



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2023–2024
Grade 5

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INTRODUCTION

General Introduction

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include Academic Standards, Assessment Anchors and Eligible Content (AAEC) 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 2023 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, or consisting solely or almost solely of text copied from the passage

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

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

Testing Time and Mode of Testing Delivery for the PCS-Based PSSA

The PSSA is delivered in 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 3 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 3 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 guideline. 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.

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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

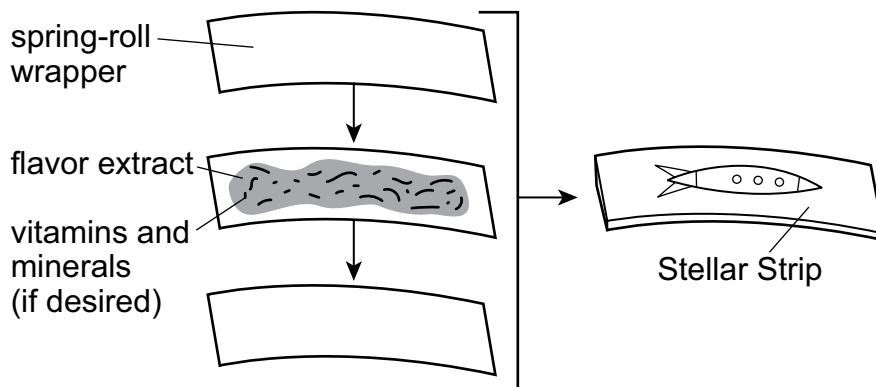
The team made a sour-lemon-flavored strip to present to the judges at the Spirit of Innovation Challenge. In the future, they want to create Stellar Strips in various flavors, such as sweet, spicy, and barbecue. Their hope is to refine their product so they can sell it to NASA. "It's a very interesting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

* The passage "Stellar-Tasting Space Food" and items one through seven also appear on the 2022 PSSA ELA Grade 5 Item Sampler.

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 suggests that 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 on the sense of taste; in addition, “they hope their product will come in 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 may 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 passage about a young person who learns to understand her name. Then answer question 8 in your answer booklet.

The Noblest of the Lilies

by JoLynne Ricker Whalen

C.J. Malone stood on the pitcher’s mound, her hands tightly squeezing the baseball. She brushed back her braids and stared intently at the batter.

“Hey Frankie! Let’s see if you can handle my fastball!” C.J. said as she put on her glove.

She started her windup and released the ball as hard as she could. Frankie dropped to the ground as the ball whizzed past him. He watched the ball hurdle the fence and land with a crash in Mr. Kelly’s backyard.

“Uh-oh,” groaned C.J. She quickly ran to the fence and scanned the back of the house. She breathed a sigh of relief when she saw that none of the windows were broken. But then her eyes moved to the planters filled with colorful flowers that sat on the patio. There she saw the missing ball resting in a pile of broken, rose-colored glass.

At the same moment, Mr. Kelly appeared at the back door. “I thought I heard something break,” he said, adjusting his wire-rimmed glasses. He saw the broken glass and murmured, “Irene’s vase,” as he picked up the shattered pieces.

“I—I’m sorry,” C.J. stuttered, bowing her head. “It was an accident. I was aiming for that boy over there,” she said and pointed to the ball field.

Mr. Kelly looked to the ball field. It was vacant. Frankie had run away.

“I can buy you another one,” C.J. offered. “I get an allowance.”

“I’m afraid that’s impossible,” said Mr. Kelly. “My late wife, Irene, made this vase for me years ago. It can never be replaced.” Mr. Kelly wiped a tear from his eye as he walked toward the door and into the house.

As C.J. lay in bed that night, she couldn’t forget the hurt look on Mr. Kelly’s face. The vase had been very special to him, and C.J.’s carelessness had hurt him deeply.

C.J. walked to the window and looked down upon the moonlit gazebo in Mr. Kelly’s yard. It was adorned with flowers of all colors, and their sweet scent embraced the gentle breeze. Somehow, her fastball didn’t seem so important now.

The sound of chirping birds awakened C.J. the following morning. She looked out the window and spotted their nest in an oak tree. Then she noticed Mr. Kelly working in his garden. She dressed quickly and hurried outside.

Frankie saw her and shouted, “Hey C.J.! Wanna play catch?”

“Maybe later,” she answered. Her mind was set on something different. As difficult as it may be, she knew she had to make things right.

C.J. passed under an arched trellis that was covered with fragrant miniature roses. Their scarlet blooms and glossy foliage enhanced what appeared to be a gateway to paradise.

“Hi, Mr. Kelly,” said C.J. hesitantly.

Her voice startled him. He turned around, and his expression softened as he recognized C.J.

“Good morning,” he said gently. “You haven’t lost another ball, have you?”

“No,” answered C.J. “I was hoping that I could help you. You know, to make up for the broken vase.”

“That’s not necessary,” Mr. Kelly said. “Accidents happen, and your apology was sufficient.”

“But if I could help you, it would make me feel better,” insisted C.J. She knelt down beside him and pulled a small weed from the flower bed.

“Why do you like flowers so much?” she asked.

“I love their beauty, but I also find them interesting,” said Mr. Kelly. He showed C.J. a delicate white cluster.

“This is called lily of the valley,” explained Mr. Kelly.

“The flowers look like little bells,” C.J. said and sniffed the sweet blooms. “Mmm, they smell good.”

“Many stories, names, and beliefs come from flowers,” said Mr. Kelly. “Did you know that every state in the United States has a flower to represent it? Even your birth month has its own special flower.”

“I was born in September,” said C.J. “What is my flower?”

“I’ll show you,” said Mr. Kelly. He led C.J. down the brick pathway to the gazebo. Its rooftop and sides were interlaced with vines and blue blooms.

“This is the morning glory,” began Mr. Kelly, “the flower for September.”

“It’s kind of pretty,” said C.J. She stroked the morning glory with her fingers and then took a deep sniff. She giggled as the thin petals clung to her nose. “Who would guess that C.J. Malone would have something in common with a flower?” she said, chuckling.

“May I ask what C.J. stands for?” asked Mr. Kelly.

“I try to keep it a secret,” C.J. said reluctantly. “I don’t like my real name.”

“I was never fond of my name either,” said Mr. Kelly. “Then I discovered something magical about it.”

“What was it?” C.J. asked.

“My name is Gareth,” explained Mr. Kelly. “I wanted to have a common name like Charles or James until I learned how my name was special. I learned that Gareth means ‘garden.’ ”

C.J. gasped in amazement. Now she understood why Mr. Kelly had changed his mind about his name.

“My real name is Calla Jo,” she began. “I’ve never liked it. It’s so different from other names. I don’t understand why my parents gave me that name.”

“I think I may know,” said Mr. Kelly. He motioned for C.J. to follow him. They walked down a brick path to a small garden beyond the gazebo. Nestled there were dozens of pink, yellow, and white flowers.

“These are called callas,” said Mr. Kelly heartily. “Aren’t they lovely? They have so much character and beauty that the calla is known as the noblest of the lilies. I think that they are the perfect match for you.”

C.J. knelt down. She touched the delicate pastel blooms and emerald leaves.

“It was very honest and thoughtful of you to tell me about the vase,” said Mr. Kelly. “You should be very proud of yourself.”

He clipped a small bouquet of callas and gave them to C.J.

“I’m glad that you found your own special magic,” said Mr. Kelly.

“They’re beautiful, Mr. Kelly. Thank you,” C.J. said. She gave Mr. Kelly a quick hug and hurried home to put the flowers in water.

“Hey, C.J.! Are you ready to play ball now?” shouted Frankie when he saw her rushing to her house.

“I can’t. I have to take these flowers home,” C.J. explained, tightly hugging the bouquet. “Oh, and Frankie . . . please call me Calla.”

Text-Dependent Analysis Prompt

8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. 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	A-K.1.1.3	Depth of Knowledge	3	Mean Score	1.90
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Assessment Anchor:

E05.A-K.1 — Key Ideas and Details

Specific Assessment Anchor Descriptor addressed by this item:

E05.A-K.1.1.3— Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

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, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

In the passage, "The Noblest of the Lilies" by Jolynne Ricker Whalene, C.J. Malone has two interactions with Mr. Kelly. Those interactions C.J. had with Mr. Kelly affected her. They affected how she thought of things, and how she thought of herself.

C.J. was playing ball with her friend and accidentally broke Mr. Kelly's one of a kind vase his wife made him. The author stated, "He watched the ball hurdle the fence and land with a crash in Mr. Kelly's backyard." Mr. Kelly was so sad and upset about the one of a kind vase his wife made him was gone. In the text it says, "Mr. Kelly wiped a tear from his eye as he walked toward the door into the house." Seeing Mr. Kelly so depressed about his vase made Kelly feel so bad she broke his vase. To support this it said, "As C.J. lay in bed that night, she couldn't forget the hurt look on Mr. Kelly's face."



this shows C.J. should be more careful or she feels this guilt.

C.J. felt so bad that she decided she would go see Mr. Kelly and help out in his garden. The author said, "I was hoping that I could help you. You know, to make up for the broken vase." Even though Mr. Kelly said no, C.J. insisted on helping him. In the passage it says, "But if I could help you, it would make me feel better," it also states, "She knelt down beside him and pulled a small weed from the flower bed." This proves C.J. has the heart to go and help someone even if they don't want the help.

Mr. Kelly asked what C.J. stood for and both C.J. and Mr. Kelly discovered they both have unique names. Mr. Kelly said in the text, "I wanted to have a common name like Charles or James until I learned how my name is special. I learned Gareth means 'garden'." C.J. goes on to say how her name is Calla Jo, but she wants a more common name. Mr. Kelly says again, "These are Callas'... 'Aren't they lovely? They have so much character and beauty that

GO ON 

the calla is known as the noblest of the lilies. I think they are a perfect match for you." C.J. finally realizes that her name isn't something to be insecure about but something to love and embrace.

In the passage, C.J. Malone realized how she is unique, she realizes not to be insecure about her name Calla Jo. C.J. was at first hating her name, but interacting with Mr. Kelly had a big affect on her and made her realize she is special.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure, flowing from an effective controlling idea (*Those interactions C.J. had with Mr. Kelly affected her. They affected how she thought of things, and how she thought of herself.*), effectively supports the student's focus. The first body paragraph presents well-chosen text details and quotes describing the first interaction between C.J. and Mr. Kelly. The student explains that C.J. had accidentally broken a vase that Mr. Kelly's wife had made for him and supports the explanation with a relevant quote ("*[S]he watched the ball hurdle the fence and land with a crash in Mr. Kelly's backyard.*"). The paragraph continues with a strong inference (*Mr. Kelly was so sad and upset about the one of a kind vase his wife made him was gone.*) followed by a key supporting detail ("*Mr. Kelly wiped a tear from his eye as he walked toward the door into the house.*"). Next, the student presents thorough, clarifying analysis (*Seeing Mr. Kelly so depressed about his vase made Kelly feel so bad she broke his vase.*) that connects to another well-chosen quote ("*As C.J. lay in bed that night, she couldn't forget the hurt look on Mr. Kelly's face.*"). All this development builds to insightful analysis (*This shows C.J. should be more careful or she feels this guilt.*) that reinforces the student's ideas about how the story's events affect C.J.'s thinking. The second body paragraph begins with an inference showing how the previous day's events continue to affect C.J.'s feelings and thinking (*C.J. felt so bad that she decided she would go see Mr. Kelly and help out in his garden.*). This connects to another supporting quote ("*I was hoping that I could help you. You know, to make up for the broken vase.*"), which is followed by more analysis (*Even though Mr. Kelly said no, C.J. insisted on help ing him.*) and two quotes that address C.J.'s persistence ("*But if I could help you, it would make me feel better,*" and "*She knelt down beside him and pulled a small weed from the flower bed.*"). The paragraph ends with insightful analysis that, again, reinforces the student's ideas about how the story's events affect C.J.'s feelings and thinking (*This proves C.J. has the heart to go and help someone even if they don't want the help.*). The final body paragraph focuses on how the story events affect C.J.'s thinking about herself and, specifically, her name (*both C.J. and Mr. Kelly discovered they both have unique names*). The student paraphrases relevant quotes from C.J. and Mr. Kelly's discussion about their names ("*. . . I learned Gareth means 'garden'*" and "*calla is known as the noblest of the lilies. I think they are a perfect match for you.*"), which builds to more insightful analysis (*C.J. finally realizes that her name isn't something to be insecure about but something to love and embrace . . . C.J. Malone realized how she is unique, she realizes not to be insecure about her name Calla Jo. C.J. was at first hating her name, but interacting with Mr. Kelly had a big affect on her and made her realize she is special.*) to conclude the response. Transitions skillfully link ideas throughout the response (*In the text; To support this; This shows; Even though; In the passage; it also slates; but; finally*), and an effective use of precise language drawn from the text (*one of a kind; depressed; guilt; discovered; insecure; insisted on; embrace*) helps convey C.J.'s experiences. The few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points



8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

In the story "The Noblest of the Lillies" C.J. Malone has two interactions with Mr. Kelly, one when she accidentally breaks his vase and the other when she makes it up to him and learns that her name is special.

On page 40 the text says "I can buy you another one, C.J. offered. I get allowance. I'm afraid that's impossible, said Mr. Kelly. My late wife, Irene made this vase for me years ago. It can never be replaced. Mr. Kelly wiped a tear from his eye as he walked toward the door and into the house. "This shows that C.J. feels sorry about what she did and wants to make it up to him. This means that sometimes when a person feels guilty about breaking someone's things, they want to make it up to them.

On page 41 the text says "I was hoping that I could help you. You know to make up for the broken vase. That's not necessary, Mr. Kelly said. Accidents happen, and your apology was sufficient. But if I could help you, it would make me feel better, insisted C.J. She knelt down beside him and pulled a small weed from the flower bed." This shows that because she broke the vase she is going to help him out to make herself feel better. This means that when people help others it is because they feel guilty about something they broke that belonged to another person so they help them out to get rid of the guilty feeling.

On page 42 the text says "My real name is Calla Jo, she began. I've never liked it. It's so different from other names. I don't understand why my parents gave me that name." "These are called callas, said Mr. Kelly heartily. Aren't they lovely? They have so much character and beauty that the calla is known as the noblest of the lillies. I think they are the perfect match for you." This shows the affect of the of her interactions with Mr. Kelly. This means that sometimes when people have a wrong it causes a right and can sometimes end in you learning something.

In the story "the Noblest of the Lillies" C.J. Malone has two interactions with Mr Kelly, one when she accedentially broke his vase and the other when she made it up to him and learned that her name was special. Sometimes when people feel guilty they want to make it up to the person they feel guilty about breaking something of theirs.

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 and ideas. The introduction identifies C.J. and Mr. Kelly's two interactions (*when she accidentally breaks his vase and . . . when she makes it up to him and learns that her name is special*) setting the stage for the analysis and text support that follows. The first body paragraph begins with a text quote addressing the significance of the broken vase (*"I can buy you another one, C.J. offered. I get allowance. I'm afraid that's impossible, said Mr. Kelly. My late wife, Irene made this vase for me years ago. It can never be replaced. Mr. Kelly wiped a tear from his eye as he walked toward the door and into the house.*). Thorough analysis connects to the quote (*This shows that C.J. feels sorry about what she did*) and leads to a generalization indicative of higher-level analysis (*sometimes when a person feels guilty about breaking someone's things, they want to make it up to them*). The quote that begins the second body paragraph (*"I was hoping that I could help you. You know to make up for the broken vase. That's not necessary, Mr. Kelly said. Accidents happen, and your apology was sufficient. But if I could help you, it would make me feel better, insisted C.J. She knelt down beside him and pulled a small weed from the flower bed"*) addresses C.J.'s motivation to help Mr. Kelly. The student builds on the quote to make another insightful generalization (*This shows that because she broke the vase she is going to help him out to make herself feel better. This means that when people help others it is because they feel guilty about something they broke that belonged to another person so they help them out to get rid of the guilty feeling.*) that, again, is indicative of higher-level analysis. The third body paragraph addresses how C.J.'s interaction with Mr. Kelly leads her to a new sense of self-understanding. This paragraph also begins with well-chosen text (*"My real name is Calla Jo, she began. . . . I don't understand why my parents gave me that name."* and *"These are called callas, said Mr Kelly heartily. Aren't they lovely? They have so much character and beauty that the calla is known as the noblest of the lillies. I think they are the perfect match for you."*). The analysis that follows moves beyond the text by means of another generalization (*This means that sometimes when people have a wrong it causes a right and can sometimes end in you learning something.*) that indicates higher-level thinking. The conclusion restates the two interactions from the introduction and reiterates a generalization (*Sometimes when people feel guilty they want to make it up to the person they feel guilty about breaking something of theirs.*) to effectively conclude the response. Transitions are employed throughout the response (*This shows; this means; sometimes*) to link ideas. There is effective use of precise language (*interactions; make it up to him; guilty feeling; a wrong; a right*) and domain-specific vocabulary drawn from the text to convey C.J.'s experiences. A few minor errors are present but do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

In the text, "The Noblest of the Lillies," C.J. Malone has two interactions with Mr. Kelly. These interactions affect her in some way. The interactions affect her by changing her to be more careful, kind, and confident.

The text states, "...the ball hurdle the Fence and land with a crash in Mr. Kelly's backyard. "I—I'm sorry," C.J. stuttered...'It was an accident.' Mr. Kelly wiped a tear from his eye..." This evidence proves that C.J. is sad about the accident, and cared about what she broke because she stuttered—and that shows she is sad—and she quickly apologized. The reader can infer that C.J. wishes to be more careful next time.

The text also states, "I was hoping that I could help you. You know to make up for the broken vase. But if I could help you, it would make me feel better!..." This evidence shows that C.J. cares very much about her mistakes. The reader can also infer that C.J. is very kind and learned kindness from her mistakes.

The last affect in the story is, "My real name is Calla Jo,' she began. 'I've never liked it.' 'These are called callas'..... 'Aren't they lovely?' 'Hey, C.J.!' shouted Frankie.... '...Frankie...please call me Calla.'" This text shows that C.J. was not confident in her name, but when she saw her special flower it gave her the excitement to use her name. You can infer that Calla is more confident in herself thanks to Mr. Kelly.

In the story, Callas learned kindness, confidence, and carefulness. These were affects of Mr. Kelly's interactions.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the task. An appropriate organizational structure adequately supports the focus and ideas. The clear introduction contains a controlling idea appropriate to the writer's purpose (*The interactions affect her by changing her to be more careful, kind, and confident.*), around which the rest of the response is built. Each body paragraph addresses one of the traits given in the controlling idea. The first body paragraph opens with relevant quotes describing the events that engage the story's action (*"...the ball hurdle the Fence and land with a crash in Mr. Kelly's backyard. "I—I'm sorry," C.J. stuttered... 'It was an accident.' Mr. Kelly wiped a tear from his eye..."*). The quotes set up the clear analysis that follows (*This evidence proves that C.J. is sad about the accident, and cared about what she broke because she stuttered—and that shows she is sad—and she quickly apologized.*). The paragraph concludes with clear analysis that connects with the trait of *careful* from the introduction (*The reader can infer that C.J. wishes to be more careful next time.*). The second body paragraph also begins with a relevant quote around which analysis is layered (*"I was hoping that I could help you. You know to make up for the broken vase. But if I could help you, it would make me feel better!..."*). The clear analysis that follows, again, connects the quote with a trait from the controlling idea (*This evidence shows that C.J. cares very much about her mistakes. The reader can also infer that C.J. is very kind and learned kindness from her mistakes.*). The last body paragraph also begins with a series of relevant quotes (*"My real name is Calla Jo,' she began. I've never liked it.' 'These are called callas'..... 'Aren't they lovely?' 'Hey, C.J.!' shouted Frankie.... '....Frankie...please call me Calla.'"") that provide a framework for more clear analysis which connects with the last trait cited in the controlling idea (*This text shows that C.J. was not confident in her name, but when she saw her special flower it gave her the excitement to use her name. You can infer that Calla is more confident in herself thanks to Mr. Kelly.*). The clear conclusion reiterates the controlling idea from the introduction (*Callas learned kindness, confidence, and carefulness. These were affects of Mr. Kelly's interactions.*) to complete the response. Appropriate transitions link ideas throughout the response (*In the text; The text states; This evidence proves; The text also states; This evidence shows; also; The last affect; This text shows; but*). There is appropriate use of precise language (*careful; kind; confident; mistakes; excitement*) to explain C.J.'s experiences and events. The few minor errors present do not interfere with meaning.*

STUDENT RESPONSE

Response Score: 3 points

8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

In the passage, C.J. Malone has two interactions with Mr. Kelly. One interaction was when C.J. broke Mr. Kelly's late wife's vase. Another interaction was when C.J. wanted to make up for breaking Mr. Kelly's special vase.

The first interaction C.J. and Mr. Kelly had was when C.J. broke Mr. Kelly's late wife's vase. When she hit the vase, she wanted to make up for it. But Mr. Kelly thought all he needed was an apology. C.J. learned to be more careful about her actions.

The second interaction they had was when C.J. still wanted to make up for breaking the special vase. But instead they talk about how insecure they are about their names and what they meant. Mr. Kelly also thanked her for being honest. Because of her honesty, he awarded her with a bouquet of callas. This interaction helped C.J. feel more confident about her name Calla Jo.

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Therefore, C.J.'s interactions with Mr. Kelly affected her. It affected her by making her confident about her name. It also taught her to be careful about her actions. After these interactions, C.J. learned some very valuable lessons.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure supports the focus on C.J. and Mr. Kelly's interactions and ideas about their effects on C.J. The clear introduction identifies the two interactions (*when C.J. broke Mr. Kelly's late wife's vase and when C.J. wanted to make up for breaking Mr. Kelly's special vase*). In the first body paragraph, the student combines appropriate text references (*C.J. broke Mr. Kelly's late wife's vase and Mr. Kelly thought all he needed was an apology*) with clear analysis (*When she hit the vase, she wanted to make up for it. and C.J. learned to be more careful about her actions.*). The second body paragraph focuses on the second interaction, combining clear analysis with relevant paraphrased text references (*C.J. still wanted to make up for breaking the special vase. But instead they talk about how insicure they are about their names and what they meant. Mr. Kelly also thanked her for being honest. Because of her honesty, he awarded her with a bouquet of callas. This interaction helped C.J. fell more confident about her name Calla Jo.*). The conclusion reiterates the task and adds more clear analysis (*It affected her by making her confident about her name. It also taught her to be careful about her actions.*) before concluding the response with a strong inference (*After these interactions, C.J. learned some very valuble lessons.*). Appropriate transitions link ideas throughout the response (*In the passage; One interaction; Another interaction; The first interaction; When; But; The second interaction; But instead; also; Because of; Therefor; After*), and there is an appropriate use of precise language (*insicure; awarded; confident*) to convey C.J.'s experiences. Minor errors are present but do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

Have you ever had a situation where your action's has effected or changed a person or even yourself? In, "The Noblest of the Lillies,' C.j has two interactions with Mr. Kelly. Both of these interactions affected C.j in different ways.

In the text from there First interation it says, "Im sorry, it was a accident." In this evidence C.j broke Mr. Kelly's speciel vase She apoligises but it lafer aFFects her to Feel bad For her actions, "As C.j lay in bed that night, she couldnt forget the hurt look on his face."

Later during there second interaction C.j comes back to Mr. Kelly's house, "Hi mr Kelly said c.j, good morning he said gently," in this interaction Mr. Kelly and c.j are in a better mood it effects C.j. to help mr. Kelly with his gardening. Later C.j starts talking about her real name Mr. Kelly shows her a calla flower, "those are callas arent they lovely they have so much charcter and buety." Mr. Kelly saying this affects C.j into using her real name often with confidence.

In conclusion C. j's and Mr. Kelly's Interation affects C.j in good and bad ways throughout the story.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the task. The organizational structure inconsistently supports the focus and ideas. The introduction begins with a rhetorical question (*Have you ever had a situation where your action's has effected or changed a person or even yourself?*) that connects to the task, but the student then attempts to develop the idea with a vague inference (*Both of these interactions affected C.j in different ways.*) that only weakly relates to the text. The first body paragraph begins with a limited quote that addresses C.J. and Mr. Kelly's initial interaction (*"Im sorry, it was a accident."*), specifically referencing the breaking of Mr. Kelly's vase. The weak analysis/inferencing that follows (*She apoligises but it lafer aFFects her to Feel bad For her actions*) connects with another quote (*"As C.j lay in bed that night, she couldnt forget the hurt look on his face."*). The weak analysis/inferencing goes beyond a literal interpretation of the text but does not bring the holistic quality of the response to the level of a 3. In the next body paragraph, the student sets up C.J. and Mr. Kelly's second interaction with some text details and a quote (*Later . . . C.j comes back to Mr. Kelly's house, "Hi mr Kelly said c.j, good morning he said gently,"*), which the student extends with more weak analysis/inferencing (*in this interaction Mr. Kelly and c.j are in a better mood it effects C.j. to help mr. Kelly with his gardening.*). Though the weak analysis/inferencing goes beyond a literal interpretation of the text, the student fails to provide clear analysis as to how the quote shows that the two characters are in a better mood. The response also fails to explain how the interaction leads to C.J. attempting to help Mr. Kelly in the garden or the significance of her attempt. More text details/quotes are then provided (*Later C.j starts talking about her real name Mr. Kelly shows her a calla flower, "those are callas arent they lovely they have so much charcter and buety."*) and extended with weak analysis/inferencing (*Mr. Kelly saying this affects C.j into using her real name often with confidence.*). However, the student, again, fails to clearly analyze the significance of the selected text. The brief conclusion is vague (*. . . Interation affects C.j in good and bad ways*). Transitions inconsistently link ideas (*In the text; In this evedince; In conclusion*). There is inconsistent use of precise language (*better mood; confidence*). Errors present in sentence formation (run-ons, comma splices), usage (*a for an, action's has for actions have, effects for affects*), spelling (*interation, evedince, apoligises, charcter, buety, conclusion*), capitalization, and punctuation may sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

c.j. malone wanted to throw her fast ball. But she accidentally hit mr. Kelly vase. So she helped him with his garden. Then she found out what her name means.

c.j.'s interaction with mr. Kelly affecte her by making her respect her name calla. The text says, "oh and Frankie call me calla. the text also says," Im glad you found your own special magic. Said mr. Kelly. I can conclude that r.J's interactions with mr. Kelly affect her because he talks about his name and what it means also he shows her what your name represents and means.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The weak organizational structure groups ideas ineffectively and only inconsistently supports the student's focus on explaining the effects of C.J. and Mr. Kelly's interactions. In the weak introduction, the student briefly summarizes the events of the story (*c.j. malone wanted to throw her fast ball. But she accidentally hit mr. Kelly vase. So she helped him with his garden. Then she found out what her name means.*). The first body paragraph opens with a weak inference (*c.j.'s interaction with mr. Kelly affecte her by making her respect her name calla.*), which the student attempts to connect to two quotes from the text ("*oh and Frankie call me calla.*" and *Im glad you found your own special magic. Said mr. Kelly*). The weak conclusion includes more vague text references (*. . . affect her because he talks about his name and what it means also he shows her what your name represents and means.*) that the student includes in an attempt at summing up the effect of the interactions. Transitions are employed inconsistently to link ideas (*But; So; Then; The text says; also; I can conclude*). There is little use of precise language (*respect; represents*) to explain the topic. The errors present in sentence formation (fragment, run-on), usage (*affecte* for *affects*, *your* for *her*), capitalization, and punctuation may sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point

8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

When cJ smashed the vase offered to buy him
anew one.

Then he said his wife made him that and it could
not be replaced. The next day she helps him with his
garden and he is not mad.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure, with the student providing a very sparse retelling of parts of the story with little development. There is no evidence of an introduction. The first sentence (*When cJ smashed the vase offered to buy him anew one.*) addresses C.J. and Mr. Kelly's first interaction in a literal fashion. The second sentence addresses their second interaction (*Then he said his wife made him that and it could not be replaced.*) also in a literal fashion. The final sentence begins with another literal text reference (*The next day she helps him with his garden*), which is minimally extended with a simplistic inference (*he is not mad*). Holistically, the inclusion of this very minimal inference is not enough to push this paper to a higher score, especially as the inference in question concerns Mr. Kelly, not C.J., while the task's focus is on C.J. Transitions are minimal (*When; Then; The next day*), and there is minimal use of precise language. No errors are present that interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



8. In the passage, C.J. Malone has two interactions with Mr. Kelly. Write an essay analyzing how C.J.'s interactions with Mr. Kelly affect her. Use evidence from the passage to support your response.

C. J was Playing baseball oN barck mr. Kelly Vase and seen mr. Kelly. The 2nd time is when she seen the flowers in the garden.

This response minimally addresses part of the task, demonstrating inadequate understanding of the text. There is minimal evidence of an organizational structure, and the response lacks development. The student responds to the task by identifying the two times in the story that the main characters interact (*C. J was Playing baseball oN barck [broke] mr. Kelly Vase and seen mr. Kelly. The 2nd time is when she seen the flowers in the garden.*). The response is completely literal, lacking any inferences and/or analysis. There is one transition (*The 2nd time*) and no use of precise language. Errors in usage (*mr. Kelly Vase* for Mr. Kelly's Vase; *seen* for saw), spelling (*barck*), and capitalization 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. Which sentence correctly uses italics to indicate a title?
- A. Robert Penn Warren won the Pulitzer Prize for his novel *All the King's Men*.
 - B. *The Dentist and the Crocodile* is a funny, imaginative short poem written by Roald Dahl.
 - C. *The Knight Versus the Dragon* was my favorite chapter of the last book we read in class.
 - D. I wrote an article for my classroom newspaper titled *Five Ways to Organize Your Backpack*.

Item Information	
Alignment	D.1.2.4
Answer Key	A
Depth of Knowledge	2
p-value A	38% (correct answer)
p-value B	21%
p-value C	15%
p-value D	26%
Option Annotations	The student is being asked to correctly identify the correct usage of italics in a title. Option A is the correct answer since the title of a novel should be italicized. Option B is incorrect since the title of a poem should be in quotation marks, not italicized. Option C is incorrect since the title of a chapter should be in quotation marks, not italicized. Option D is incorrect since the title of an article should be in quotation marks, not italicized.

10. Which conjunction should fill in the blank to correctly complete the sentence?

Mom said that _____ my sister nor I had homework, so we could do something fun.

- A. because
- B. neither
- C. since
- D. whether

Item Information	
Alignment	D.1.1.5
Answer Key	B
Depth of Knowledge	2
p-value A	16%
p-value B	42% (correct answer)
p-value C	38%
p-value D	4%
Option Annotations	The student is asked to select a conjunction that will fit within the context of a given sentence. Option B is correct since “neither” fits within the context of the sentence. Options A, C, and D are incorrect since these conjunctions do not fit within the context of the sentence.

11. Which sentence uses the underlined word correctly?

- A. My aunt is a kernel in the U.S. Army.
- B. Brenda took her fishing poll to the lake.
- C. Karl’s new jeans are too big in the waste.
- D. The actor had a powerful presence on stage.

Item Information	
Alignment	D.1.1.7
Answer Key	D
Depth of Knowledge	2
p-value A	22%
p-value B	17%
p-value C	13%
p-value D	49% (correct answer)
Option Annotations	The student is being asked to identify the sentence that correctly uses a frequently confused word. Option D is the correct answer since “presence” is used correctly in the sentence. Option A is incorrect since the word “kernel” should be “colonel” to fit the context of the sentence. Option B is incorrect since the word “poll” should be “pole” to fit the context of the sentence. Option C is incorrect since the word “waste” should be “waist” to fit the context of the sentence.

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.1.2.4	A	2	38%	21%	15%	26%
10	D.1.1.5	B	2	16%	42%	38%	4%
11	D.1.1.7	D	2	22%	17%	13%	49%

Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	A-K.1.1.3	4	3	1.90

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PSSA Grade 5 English Language Arts Item and Scoring Sampler

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