignment	A-K.1.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	69% (correct answer)
p-value B	5%
p-value C	13%
p-value D	13%
Option Annotations	The student is asked to analyze how the setting mainly affects the characters' interactions. Option A is the correct answer since it is the airport setting and the snow of the winter season that allow Gracie and Mrs. Roosevelt to meet when the First Lady's plane is delayed due to inclement weather. Option B is incorrect since the First Lady and Gracie staying in contact is not mentioned in the passage. Option C is incorrect; although the snow does create an obstacle for Mrs. Roosevelt being able to depart from the airport, she and Gracie do not work together in the passage. Option D is incorrect; the interaction between Mrs. Roosevelt and Gracie transitions from formal to more informal as they converse.

7. Based on details in the text box “Grace Bumbarger,” which part of Gracie’s life is omitted from the story?
- A. the tip Gracie received from Eleanor Roosevelt
 - B. the fact that Gracie contacted Eleanor Roosevelt years later
 - C. the fact that Gracie lived with her grandparents
 - D. the position Gracie had at the airport

Item Information	
Alignment	A-C.3.1.1
Answer Key	B
Depth of Knowledge	3
p-value A	21%
p-value B	50% (correct answer)
p-value C	14%
p-value D	15%
Option Annotations	The student is asked to contrast a fictional portrayal and a historical account to determine which part of Gracie’s life discussed in the text box is omitted from the story. Option B is the correct answer since the story does not discuss Gracie’s life as an adult. Options A, C, and D are incorrect since these facts are contained in both the fictional portrayal and the historical account.

PASSAGE 2

Read the following passage about explorer Harriet Chalmers Adams. Then answer question 8 in your answer booklet.

Explorer Harriet Chalmers Adams

by Durlynn Anema

The Pacific Ocean in Santa Cruz, California, was ice cold on this August day in 1886. Eleven-year-old Harriet Chalmers felt her body chill as she dived through the waves. She shivered as she plunged her head forward. Her body came parallel with the surface. Her right arm cut deep into the dark-blue water.

Harriet felt exhilaration as she swam. Right. Left. Her arms maintained a steady movement; her legs kicked rhythmically. The water no longer felt icy. Steadily she swam to a stationary wooden raft, 250 yards from shore. The raft came closer. She reached out her hand, briefly touching the wooden side. Then she turned and headed back to the beach. Each stroke sped her nearer to shore. The beach was in sight.

“You did it,” Alexander Chalmers, Harriet’s father, shouted as she eased onto the sand. He reached for Harriet’s arm, pulling her to an upright position.

“I told you I could do it,” Harriet said.

“That’s my girl. You can do anything you want to do,” Alexander said.

Harriet looked into her father’s eyes. “I know it—and I will,” she said.

Harriet’s feat was announced in her hometown Stockton newspaper the next day. This publicity was her first taste of fame.

From the time she could ride a horse, Harriet explored with her father. They rode throughout California’s San Joaquin Valley and Sierra Nevada Mountains.

In 1889, Alexander said, “I hear there’s a trail along the top of the mountains from the Oregon border to the Mexican border. Do you want to try it?”

“Of course,” Harriet replied.

School didn’t present a problem for the 14-year-old girl. Harriet and her sister studied at home with private tutors.

Harriet and her father traveled over a year.

“I was an explorer when I was too young to realize it,” Harriet later wrote.

This sense of challenge and exploration remained with Harriet her entire life. She married Franklin Pierce Adams of Stockton in 1889. It was a perfect match. Both loved to travel. Shortly after their marriage, they visited Mexico, which whetted their appetites for exploration. They were determined to know Latin America as no travelers before had known it.

In 1903, they began a three-year odyssey that took them 40,000 miles through Central and South America. Traveling by boat and horseback, they crossed every country. Among her trip memories was ascending El Misti, a 19,200-foot Peruvian Andes peak.

With 3,000 photos and hundreds of experiences, Harriet began a lecture career. She was a lively speaker, enthusiastically telling of exotic lands and peoples, spine-tingling escapes, and hardships along the trail. From a few dollars per lecture in the beginning, she soon made \$1,000, an enormous amount in the early 1900s.

Her lectures were enlivened by color slides, the first used professionally in lecture presentations in the Western Hemisphere. These enabled her audiences to view jaguars and monkeys, brilliant colored plants, awesome jungles, and towering peaks.

Harriet's wanderlust continued also. Never taking "no" for an answer, she traveled wherever her dreams led her. She touched all points Christopher Columbus had touched in the New World. Her goal to visit every former Spanish possession in the world was accomplished in 1916.

During World War I she became a war correspondent. The French government allowed her to visit the front-line trenches, the only woman to do so.

Harriet continually had narrow escapes during her travels. These included encountering a tribe in the Amazon and having a bridge wash out over a steep ravine in Peru. These gave her lectures and magazine articles a daring quality of adventure rarely told by women.

In 1926 she had her greatest challenge. She fell off a cliff while in Spain, shattering some vertebrae in her back. Her doctor told her she would never walk again. For two years she lay rigid in a plaster cast and steel braces. Not only did she walk again, but as soon as she was able to travel, she spent 20 months going around the world.

Harriet Chalmers Adams challenged the world of exploration when women were expected to be at home cooking and sewing. She demonstrated women can do anything they want in life—if they have the determination and will to do it.

In Harriet's words: "There is no reason why a woman cannot go wherever a man goes—and further . . . all that is needed for it, as in all other things, is the driving passion and the love."

Text-Dependent Analysis Prompt

8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. 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

#8 Item Information

Alignment	B-C.3.1.1	Depth of Knowledge	3	Mean Score	1.96
------------------	-----------	---------------------------	---	-------------------	------

Assessment Anchor:

E07.B-C.3—Integration of Knowledge and Ideas

Specific Assessment Anchor Descriptor addressed by this item:

E07.B-C.3.1.1—Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

“There is no reason a women cannot go wherever a man goes and farther...”, said Harriet in the nonfiction passage, Harriet Chalmers Adams by Durlynn Anema. Harriet Adams was traveling when she was just fourteen. She kept traveling throughout her life, defying many social standards for women. Based off of her adventures Harriet started a very successful lecturing career. Earning over one-thousand dollars. Throughout her career she proved that women can do anything they want in life. The author of the passage supports this statement by describing Harriet’s determination and accomplishments. The author also compares Harriet to stand women of her time.

Harriet’s determination sets her apart from most women in the late 1800’s. Her determination is emphasized by the author by added details about her eager personality. When Harriet was just eleven, she swam to a wooden raft, 250 yards away, in the Pacific ocean, and back. Upon reaching the shore Harriet says, “I told you I could do it.” Which shows how much Harriet loved challenges. Shortly after marrying Franklin Pierce Adams, they both decided to go on a trip to Mexico. Both Harriet and Franklin wanted to know Latin America because no traveler before had known it. This added detail gives an example of how Harriet was very determined to be different than other explorers of her time. In 1826, Harriet fell off of a cliff. She was told she’d never walk again. Determinedly, Harriet walked again and traveled around the world for 20 months. The author mentioned this part because it explains that even though most people would have quit, Harriet kept going.

The author also wrote about many of Harriet’s adventures. The author talks about Harriet traveling 40,000 miles through Central America. She had many narrow escapes. From encountering a tribe in the Amazon, to having a bridge wash out in a ravine in Peru. But this did not stop Harriet. The author goes on to explain that Harriet’s narrow escapes just made her lectures even more popular and Harriet’s burning love for adventure grow.

The author continuously compares Harriet to the social standards she faced. When she was young, Harriet studied her school work at home with a tutor. Unlike other girls who would have attended school. In the passage it states that after Harriet became a war correspondent, the French government allowed her to visit the front-line trenches. It also says she was the only woman who was allowed to do so. This shows that she enjoyed being a pioneer for other women to follow. Towards the end of the story the author states, “Harriet Chalmers Adams challenged the world of exploration when women are expected to be at home sewing.” The author supports Harriet’s work and is emphasizing the challenges she might’ve faced.

The author supports the statement that women can do anything they want in life. Nobody should be held back because of a standard that has been set. If you're determined you can accomplish anything. "...all that is needed for it, as in all other things, is the driving passion and love."

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure effectively supports the focus, indicated in the introduction with a quote from the text ("*There is no reason a women cannot go wherever a man goes and farther...*"). The student clarifies the focus by first restating the question (*Throughout her career she proved that women can do anything they want in life*) and then extending that idea with clear analysis (*The author of the passage supports this statement by describing Harriet's determination and accomplishments*). The introduction also includes a succinct summary of Harriet's accomplishments to provide context for the analysis that follows (*Harriet Adams was traveling when she was just fourteen. She kept traveling throughout her life, defying many social standards for women. Based off of her adventures Harriet started a very successful lecturing career*). In the first body paragraph, the student focuses on Adams's determination and accomplishments while also comparing her to other women of the time period. These ideas are effectively developed with thorough analysis (*Her determination is emphasized by the author by added details about her eager personality; Harriet loved challennes; very determined to be different then other explorers of her time; most people would have quit, Harriet kept going; narrow escapes just made her lectures even more popular and Harriet's burning love for adventure grow; The author continuously compares Harriet to the social standards she faced; she enjoyed being a pioneer for other women to follow; emphasizing the challenges she might've faced*). Substantial, well-chosen text references describing Adams's travels, adventures, lecturing career, as well as the ideas surrounding women's roles in the late 1800's, are effectively employed to support the analysis (*Harriet Adams was traveling when she was just fourteen; Harriet started a very successful lecturing career; When Harriet was Just eleven, she swam to a wooden raft, 250 yards away, in the Pacific ocean, and back; Shortly after marrying Franklin Pierce Adams, they both decided to go on a trip to Mexico; In 1926, Harriet fell off of a cliff; The author talks about Harriet traveling 40,000 miles through Central America; When She was young, Harriet studid her school work at home; Harriet became a war correspondent; "Harriet Chalmer Adams challenged the world of exploration when women are expected to be at home sewing"*). The effective analysis, in combination with the substantial, relevant details and examples, demonstrates in-depth analytic understanding of the text. In the concluding paragraph, the student offers a generalization that moves beyond the scope of the passage (*Nobody should be held back because of a standard that has been set. If you're determined you can accomplish anything*) and builds off the previous analysis to demonstrate significant insight. The student concludes the essay with a well-chosen quote ("*...all that is needed for it, as in all other things, is the driving passion and love*"). Precise language and domain-specific vocabulary are effectively employed to explain the topic (*defying many social standards, sets her apart, emphasized, eager personality, determinedly, burning love, pioneer*). The few errors present in sentence formation, usage, spelling, and punctuation do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points

8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

Author's use specific techniques to prove a certain claim in a story. In the passage "Explorer Harriet Chalmers Adams" the writer uses different strategies to prove the claim that is trying to be conveyed throughout it. By including inspiring dialogue and Harriet Chalmers Adams's personal stories, the claim that "women can do anything they want in life" is demonstrated.

In the story, the author inserts Harriet's determining words and her father's support towards it. Harriet's father states, "you did it" then Harriet says "I told you I could do it. Finally he says, "That's my girl. You can do anything you want to do" and she responds, "I know it- and I will." Despite being in a time period where women were expected to stay home and cook, clean, and sew, Harriet still has the courage to say she can do whatever she wants. This evidence proves that the claim "women can do anything they want in life" is supported by dialogue because Harriet refuses to keep quiet about the way she feels towards this topic even though she could be punished.

Also, when her father says she can do anything she wants, she responds that she already had faith and knew she could



without a man telling her she was permitted to do so. Her father also says, "I hear there's a trail along the top of the mountains from the Oregon border to the Mexican border. Do you want to try it?" Harriet responds, "of course." when her father asks for her to go, she automatically says she will go. Because she is so confident and undoubtful she will go, the claim is proven by the dialogue. Additionally, although she knows this will be a challenge without a doubt she says yes and fully commits herself to go. She didn't even know what activities she had going on at the time she would go, she just accepts without questioning herself.

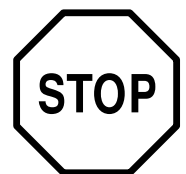
Along with dialogue, the author uses Harriet's life-time stories to prove the claim "women can do anything they want to do." The author states, "Never taking 'no' for an answer, she traveled wherever her dreams led her, she touched all points Christopher Columbus had touched in the New World. Her goal to visit every former Spanish possession in the world was accomplished in 1916." Because Harriet knows she could be in danger when going to a foreign world this specific personal experience proves the quote "women can do anything they want to." Although only a man has traveled to those unknown places, Harriet sets her mind to it and does not give up. Harriet was not forced in any way to travel to all the areas, yet she



never backed down to achieving something amazing. In the story it says, "Her doctor told her she would never walk again. Not only did she walk again, but as soon as she was able to travel, she spent 20 months going around the world." Harriet was told by a professional doctor with much knowledge she could not walk again. However, she does not let the doctor's words affect how hard she worked to walk again. She was in a very tough and painful position, but she was independent and didn't pity herself. Even after she suffered a traumatic experience, she traveled the whole world without a doubt. This evidence proves that the claim "women can do anything they want to" is supported by her personal stories because she could so easily end her exploration and never get up again, but she was determined despite all the doubt she received.

Throughout the story, the author proves Harriet's point through the usage of specific techniques. By using determining dialogue and Harriet's personal stories, the claim "women can do anything they want" is conveyed.

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



This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. An effective introduction identifies a controlling idea centered around the strategies employed by the author to support the claim given in the task (*By including inspiring dialogue and Harriet Chalmers Adams's personal stories, the claim that "women can do anything they want in life" is demonstrated*). In the first body paragraph, the *inspiring dialogue* idea is effectively developed. The student provides an inference (*author inserts Harriet's determining words and her father's support towards it*) drawn from substantial, relevant text details and quotes (*Harriet's father states, "you did it" then Harriet says "I told you I could do it; Despite being in a time period where women were expected to stay home; Her father also says, "I hear there's a trail along the top of the mountains from the Oregon border to the Mexican border. Do you want to try it?" Harriet responds, "of course"*). The student then provides insightful analysis (*Harriet still has the courage to say she can do whatever she wants; Harriet refuses to keep quiet . . . even though she could be punished; She responds that she already had faith and knew she could without a man telling her she was permitted; she is so confident and undoubtful she will go; she knows this will be a challenge without a doubt she says yes and fully commits herself; she just accepts without questioning herself*) that effectively clarifies how the dialogue employed by the author helps support the claim given in the task. The second part of the controlling idea, including *Harriet's personal stories*, is effectively developed in the second body paragraph. First, the student provides an inference (*the author uses Harriet's life-time stories to prove the claim*) based on substantial, well-chosen quotes (*"Never taking 'no' for an answer, she traveled wherever her dreams led her"; "Her doctor told her she would never walk again. Not only did she walk again, but as soon as she was able to travel, she spent 20 months going around the world"*). The personal-stories-as-strategy idea is effectively developed by means of additional thorough analysis (*Harriet knows she could be in danger when going to a foreign world; Although only a man has traveled to those unknown places, Harriet sets her mind to it and does not give up. Harriet was not forced in any way to travel to all the areas, yet she never backed down; she does not let the doctor's words affect how hard she worked to walk again. She was in a very tough and painful position, but she was independent and didn't pity herself; she could so easily end her exploration and never get up again, but she was determined despite all the doubt she received*) demonstrating in-depth analytic understanding. Transitions skillfully link ideas within and between the paragraphs (*In the story; Finally; Despite; This evidence proves; Additionally; Along; The author states; Even after; Throughout the story*). Precise language and domain-specific vocabulary are used effectively to explain how the author supports the claim that Harriet Chalmers Adams "demonstrated women can do anything they want in life" (*strategies, courage, evidence, faith, permitted, automatically, undoubtful, without questioning, affect, painful, independent, pity, dramatic, despite*). Minor errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation but do not interfere with meaning.

**THIS PAGE IS
INTENTIONALLY BLANK.**

STUDENT RESPONSE

Response Score: 3 points

8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

Women are capable of doing anything men can do. In the story, "Explorer Harriet Chalmers Adams" written by Durlynn Anema, Harriet Chalmers demonstrated that women can do anything they want to in life. The author supports this claim by her swimming to the wooden raft, being a war correspondent, and getting injured but fighting back.

Harriet Chalmers swam 250 yards to reach a wooden raft and turned back. She was only eleven years old when she accomplished this. In the story, it states, "Harriet's feat was announced in her hometown Stockton newspaper the next day. This publicity was her first taste of fame." This proves that she started achieving goals that people would never have expected her to do so. She began her road to success by accomplishing this goal.

Harriet Chalmers was also a war correspondent. She was allowed to visit the front-line trenches. The author includes, "...the only woman to do so." This



citation shows that she made an impact in women's lives by being the only woman to visit the front-line trenches. She proved that women can do the same things as men do.

The last example that the author includes to support Harriet's claim is that she was injured, but she still fought back. In 1926, she fell off a cliff and shattered a vertebrae in her back. She was told that she would never be able to walk again. The story states, "Not only did she walk again, but as soon as she was able to travel, she spent 20 months going around the world." This proves that she loved to explore, and that she was determined to explore more of the world. She inspired many people throughout her life, and she changed women's thoughts about what they can do.

Harriet Chalmers Adams was an important person in history. The author supported her claim by including that she swam to the wooden raft, became a war correspondent, and fought back when she was injured.

GO ON 

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure supports the focus that *“Harriet Chalmers demonstrated that women can do anything they want to in life.”* The focus clearly connects to the task. In the introduction, the student provides a controlling idea (*the author supports this claim by her swimming to the wooden raft, being a war correspondent, and getting injured but fighting back*) to organize the response. At the end of the first body paragraph, the student provides clear analysis (*This proves that she started achieving goals that people would never have expected her to do so. She began her road to success by accomplishing this goal*) based on relevant details and quotes from the text (*Harriet Chalmers swam 250 yards; her first taste of fame*). A similar pattern (relevant text followed by analysis) is evident in subsequent paragraphs: clear analysis (*she made an impact in women’s lives by being the only woman to visit the front-line trenches. She proved that women can do the same things as men do; proves that she loved to explore and that she was determined; changed women’s thoughts about what they can do*) is based on relevant details, examples, and quotes from the text (*Harriet Chalmers was also a war correspondent. She was allowed to visit the front-line trenches. The author includes, “the only woman to do so”; she was injured, but she still fought back. In 1926, she fell off a cliff and shattered a vertebrae in her back. She was told that she would never be able to walk again. The story states, “Not only did she walk again, but as soon as she was able to travel, she spent 20 months going around the world”*). Taken as a whole, the clear analysis in combination with the relevant text references clearly shows how the author supports the claim given in the task. The conclusion reiterates the organizing ideas provided in the introduction. An appropriate use of transitions links ideas throughout the response (*In the story; This citation shows; The last example; This proves*), and very few errors are present.

STUDENT RESPONSE

Response Score: 3 points



8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

In the passage, “Explorer Harriet Chalmers Adams,” the author makes the claim that Harriet demonstrated women can do anything they want in life.” The author supports the claim by including examples of Harriet Chalmers achieving her goals.

One example the author includes is that when Harriet was only eleven years old, she swam 250 yards in-to the ocean and back even though her dad doubted her. This piece of evidence supports the author’s claim because she accomplished her goal.

Another example the author includes is that when Harriet shattered a vertebrae in her back. She was told that she would never be able to walk again, but she proved them wrong. Not only did she walk again, but she even continued to travel just like she did before her injury. This supports the author’s claim because she wanted to walk again, so she did what she could in order to do so, no matter how challenging it was.

In the passage, the author includes that she became a war correspondant, and visited the front-line trenches. It was very uncommon for women to do things like that, but she didnt take “no” for an answer. She ended up being the only woman to do those tasks. This supports the claim because Harriet, being the determined woman she was, had will to participate in the war, so she did exactly that even though it was uncommon.

Throughout her life, Harriet had an unlikely career for a woman of her time to have. The author used this imformation to support their claim about how women can do anything they want in life.

Throughout the passage, the author provides many examples such as Harriet’s childhood, her injury recovery, her military service, and even her job to support the claim that Harriet demonstrated women could do anything they want in life.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure adequately supports the focus identified in the introduction (*The author supports the claim by including examples of Harriet Chalmers achieving her goals*). In the first body paragraph, the student makes an inference (*This piece of evidence supports the author's claim because she accomplished her goal*) drawn from a well-chosen text detail (*when Harriet was only eleven years old, she swam . . . even though her dad doubted her*). Subsequent paragraphs include clear analysis (*she wanted to walk again, so she did what she could in order to do so, no matter how challenging it was; This supports the claim because Harriet, being the determined woman she was, had [the] will to participate in the war, so she did exactly that even though it was uncommon*) supported by relevant text details (*when Harriet shattered a vertebrae . . . continued to travel just like she did before her injury; she became a war correspondent . . . only woman to do those tasks*). Additional higher-level thinking in the second-to-last paragraph draws on the analysis and text provided in previous paragraphs to further clarify how the author supports the claim (*Throughout her life, Harriet had an unlikely career for a woman of her time. The author used this information to support their claim about how women can do anything they want in life*). In the concluding paragraph, the student reiterates the ideas developed throughout the response (*author provides many examples such as Harriet's childhood, her injury recovery, her military service, and even her job*). Throughout the response, appropriate transitions link ideas (*One example; Another example; In the passage; Throughout her life*). There is an appropriate use of precise language to explain the topic (*achieving, doubted, challenging, tasks, unlikely, uncommon, exactly, injury recovery, military service, even her job*). Some errors are present in sentence formation (extra/missing words), spelling (*proved, information*) and usage (*their* for *her*), but they seldom interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

In the story, the author supports The claim in many ways.

“Bythetime she could ride a horse, Harrietexplored with her father.” This quote shows that she was determined to explore. It also shows That she was not going to let society tell her what to do.

The author also added another quote, “There is no reason why a woman cannot go where a man goes.” This shows Harriet was not going to let people tell her what she can and can not do. It shows howshe sticks up for herself.

Both ways the author used to supportthis claiminthestory show how Harriet was a tough, strong-woman. His supports for his claims show Harriets determination to do what she wanted to do, which was explore. It shows that she was a determined woman and she was not going to let people tell her that her exploring is wrong for her.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak and repetitive organizational structure inconsistently supports the focus and ideas. In the weak introduction, the student simply restates the task without clarifying the focus further (*In the story, the author supports The claim in many ways*). The student then provides weak analysis in the form of inferences (*shows that she was not going to let society tell her what to do; Harriet was not going to let people tell her what she can and can not do. It shows howshe sticks up for herself*) drawn from text quotes (“*Bythetime she could ride a horse, Harrietexplored with her father*”; “*There is no reason why a woman cannot go where a man goes*”). The weak development of the student’s ideas demonstrates partial analytic understanding of the text. In the conclusion, the student provides some additional inferential ideas (*Harriet was a tough, strong-woman; show Harriets determination to do what she wanted; she was not going to let people tell her that her exploring is wrong for her*). However, the ideas’ connection to the text is vague and/or must be inferred. An inconsistent use of precise language and domain-specific vocabulary is evident throughout the response (*The author also added another quote; Both ways the author used*). Transition use is inconsistent and simplistic (*In the story; This quote shows; This shows; It also shows*). The few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

Harriet Chalmers Adams showed women can do whatever they want if they put their mind to it. Harriet would set a goal and finish it, like in 1916 she wanted to visit every former Spanish possession in the world and she did. She showed the all women can do or go wherever a man can go of wanted to do. After a mayjor injurey Harriet was brave enough to get back up and walked and explore because that didn't stop her. She showed people if you fall 9 times you get back up 10 times.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak organizational structure inconsistently supports the focus (*women can do whatever they want if they put their mind to it*), which also functions as the introduction. Some weak analysis addressing Harriet's character is provided (*Harriet would set a goal and finish it; Harriet was brave enough to get back up . . . because that didn't stop her*) moving the response beyond a strictly literal interpretation of the text. Weak references to the text inconsistently support the analysis (*like in 1916 she wanted to visit every former Spanish possession in the world and she did; After a mayjor injurey . . . walked and explore*). While some inferential thinking is evident, the response lacks the clear analysis of explicit and implicit meanings from the text needed to demonstrate adequate analytic understanding. The response concludes with a vague assertion (*She showed people if you fall 9 times you get back up 10 times*) that is not clearly connected to the text or the student's ideas. There is little use of transitions to link ideas (*After a mayjor injurey*). Errors present in sentence formation (missing words), usage (*the* for *that*, *of* for *if*, *explore* for *explored*), spelling (*mayjor*, *injurey*), and punctuation sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point

8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

Harriet Chalmers Adams demonstrated that women can do anything because she did anything she wanted to. Her father encouraged her to do what she wanted to: when she was young she could ride a horse. She explored with her father. They rode throughout Californias San Jonquin Valley and Sierra Nevada Mountains. She spent 20 mounths traveling the world. In 1926 she fell off a cliff and her doctor said she would never walk agian. She proved him wrong and she could walk again.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure. An introductory sentence (*Harriet Chalmers Adams demonstrated that woman can do anything because . . .*) simply restates the task. The majority of the response consists of a retelling of certain events from Harriet’s life (*Her father encouraged her; she could ride a horse. She explored with her father. They rode throughout Californias San Jonquin Valley and Sierra Nevada Mountains. She spent 20 mounths traveling the world. In 1926 she fell off a cliff; she could walk again*). Within the retelling there are some weak inferences (*she did anything she wanted to; She proved him wrong*); however, they are insufficient to demonstrate even partial analytic understanding of the text. No conclusion is provided. Few transitions are used to link ideas (*because, and*). There is little use of precise language; the response consists mostly of simple sentences. Errors in usage (*Californias* for *California’s*) and spelling (*hourse, Jonquin, mounths, agian*) sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



8. In the passage, the author makes the claim that Harriet Chalmers Adams “demonstrated women can do anything they want in life.” Write an essay analyzing how the author supports the claim. Use evidence from the passage to support your response.

The author supports the claim by saying that Harriet Chalmers Adams say’s in the last paragraph“ There is no reason why a woman cannot go wherever a man goes – and futher . . . all that is needed for it,as in all other things, is the driving passion and the love.” And also another reason why the Author supports the claim is in the second paragraph the Author says that “Harriet felt exhilaration as she swam, Right. Left. Her arms maintained a steady movement; her legs rhythmically. The water no longer felt icy.”

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure. The response begins by simply restating the task (*The author supports the claim by saying that . . .*). This introductory clause is followed by the first of two direct quotes from the passage (“*There is no reason why . . . passion and the love*”). A similar clause (*And also another reason why the Author supports the claim . . .*) is employed to introduce a second direct quote (“*Harriet felt exhilaration . . . no longer felt icy*”). No context is offered for either quote and there is no explanation or development of any of the ideas contained within them. Few transitions are used (*And also*) to link ideas. There is no use of precise language or domain-specific vocabulary other than the restatement of the prompt and the direct quotes from the passage. No conclusion is provided. Errors are present in usage (*say’s* for *says*), spelling (*futher* for *further*), capitalization, and punctuation.

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 paragraph of a letter.

Principal Graff,

The seventh graders recently read the novel *The Magic Dream* in language arts class. As you may already know, a film version of the book is being released in theaters next week. Movie critics have praised it for remaining true to the novel, and it is rated as appropriate for audiences of all ages. The students request permission to organize a field trip to the local movie theater to view the film.

Which sentence that could be added to the letter **best** maintains the style and tone of the paragraph?

- A. The viewing experience offers students a chance to compare the same story presented in a different way.
- B. The previews of the movie make it seem like a hilarious comedy that will have students laughing the whole time.
- C. It would be an absolute shame to pass up an opportunity to see an awesome movie like this one.
- D. Seeing the story on screen would be a perfect way to reward those students who work like busy bees all day at school.

Item Information	
Alignment	D.2.1.3
Answer Key	A
Depth of Knowledge	3
p-value A	73% (correct answer)
p-value B	5%
p-value C	8%
p-value D	14%
Option Annotations	The student is asked to determine the sentence that could be added to the letter that best maintains the style and tone of the paragraph. Option A is the correct answer since it maintains the formal style and more objective tone of the paragraph. Options B, C, and D are incorrect since they reflect an informal style and a more personal tone.

10. Read the paragraph.

(1) As part of Earth Day activities this year, we planted a new tree on the school lawn. (2) A blue spruce, which all students agreed was the best choice of tree to plant. (3) We first dug a hole, and then we filled the hole halfway with water. (4) Once the water drained into the soil, we placed the tree in the hole.

Which sentence should be revised to correct the inappropriate sentence fragment?

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

Item Information	
Alignment	D.1.1.7
Answer Key	B
Depth of Knowledge	2
p-value A	10%
p-value B	59% (correct answer)
p-value C	19%
p-value D	12%
Option Annotations	The student is asked to identify which sentence should be revised to correct the inappropriate sentence fragment. Option B is the correct answer since this option shows a sentence fragment, which is an incomplete thought. Options A, C, and D are incorrect since they are complete sentences.

11. Read the paragraph.

(1) Students, who participate in the science activity, will need to wear safety goggles. (2) The counter that is on the south side of the science classroom has a variety of safety goggles. (3) The experiment, which has been used by teachers for years, shows how gases have volume. (4) Baking soda and vinegar are put into a bottle, and then a balloon is attached to the bottle. (5) The chemical reaction that occurs when baking soda and vinegar meet causes gas to inflate the balloon.

Which revision corrects the punctuation error in the paragraph?

- A. Remove the commas after Students and activity in sentence 1.
- B. Add commas after counter and classroom in sentence 2.
- C. Remove the commas after experiment and years in sentence 3.
- D. Add commas after reaction and meet in sentence 5.

Item Information	
Alignment	D.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	50% (correct answer)
p-value B	25%
p-value C	11%
p-value D	14%
Option Annotations	The student is asked to identify the revision that corrects the punctuation error in a given paragraph. Option A is the correct answer; the commas need to be removed since the clause “who participate in the science activity” is restrictive. Option B is incorrect since the clause “that is on the south side of the classroom” is restrictive. Option C is incorrect since the commas are needed due to the clause “which has been used by teachers for years” being nonrestrictive. Option D is incorrect since the clause “that occurs when baking soda and gas meet” is restrictive.

12. Read the sentences.

(1) North American hummingbirds like flower nectar, and they often drink from artificial feeders containing sugar water, which is an effective substitute for nectar. (2) Because these small, lightweight, delicate birds are highly active, they consume a lot of food often more than their own weight.

Which revision of sentence 2 uses punctuation to **most** effectively emphasize the underlined information?

- A. Because these small, lightweight, delicate birds are highly active, they consume a lot of food—often more than their own weight.
- B. Because these small, lightweight, delicate birds are highly active, they consume a lot of food, often more than their own weight.
- C. Because these small, lightweight, delicate birds are highly active, they consume a lot of food (often more than their own weight).
- D. Because these small, lightweight, delicate birds are highly active, they consume a lot of food, “often more than their own weight.”

Item Information	
Alignment	D.2.1.4
Answer Key	A
Depth of Knowledge	2
p-value A	31% (correct answer)
p-value B	35%
p-value C	27%
p-value D	7%
Option Annotations	The student is asked to identify the revision of a given sentence to most effectively emphasize the underlined information. Option A is the correct answer since the em dash is used to set off additional information within a sentence in order to emphasize it. Options B and D are incorrect since commas and quotation marks are not used to emphasize information. Option C is incorrect since parentheses are used to add incidental information, not to emphasize information.

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	A-C.2.1.3	D	2	12%	20%	13%	55%
2	A-V.4.1.1	A	2	83%	8%	6%	3%
3	A-V.4.1.1	C	2	7%	5%	83%	5%
4	A-K.1.1.1	Part One: B Part Two: B	3	Mean Score: 1.02			
5	A-C.2.1.1	Part One: A Part Two: A, C	3	Mean Score: 1.85			
6	A-K.1.1.3	A	2	69%	5%	13%	13%
7	A-C.3.1.1	B	3	21%	50%	14%	15%
9	D.2.1.3	A	3	73%	5%	8%	14%
10	D.1.1.7	B	2	10%	59%	19%	12%
11	D.1.2.3	A	2	50%	25%	11%	14%
12	D.2.1.4	A	2	31%	35%	27%	7%

Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	B-C.3.1.1	4	3	1.96

**THIS PAGE IS
INTENTIONALLY BLANK.**

ACKNOWLEDGEMENTS

“Breakfast for Mrs. Roosevelt” by Patricia D’Angelo from *Cricket*, Jan 2007, Vol. 34, Issue 5, copyright © 2007 by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

“Female Explorer Harriet Chalmers Adams” by Durlynn Anema, Pam Harden from *Hopscotch*, Jun/Jul 97, Vol. 9 Issue 1 copyright © 1997 by Bluffton News Publishing. All rights reserved.

PSSA Grade 7 English Language Arts Item and Scoring Sampler

Copyright © 2022 by the Pennsylvania Department of Education. The materials contained in this publication may be duplicated by Pennsylvania educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.
