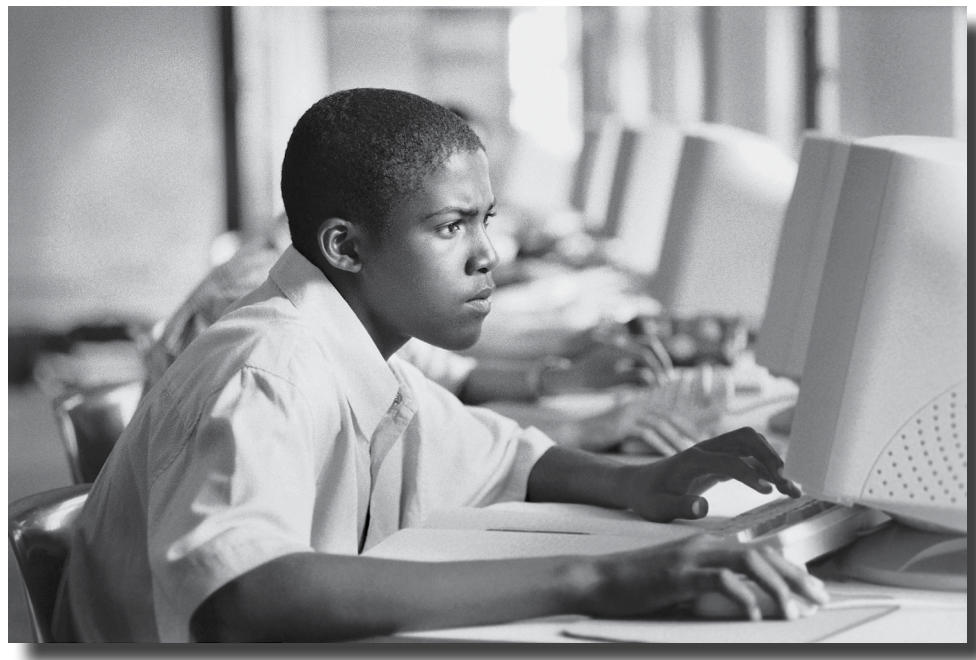




**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2018–2019**  
**Grade 7**

Pennsylvania Department of Education Bureau of Curriculum, Assessment and Instruction—September 2018

# TABLE OF CONTENTS

<b>INFORMATION ABOUT ENGLISH LANGUAGE ARTS</b> .....	<b>1</b>
Introduction .....	1
General Introduction .....	1
Pennsylvania Core Standards (PCS) .....	1
What Is Included .....	1
Purpose and Uses .....	1
Change in Test Design 2017–2018 .....	1
Item Format and Scoring Guidelines .....	2
English Language Arts Grade 7 .....	3
<b>PSSA ENGLISH LANGUAGE ARTS GRADE 7</b> .....	<b>4</b>
English Language Arts Test Directions for Reading Passages and Questions .....	4
Passage 1 .....	6
Multiple-Choice Questions .....	10
Evidence-Based Selected-Response Question .....	14
Multiple-Choice Questions .....	16
Passage 2 .....	18
Text-Dependent Analysis Prompt .....	21
Text-Dependent Analysis Scoring Guideline .....	25
English Language Arts Test Directions for Language Questions .....	44
Standalone Multiple-Choice Questions .....	45
English Language Arts—Sample Item Summary Data .....	49
<b>ACKNOWLEDGEMENTS</b> .....	<b>51</b>

## INTRODUCTION

### General Introduction

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include Academic Standards, Assessment Anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing local instructional programs by providing samples of test item types and scored student responses. The Item Sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

This Item and Scoring Sampler is available in Braille format. For more information regarding Braille, call (717) 901-2238.

### Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions designed to assess the Pennsylvania Assessment Anchors and Eligible Content aligned to the Pennsylvania Core Standards. The Mathematics, Reading, and Writing PSSA transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA administration.

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- [www.education.pa.gov](http://www.education.pa.gov) [Roll over 'DATA AND REPORTING' in the dark blue bar across the top of the page. Select 'ASSESSMENT AND ACCOUNTABILITY.' Click on the link that reads 'Pennsylvania System of School Assessment (PSSA)'. Then click on 'Assessment Anchors/Eligible Content.']

### Change in Test Design 2017–2018

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2017–2018 school year.

### What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and text-dependent analysis prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards. The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

### Purpose and Uses

The items in this sampler may be used<sup>1</sup> as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the text-dependent analysis prompt test questions in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

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

## Item Format and Scoring Guidelines

The 2017–2018 PCS-based PSSA has multiple types of test questions. For grade 4, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, and Text-Dependent Analysis (TDA) prompts.

**Multiple Choice:** Each of this type of test question has four answer choices. Some MC test questions are based on a stimulus reading passage, while other MC test questions are independent of a passage. Each correct response to an MC test question is worth one point.

**Evidence-Based Selected Response:** Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a literature or an informational text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his or her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive points for providing a correct response to Part One or for providing one or more correct responses in Part Two.

**Text-Dependent Analysis Prompt:** The TDA prompt is a text-dependent analysis prompt based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5,000 characters in the online format. Both literature and informational texts are addressed through this item type. Students must use explicit and implicit evidence to make inferences leading to a conclusion or generalization in response to the task stated in the prompt. Students construct a well-written analytical essay to communicate inferences and connection to the evidence using grade-appropriate writing skills. The TDA response is scored using a holistic scoring guideline on a 1–4-point scale.

**Non-Score Considerations:** For TDA items, responses can be designated as non-scorable (NS). While every effort is made to score each student response, a response may receive a NS designation if it falls into one of five categories:

**Blank** – Blank, entirely erased, entirely crossed out, or consists entirely of whitespace

**Refusal** – Refusal to respond to the task

**Non-scorable** – In a language other than English, incoherent, illegible, insufficient, unrelated to the passage, or consisting solely or almost solely of text copied from the passage

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

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

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

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

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


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

**English Language Arts Grade 7**

This English Language Arts Sampler is composed of 2 passages, 6 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis prompt, and 4 standalone multiple-choice questions.

There are 2 passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions and two evidence-based selected-response questions. The second passage is followed by a text-dependent analysis prompt. This booklet also contains 4 standalone multiple-choice questions.

Each question is accompanied by a chart that contains the Assessment Anchor and Eligible Content coding, answer key(s), depth of knowledge, and testing data. Each question is followed by a brief analysis or rationale. The text-dependent analysis prompt is displayed with the item-specific scoring guidelines and examples of student responses with scores and annotations at each scoring level.

The PCS-based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis prompt responses in both formats. A sample online response is noted by the symbol .

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS****Directions:**

On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

**Directions for Evidence-Based Selected-Response Questions:**

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your answer to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

**Directions for Text-Dependent Analysis (TDA) Prompts:**

The English Language Arts TDA prompt will ask you to analyze the passage and use evidence from the passage to write an essay.

For the TDA Essay:

- Be sure to read the passage and the TDA prompt carefully.
- Review the Writer’s Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

## PASSAGE 1

Read the following science fiction passage about a library in the future. Then answer questions 1–6.

## Summer Reading

by Ken Liu

On this summer day, with the air still cool after a thundershower, with sunlight slanting through the cracks in the roof and walls of the Library, dappling the floor strewn with vines and leaves, CN-344315 made his daily rounds.

The robot docent muttered to himself as he dragged his squat, filing-cabinet-sized body through the rubble. He turned his cubical head from side to side, expressionlessly surveying his domain. He had last seen a visitor to the Library over five thousand years ago, but he wasn't about to change his routine now.

After mankind had scattered to the stars like dandelion seeds, Earth was maintained as a museum overseen by robot curators. At first, new generations born in the far-flung colonies made pilgrimages to visit the cradle of civilization, to marvel at the Great Pyramids (really holographic re-creations), the Chrysler Building (plastinated against any further erosion), the Forbidden City (complete with the Starbucks logo, a late addition), the Space Elevator of Singapore (still featuring the quaint sign: "Please use the restroom before boarding"), and other cultural attractions.

But over a hundred millennia, the flow of tourists slowed to a trickle, then a drip, and finally, stopped.

CN-344315 passed rows and rows of empty racks that age and rust had turned into delicate filigree, as fragile and brittle as glass. Climbing vines draped over them, creating bowers whose shade provided homes for mushrooms, ferns, wildflowers, and the occasional hare. The robot seemed to see in them ghosts of the mighty servers that once preserved yottabytes of the human race's accumulated knowledge.

"You cannot take them!" CN-344315 had shouted at the Council of Curators. "The data on them—"

"—can no longer be read," the Head Curator had answered. "You have used up so much of our resources trying to keep them going, but these machines weren't designed to last. Whatever information humans found useful, they copied it onto their ships and took it away. Data only lives when it is constantly copied. What is left here is just digital detritus, bit rot, worthless."

"What is thought useless in one era may be treasured in another!"

But the servers, having rusted into useless hunks of metal, had been recycled. And CN-344315 had grieved for all the data that had no copies in the universe: digitized words, images, sounds that dissipated forever into the void.

The old robot continued to trundle down the well-worn path between the empty racks, the noise of grinding gears and antiquated treads like wheezing breath.



On the tenth floor of the Library was a tiny room about ten meters square.

CN-344315's joy was to enter this room at the end of a day. He would survey his collection, nestled on the shelves like rows of sleeping babies. He would extend a probe from his chassis through a slot in the airtight glass panes covering the shelves, so that the chemical detectors on the probe could process the fragrance of ancient paper and ink. The resulting electric patterns in his brain were pleasurable. Then, he would relax his motors and actuators, his pincers and wheels, and be as still as a piece of furniture.

When the Library was built, people had already stopped using books. The few hundred books that were left in the world were kept in this small room as a kind of shrine of relics. *Not unlike the Earth itself now is kept as a memento for all of humanity*, CN-344315 reflected.

Gears grinding with weariness, he pulled open the door to the room and ground to a halt at the sight within.

"Hello," the small child said. She wore a yellow dress, like a ray of sunlight in the gloom of the ruins of the Library. She stared at CN-344315 with large, dark eyes, as limpid as the first rain of fall. Her hands were placed against the glass covering the shelves, as though CN-344315 had found her peering into an aquarium.

She was about seven, CN-344315 guessed, dredging up ancient routines for interacting with visitors that hadn't been accessed for five thousand years.

"Hello," CN-344315 said. He had to reach up with his manipulators to dislodge his voice box, rusty from disuse. "Welcome . . . to the Library."

"What are these?"

"Books," CN-344315 said. He thought about how to explain them. "Very old, ancient data, preserved at ultra-low density."

Even a decent-sized book only held a few thousand kilobits of data. CN-344315 had calculated that to store even a tiny fraction of the data once held on the servers in the Library would have required a stack of books that reached to the Moon.

The girl examined the spines of the books. Her eyes suddenly lit up. "Can I see that one?" Unlike the other spines, which consisted of small letters against solid, dull backgrounds, the one she pointed at was bright yellow, just like her dress.

CN-344315 thought about the grease on her fingers, about the moisture in her warm breath, about rough, unsteady little hands against paper that had lasted a thousand centuries. The robot shuddered.

Because CN-344315 had been unable to save the servers, he poured all his energy into the preservation of the books.

And they were hard to preserve. The dead wooden fibers that made up the pages were subject to decay and tempted insects. The ink faded when exposed to direct sunlight and moisture. The glue and thread in the binding became brittle and fell apart with the passage of time. CN-344315 had to devise special cases, sealants, control of every aspect of the environment inside the room: temperature, light, humidity, vibrations.

The girl looked at the robot expectantly. CN-344315 wanted to say, "No."

Though the books were so much trouble to keep alive, to maintain against decay, this only made him care more for them. In this, CN-344315 was simply learning the lesson that every parent knew: it is the effort given to protect and nourish the helpless that binds you to them with love, tighter and tighter. Each time that he had to rush to reinforce the small room against an oncoming storm, each time he had to labor to eliminate a fungal or entomological threat, each time he sat, patiently, and examined each page of a hundred books for signs of damage—he came to love them more.

But even with all his ceaseless struggles, the laws of entropy held sway, and every century, books were lost to rain, animals, plain age. He grieved the passing of each one as deeply as his circuits allowed.

“Please,” the girl said. “There’s nothing to do here. None of the machines work.” It was true, CN-344315 knew. The servers that had taken up most of the space in the Library were, of course, gone. The shelves of discs and cubes that had once fit the viewing kiosks downstairs no longer worked either. They were so fragile that even the smallest bit of damage, a slight warping caused by a change in temperature or a minuscule scratch, rendered the data on them inaccessible. The storage devices were designed to be thrown away. As the Council had said, data only lives when it is constantly copied. And humans did not seem to care to preserve the medium that data lived on.

But the books, even when the pages were torn or faded, dog-eared or written-over, could still be read.

*Wanted to be read?*

“All right,” CN-344315 said, surprising even himself. He creaked over to the shelf, unlocked the sealed glass doors, and gingerly took out the book.

CN-344315 placed the volume gently on the small desk in the center of the room. The girl climbed onto the chair next to it. Together, the robot and the young child examined the book.

The hard cover showed a vivid drawing of a smiling tortoise with pink leg warmers and a matching pink hair bow. She was getting ready to start a road race against a cat (wearing headphones and a look of determination) and a dog (snarling to show his sharp teeth).

“Oh,” she said. She placed her fingers against the letters on the cover, her voice trying to hide her disappointment. “I don’t know how to read this.”

“It’s written in Archaic English,” CN-344315 said, “one of the ancestors of the language we all speak now. Let me translate and read it to you: *The Adventures of Sophia, the Fastest Tortoise in Suburbia.*”

For ten minutes, they were not sitting in a decaying library on an ancient, forgotten planet. For ten minutes, they were in a place, at a time, where talking tortoises and caterpillars who tossed salads made sense. For ten minutes, they were not an old robot and a young girl, but readers, communing with an author across an ocean of one hundred thousand years.

An entire world rose, grew, and blossomed around them as they read.

The robot turned the last page. “The end.”

They were silent for a while.

“I liked that,” the girl said. “It wasn’t like a sim, but it was better than a sim. I couldn’t touch anything, but I could feel everything in my head. If I close my eyes, I can still see Sophia. I think she’s having more adventures. We’ll be great friends.”

The old robot smiled. He didn't have the right words for the electrical patterns in his brain at this moment.

"Read it again!"

CN-344315 turned the book back to the first page.

"Erin!" a man's voice called. The robot and the girl looked up.

"Mom! Dad!" Erin leapt off the chair and ran over to the door, where a man and a woman were standing.

"We've been looking all over for you," the woman said. "We told you not to wander off by yourself. Good thing our tracking beacon still works in this primitive dump."

"I think 'dump' is a bit strong—" the man began.

"This is the *last* time you pick where we go for vacation! We could have had all the 'culture' we wanted through a sim back home. Now let's get back to our ship and go somewhere civilized."

CN-344315 stayed out of their way. He knew that for some visitors, the past was simply the past, as alien and as irrelevant as a planet on the other side of the galaxy.

Erin lingered at the door of the small room. "I had fun here," she said to CN-344315.

"Me too," CN-344315 said.

The girl looked longingly at the other books on the shelves around the room, as her parents turned to leave.

"Wait," CN-344315 said. He picked up *The Adventures of Sophia, the Fastest Tortoise in Suburbia* and handed it to Erin.

"Thank you." She clutched it to her chest tightly and beamed.

CN-344315 knew that the book would not last. The child's hands were rough. She might leave it out in the rain, might spill juice on it, might tear its ancient pages out of carelessness. She might tire of the book and lose it like a cheap toy.

Yet CN-344315 had no regrets as he handed the book to Erin. The Council was right about one thing: books are only alive when they're read. For books are seeds, and they grow in minds.

"Goodbye," the old robot said, and watched as the little girl walked away with her book.

He remained where he was as the ruined Library fell into silence, and the summer birds began to chitter again.

### Multiple-Choice Questions

1. Which description from the passage **best** emphasizes the idea that Earth has been nearly forgotten?
- A. “At first, new generations born in the far-flung colonies made pilgrimages to visit the cradle of civilization, . . .”
  - B. “But over a hundred millennia, the flow of tourists slowed to a trickle, then a drip, and finally, stopped.”
  - C. “On the tenth floor of the Library was a tiny room about ten meters square.”
  - D. “The shelves of discs and cubes that had once fit the viewing kiosks downstairs no longer worked either.”

Item Information	
Alignment	A-C.2.1.3
Answer Key	B
Depth of Knowledge	2
p-value A	15%
p-value B	75% (correct answer)
p-value C	4%
p-value D	6%
Option Annotations	The student is asked to determine which description from the passage best emphasizes the idea that Earth has been nearly forgotten. Option B is the correct answer because the idea that the “flow of tourists slowed to a trickle, then a drip, and finally stopped” implies that people no longer visit Earth. Option A is not correct since it focuses on the idea that people once had great interest in visiting Earth. Option C is not correct since it merely describes the physical appearance of part of the library. Option D is not correct since it describes the condition of equipment in the library.

2. Read the sentence from the passage.

“In this, CN-344315 was simply learning the lesson that every parent knew: it is the effort given to protect and nourish the helpless that binds you to them with love, tighter and tighter.”

Which word **best** replaces the word “binds” without changing the meaning of the sentence?

- A. connects
- B. strengthens
- C. fuses
- D. seals

Item Information	
Alignment	A-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	70% (correct answer)
p-value B	12%
p-value C	10%
p-value D	8%
Option Annotations	The student is asked to determine the word that best replaces the word “binds” without changing the meaning of the sentence. Option A is the correct answer because the word “connects” means the same as “binds” based on the context of the sentence. Option B is not correct since “strengthens” is not a direct meaning of “binds.” Options C and D are not correct since their meanings do not align with “binds” as it is used in the sentence.

3. Read the sentence from the passage.

“They were so fragile that even the smallest bit of damage, a slight warping caused by a change in temperature or a minuscule scratch, rendered the data on them inaccessible.”

Which phrase from the sentence **most** helps the reader understand the meaning of the word minuscule?

- A. “were so fragile”
- B. “even the smallest bit of damage”
- C. “caused by a change in temperature”
- D. “the data on them”

Item Information	
Alignment	A-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	12%
p-value B	75% (correct answer)
p-value C	10%
p-value D	3%
Option Annotations	The student is asked to determine the phrase from the given sentence that most helps the reader understand the meaning of the word “minuscule.” Option B is the correct answer because “even the smallest bit of damage” helps the reader understand that “minuscule” refers to something tiny. Options A, C, and D are not correct since they do not relate to the meaning of “minuscule” and do not offer relevant context clues.

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**Evidence-Based Selected-Response Question**

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

**Part One**

Which comparison of CN-344315 to a human is **most** emphasized in the passage?

- A. The robot grows old like a human.
- B. The robot is reliable like a human.
- C. The robot expresses original ideas like a human.
- D. The robot experiences feelings like a human.

**Part Two**

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

- A. “CN-344315 passed rows and rows of empty racks that age and rust had turned into delicate filigree, as fragile and brittle as glass.”
- B. “He grieved the passing of each one as deeply as his circuits allowed.”
- C. “The old robot continued to trundle down the well-worn path between the empty racks, the noise of grinding gears and antiquated treads like wheezing breath.”
- D. “CN-344315’s joy was to enter this room at the end of a day.”



Item Information	
Alignment	A-K.1.1.1
Answer Key: Part One	D
Answer Key: Part Two	B, D
Depth of Knowledge	3
Mean Score	1.96
Option Annotations	<p>The student is asked to determine which comparison of CN-344315 to a human is most emphasized in the passage and to select the sentences from the passage that support this inference.</p> <p><b>Part One:</b> Option D is the correct answer because the passage indicates that the robot experiences human emotions such as frustration, joy, and affection. Option A is not correct; even though the passage refers to the robot as old and refers to his “antiquated” treads, this comparison is not what is emphasized most in the passage. Option B is not correct; although the robot is described as having a routine, it does not compare this trait in any way to that of humans. Option C is not correct since the robot does not express original ideas; it simply performs the actions it has been programmed to do.</p> <p><b>Part Two:</b> Options B and D are the correct answers because the “joy” and the “grief” the robot feels support the inference that the robot experiences human emotions. Option A is not correct since it merely describes one action of the robot and refers to the aging process of the library. Option C is not correct since it does not support the inference that the robot experiences human emotions.</p>

### Multiple-Choice Questions

5. What is the main way that the setting affects the passage?
- A. Because the events take place in the future, a character is unfamiliar with present-day items.
  - B. Because the events take place in the future, a character makes unpredictable decisions.
  - C. Because the events take place in an old building, the characters assume that they are alone.
  - D. Because the events take place in an old building, the characters think they will encounter danger.

Item Information	
Alignment	A-K.1.1.3
Answer Key	A
Depth of Knowledge	3
p-value A	57% (correct answer)
p-value B	16%
p-value C	20%
p-value D	7%
Option Annotations	The student is asked to analyze the main way in which the setting affects the passage. Option A is the correct answer; because the setting is the future, the girl in the passage has never seen a book and does not know what it is. Option B is not correct since there is no textual evidence to support that the setting of the future affects the robot allowing the girl to take the book. Options C and D are not correct; the setting of the old building does not relate to the characters thinking they are alone or believing they are in danger.

6. Which theme is developed mainly by the character of the robot?
- A. Discovering the past can be an adventure.
  - B. Change is the only thing that is constant in life.
  - C. Knowledge becomes more meaningful when it is used.
  - D. Believing in a cause can change the minds of others.

Item Information	
Alignment	A-K.1.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	23%
p-value B	18%
p-value C	43% (correct answer)
p-value D	16%
Option Annotations	The student is asked to determine which theme is developed mainly by the character of the robot. Option C is the correct answer because the passage continually refers to the fact that “data only lives when it is constantly copied” and refers to data in the library as “digital detritus, bit, rot, worthless.” The robot only understands this concept when he gives the girl the book to take with her, rendering the material in it meaningful once it impacts her life. Option A is not correct since this theme is developed through the actions of the girl, not the robot. Option B is not correct, because though this theme is supported by information in the passage, it is not developed through the character of the robot. Option D is not correct since the robot’s actions of trying to preserve the data in the library do not change the Council of Curators’ minds.

## PASSAGE 2

Read the following passage by Enos Christman, who traveled west for the California Gold Rush. Then answer question 7.

excerpt from **The Sea Journal**

the letters and journal of a forty-niner<sup>1</sup>

by Enos Christman

**Wednesday, July 11th, 1849**

We left Pine Street Wharf, Philadelphia, on Tuesday evening, July 3rd, amid the shouts and cheers of assembled hundreds and anchored below the Navy Yard<sup>2</sup> until next morning. In order to complete some necessary repairs, we were detained in the Delaware River and Bay until Saturday afternoon, July 7th, when the steamer which towed us down the river left us at the Capes. After passing the breakwater we soon lost sight of land, and as the green hills and trees disappeared, a melancholy sensation seized upon us as we reflected that this might be the last time we would be permitted to gaze upon the beautiful hills and vales of our native land. This sensation soon wore away, however, as we came to look around and beheld nothing but the heaving ocean stretched out before us and the blue sky above.

My feelings and emotions on leaving my friends and my native land on such an expedition, I cannot describe. I have left all that is near and dear and turned my face towards a strange land, expecting to be absent two or three years, hoping in that time to realize a fortune; and then return and be greeted by kind friends. And this hope is my greatest consolation and comfort. Often memory carries me back to the Record office<sup>3</sup>, and were I of a desponding temperament, I should wish myself there again. But hope whispers all is well, and so I proceed with a strong arm and an honest heart, with bright anticipations of joy and happiness in the future. But why do I predict anything? Lofty castles have oft been built in the air and a single rude breath sufficed to level them to the earth.

The ship is owned and fitted out by G. W. Hathaway & Co., of Philadelphia. Thirty of the passengers are members of the California Gold Mining Association of Philadelphia, of which I am one, as well as my friend, DeWitt Clinton Atkins. They are as merry a set of fellows as ever sailed. We have about fifty-one passengers on board, among whom are six lady passengers, one little boy three years old and one infant.

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<sup>1</sup> forty-niner—a person taking part in the rush to find gold in California in 1849

<sup>2</sup> Navy Yard—a place where naval vessels are built or repaired

<sup>3</sup> Record office—the *West Chester Record*, the newspaper where Christman apprenticed to learn the printing trade

Following our vessel are quite a number of birds resembling our common barn swallow, called Mother Carey's chicks, which, it is said, will follow us until we reach Cape Horn. Since we have come into the Atlantic we have seen many porpoises which appear about as large as full-grown hogs—the best comparison I can make, never having seen one except as they rise on the surface of the water.

### **Saturday, July 21st**

We had made about 1,200 miles southeast of Philadelphia in a strong, fair wind, and hoped soon to change our course to a more southern direction, but quite a calm followed and the water continued as smooth as a mirror. There was not enough wind to fill a sail. The current carried us 20 or 30 miles back until we were again opposite Chesapeake Bay, at what distance I know not.

The water of the ocean appears of a dark blue. When taken up in a basin it is as clear as can be, but very salty and cannot be used for cooking purposes.

Many of the passengers who are expert swimmers enjoyed themselves by bathing in the open ocean. Others of the passengers have been amusing themselves fishing, but without catching any fish. The majority are engaged in reading or writing.

### **Thursday, August 16**

We crossed the Tropic of Cancer<sup>4</sup> in damp and disagreeable weather, and are now in the Trade Winds<sup>5</sup>. Our old ship rocked so we could not stand without holding fast to something, and interfered considerably with locomotion. The trunks in our cabin got rolling about and stirred up a great mess. A jar of pickles was broken. We made 163 miles in 24 hours.

Last night the ocean presented a very singular and beautiful appearance, being covered with floating islands of a bright substance called *Medusae Pelucen*, the reflection of which, as the vessel ploughed through it, made it light enough to read in the lower cabin. The substance is white and glutinous when taken out of the water and somewhat resembles a fine honeycomb, but at night, floating in the sea, it presents the appearance of the common glowworm. It is peculiar to this latitude, not being seen except in small quantities at other places. The heavens, overcast with dark, thick clouds, threatened rain, notwithstanding which but little rain fell. Contrary to my expectations, the weather still continues pleasant, and not as warm as when we left the States. We saw a large flock of sea birds in the distance.

### **Sunday, September 30**

We have had delightful moonlight evenings but the air was most too sharp to enjoy them properly. While the weather was pleasant and the sea smooth, we repaired to the deck in the evening and mingled in the mazy dance, or listened to the charming notes of the violin. Now that the weather has become cold, we have opened a theatre in the second cabin and "Macbeth" was played with great effect amid thunders of applause from a crowded house, many of the first cabin passengers being present. Mr. McCowan constituted the orchestra. We have also had a series of Shakespearean readings by Mr. Rogers, accompanied by the discordant sounds of two horns, clapping of hands, stamping and shouting.

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<sup>4</sup> Tropic of Cancer—the parallel of latitude that is approximately 23½ degrees north of the equator

<sup>5</sup> Trade Winds—a system of winds in the Tropics

**Monday, October 29**

The wind dead head against us for two days carried us back again to the latitude of the Horn<sup>6</sup>.

During a storm Saturday night our rudder again gave way and required some time to render it useful next morning. This morning the wind died away as the sun rose, shedding forth his welcome rays. Soon after, a fair wind sprung up and towards evening increased to a gale accompanied by heavy rain. The early part of the day was the most agreeable we had had for about four weeks, and the decks were dry for the first time during that period.

All hands have again been engaged catching water with tin cup or bottle, off every spar and rope, wherever a drop would run down. But very little of the water caught in this manner is fit for drinking, as it is rendered somewhat brackish from the spray which is continually dashing over the rigging. However, it answers for culinary purposes. Today I stood nearly an hour in the rain and cold until my fingers were quite benumbed, holding a tin cup to catch water as it dripped off one of the small boats. This was free from salt and made a good cup of chocolate. Since our short allowance of water commenced, we have been furnished with enough wheat flour to make four biscuits a day, but this is now stopped. We will get that amount of wheat flour only once a week. This renders it pretty hard to get along on a quart of water, as fresh bread required less water than anything else and it did not create a thirst as most other provisions do, especially our beef and pork.

**Tuesday, Nov. 20**

This has been the happiest day we have experienced for a long while. Early in the morning we came near the coast and continued close to it, until entering the Valparaiso<sup>7</sup> harbor about 7 P.M. We were visited by the Custom House officers and soon afterward anchored, not being permitted to land until morning. We are all in high glee and excitement, and hence little inclination to writing. Tomorrow we will land and get the latest intelligence.

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<sup>6</sup>the Horn—Cape Horn

<sup>7</sup>Valparaiso—a major city and seaport in Chile

**Text-Dependent Analysis Prompt**

7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. 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.

7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

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## Text-Dependent Analysis Scoring Guideline

### #7 Item Information

<b>Alignment</b>	E.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.59
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### Assessment Anchor:

E07.E.1–Evidence-Based Analysis of Text

### Specific Assessment Anchor Descriptor addressed by this item:

E07.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

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

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

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## STUDENT RESPONSE

Response Score: 4 points



7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

In the excerpt from *The Sea Journal*, written by Enos Christman, a man goes on an expedition. Due to the structure of a journal, the experience is conveyed in a different way. The experience of the journey at sea is shown through the journal structure by the thoughts of the main character, listing daily weather, and listing daily events.

First, the thoughts of the main character are shown. A journal is mainly for one person to write down their feelings, so in this case we see the emotions of a forty-niner. In the text it says, "I have left all that is near and dear and turned my face towards a strange land." This quote shows that the man is courageous enough to take this opportunity, but is vulnerable and scared to face something new. In the text it also says, "seen many porpoises which appear about as large as full-grown hogs - the best comparison I can make, never having seen one." This quote shows that with being brave and taking a chance, wonderous new things can be found. All of this evidence continues to convey the experience because it shows the emotions the journey causes through the eyes of another human being. It shows what lessons the journey can teach and overall the experience the person had at sea, which describes how the expedition went altogether.

Next, the structure lists daily weather. Weather is always an important factor for things outdoor, especially at sea. For example, if a storm rouses up waves the ship could capsize or sink. In the text it says, "During a storm Saturday night our rudder again gave way and required sometime to render it useful next morning." This quote shows the weather delayed their trip, but was not a major problem. In the text it also says "All hands have again been engaged catching water with tin cup for bottle." This quote shows the weather also provided for the passengers. The evidence shows that through the listing of weather daily it conveys when they had hardships and lost time working or when they have luck and have a peaceful night. It shows the experience and how it can be unpredictable.

Lastly, the structure shows daily events. The experience at sea is not all based on weather or thoughts, but also the activities the passengers do to pass the time. In the text it says, "enjoyed themselves by bathing in the open ocean...the majority are engaged in reading or writing." This quote shows that there were multiple options of activities and the passengers were able to have much free time. In the text it also says, "deck in the evening and mingled in the mazy dance, or listened to the charming violin." This quote shows that all of the passengers were there for each other and had people with similar emotion's company. The evidence shows that everyone had each other's back and they all tried to keep the tone upbeat and hopeful.

In conclusion, the structure of a journal is very sufficient in conveying the journey at sea. It did so by showing the thoughts of the main character, listing daily weather, and showing daily events. It truly shows how the experience affects a human being like ourselves, has hardships and peacefulness, and how everyone supports each other and never gives up hope.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure is present, and the introduction effectively sets up how the journal structure conveys the experience of a journey at sea (*by the thoughts of the main character, listing daily weather, and listing daily events*). Each of these ideas are well-developed with a thorough analysis (*write down their feelings . . . emotions of a forty-niner; man is courageous . . . face something new; with being brave . . . new things can be found, shows the emotions . . . through the eyes of another human being; weather is always an important factor for things outdoor; if a storm rouses up waves the ship could capsize or sink; listing of weather daily it conveys when they had hardships . . . or when they have luck and have a peaceful night; can be unpredictable; experience at sea is not all based on weather or thoughts, but also the activities the passengers do to pass the time; passengers were there for each other; tried to keep the tone upbeat and hopeful*) and substantial text about the thoughts of the main character, daily weather and daily events that together are effective in addressing how the journal structure conveys the experience of a journey at sea. The use of transitions to link ideas is skillful (*In the excerpt, Due to the structure, In the text, The evidence shows*). Few errors are present and do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 4 points

7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

The author of "The Sea Journal" uses a journal format to express the experiences of a journey at sea. The author is travelling from Pennsylvania to California by ship. By using this format, the reader receives first-hand accounts of the writer's travels, information about the time span sailors are at sea, and the feelings of the writer throughout the journal. You are able to learn a lot about the realistic occurrences on a ship.

While reading the journal of this sailor, you are obtaining first-hand accounts of what happened on this voyage. Throughout the writing, the author is expressing the outcomes of hardships and challenges that were faced while aboard this boat. For example, the passengers had to collect rain water in tin cans which was only to be used for a very few purposes. Afterwards, they were cold, wet, and confused on why they would collect water

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that was practically useless. The writer also reveals his expectations for the trip, and the fact that they were somewhat met along the way. He was usually expecting some day-to-day weather changes but an overall enjoyable trip. Not only are journals first-hand accounts, they also reveal the date and/or time period the thoughts were written.

As you read the author's journal, the date of the accounts is evidently written above his thoughts. This detail is helpful while reading, so you understand how long sailors are at sea. The passengers on this ship were sailing for roughly five months until docking in California. These men, women, and children did not touch the ground for five months! The date of the account is also necessary so you have an idea of the challenges, such as weather in winter months. Along with revealing the time period, journal formats also show the reader the author's feelings.

Throughout this man's voyage, his feelings are evident by the use of the journal entries. Before setting sail, the author was very nervous and slightly upset he wouldn't



see his family and friends for two to three years. As he traveled on the ocean, he had some pleasant times being entertained by plays, orchestras, and get-togethers. When the boat arrived in California, the author was thrilled to soon be able to set foot on land and was curious to find out what was in store for his future.

The journal structure of the writing is helpful in order to understand first-hand experiences, be knowledgeable of the time period, and learn the feelings of the author. The first-hand accounts contribute to the authenticity of the writings. When you have a general idea of the time span, you might be able to further relate to the writer's thoughts. Throughout the poem, the feelings of this man contribute to the overall understanding of the character. This is why the format of the writing conveys experiences of a journey at sea.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. There is a strong organizational structure, and the introduction and conclusion effectively provide ideas that analyze how the journal structure conveys the experience of a journey at sea (*By using this format, the reader receives first-hand accounts of the writer's travels . . . time span sailors are at sea . . . feelings of the writer; learn a lot about the realistic occurrences on a ship*). These ideas are effectively developed with a thorough analysis (*author is expressing the outcomes of hardships and challenges . . . aboard this boat; date of the accounts . . . helpful . . . so you understand how long sailors are at sea; so you have an idea of the challenges, such as weather in winter months; feelings . . . nervous . . . upset . . . pleasant . . . thrilled . . . curious; when you have a general idea of the time span, you might be able to further relate to the writer's thoughts*) and substantial text details (*passengers had to collect rain water in tin cans; were sailing for roughly five months until docking in California; he wouldn't see his family and friends for two to three years; entertained by plays, orchestras, and get-togethers*). Transitions skillfully link ideas within the paragraphs (*By using this format, Afterwards*) as well as lead ideas from one paragraph to the next (*As you read the author's journal, Throughout this man's voyage*). There is an effective use of precise language that clarifies the author's ideas (*realistic occurrences, Throughout the writing, contribute to the authenticity*). Few errors are present in this response and do not interfere with meaning (*occurrences*).

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## STUDENT RESPONSE

Response Score: 3 points



7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

The journal structure used by the author conveys the experience by showing his point of view, explains what is happening while experiencing it, shows the dates of the events occurring, and makes it easier for the reader to understand what the experience was like.

The structure of the story shows the author's personal thoughts and emotions. It gives the reader a insight on what he is thinking and feeling. For example, it explains the struggle he faced with leaving his friends and his native land. It explains his hope for the journey to succceed saying "I have left all that is near and dear and turned my face towards a strange land, "hoping in that time to realize a fortune." It gives the reader a look at the war of emotions occurring in his mind - his fears and uncertain mindset about the trip, but also his hope and excitement. The reader truly gets to see things from his perspective.

Another feature shown by this structue is the exact time and date these events are occurring. For instance, the entry the author wrote on Sunday, September 30, shows his thoughts, actions, and feelings on that exact date. Without the journal structue, the reader could know what time period these events took place in, but the precise date would be unknown. Although it isnt something that is vital for the passage to make sense, it adds to the reality of the story, making the reader think about how this was a real story a real person experienced.

In addition to showing the exact date the events happened, it also showed the reader the exact time things happened, like explaining what passengers did during the day and how they entertained themselves. It also explained what nights were like, adding to the precise detail that shows the reality of the story.

Overall, the structure of the passage makes it easier to understand. The author gave descriptive explanations of what his life during the journey was like, with entries including "We had delightful moonlight evenings, but the air was most too sharp to enjoy them properly. While the weather was pleasant and the sea smooth, we repaired the deck in the evening and mingled in the mazy dance, or listened to the charming notes of the violin." It adds an insight to what his life was like, and explains the atmosphere of the journey, adding to the information people today have.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and the introduction clearly addresses how the journal structure conveys the experience of a journey at sea (*explains what is happening while experiencing it, shows the dates of the events occurring, and makes it easier for the reader to understand what the experience was like*). These ideas are developed with a clear analysis (*shows the author's personal thoughts and emotions; insight on what he is thinking and feeling; it gives the reader a look at the war of emotions; gets to see things from his perspective; adds to the reality of the story . . . real story a real person experienced; adding to the precise detail that shows the reality of the story*) and sufficient, accurate references to the text (*struggle he faced with leaving his friends and his native land, "I have left all that is near . . . realize a fortune"; Sunday, September 30; "We had delightful moonlight evenings . . . listened to the charming notes of the violin"*) that together address how the journal structure conveys the experience of a sea journey. Appropriate transitions link ideas, both between and within paragraphs (*For instance, Without the journal, Overall*) and the language is precise and helps to explain things from the author's perspective (*war of emotions, fears and uncertain mindset, show the reality*). Few errors are present and they seldom interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points

7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

In "The Sea Journal," Ehos Christmon uses a Journal structure to tell the story of sailing from Pennsylvania to California. I think the structure helps give the story a more life-like perspective since you read it in first person. Also, having dates give you an example of how long this takes place for.

To begin, since the story is written as if it was a real journal, it gives you a closer point of view of the character and his journey. This way, you can get a better understanding of the trip and possibly feel as if you are experiencing it as well.

Because of the structure, you get full detail of what the main character is seeing and doing. Things such as "we have had delightful moonlight evenings but the air was most too sharp to enjoy them properly," and, "Following our vessel are quite a number of birds resembling our common barn swallow, called Mother Carey's chicks, which,

GO ON 

it is said, will follow us until we reach Cape Horn." are both good examples of that. You can imagine and feel the the evenings with "sharp air," and see birds flying in your head.

Finally, the dates also play a big rule in the passage. Without them, it would be hard to get an understanding of how long the trip is taking. Without the dates, how could you know that it took months? Because the entries are dated, it is easy to see how long this trip is taking.

Due to the journal structure, the reader gets a better understanding of the entire story in whole. If an author wants to write something that is centered around a large trip, I advise them to try writing in journal or diary entries.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and the introduction provides relevant ideas (*give the story a more life-like perspective since you read it in first person, having dates give you an example of how long this takes place for*). Each of these ideas addresses how the journal structure conveys the experience of a journey at sea and is developed with a clear analysis (*since the story is written as if it was a real journal, it gives you a closer point of view; as if you are experiencing it as well; you get full detail of what the main character is seeing and doing; You can imagine and feel . . . and see birds flying in your head; dates . . . Without them, it would be hard to get an understanding of how long the trip is taking; Because the entries are dated . . . easy to see how long this trip is taking*) and sufficient, accurate, and direct references to the text ("we have had delightful moonlight evenings"; "called Mother Carey's chicks, which, it is said will follow us until we reach Cape Horn"; it took months). Although the first idea (*you get full detail of what the main character is seeing and doing*) is more fully developed than the second idea (*the dates also play a big rule in the passage*), holistically this is an adequate response that adequately analyzes how the journal structure conveys the experience of a journey at sea. Appropriate transitions link ideas (*To begin, This way, Due to the journal structure*). Few errors are present and do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 2 points



7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

The author uses a journal structure and writes multiple entries on his trip on a boat from Pennsylvania to California. The journal structure conveys the experiences of his journey by showing how conditions changed, explaining hardships, and telling about how the sailors spent their free time.

Journal structure shows how condition changed on his trip. The author mentions rations getting smaller as time goes. He also explains how the weather has changed.

Journal structure also shows the hardships the sailors faced. When they were running out of water, he said “All hands have been engaged catching water in a tin cup or bottle, but very little of this water is fit for drinking.

Another way journal structure helps convey the author’s journey is by describing what he and the other sailors do in their free time. For example, he says “We have opened a theater in the second cabin and ‘Macbeth’ was played with great effect”.

Journal structure helps convey the authors journey by showing how the journey changed over time, describing hardships, and telling what the sailors did for fun. In conclusion, journal structure helped the author relate his journey to the reader.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The organizational structure is weak and although the introduction provides some ideas about what happened on the journey (*showing how conditions changed, explaining hardships, and telling about how the sailors spent their free time*), these ideas are weakly developed and lack explanation of how the journal structure conveys the experience of a journey at sea. A weak analysis (*writes multiple entries*) shows some awareness of how writing in a journal relates to analyzing how the journal structure conveys the experience of a journey at sea; however, much of the response retells what happened on the sea journey using the text (*rations getting smaller, “All hands have been engaged catching water . . . fit for drinking, “We have opened a theater . . . with great effect”*) with little to explain how these references relate to the task. Transitions (*For example, In conclusion*) are used inconsistently. Few errors are present and they do not interfere with meaning.



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## STUDENT RESPONSE

## Response Score: 2 points

7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

The structure of the story conveys the experience of a journey at sea. It does this by making it like a captain's journal, because it used dates throughout the story, the character writes details about the weather and boat, and the character gives his location.

First, the character uses dates throughout the story. Because he uses dates such as "Wednesday, July 11th, 1849." We know what is happening on what day. We also know the order in which these things are happening because of the dates. A captain's journal usually has dates to keep track of what's going on.

Second, the character writes details about weather and the boat. That way we know how the weather was. If it was harsh, or if it was nice and sunny. Writing about the boat also lets us know if the boat got through well. An example is when he says "During a storm Saturday night our rudder

GO ON 

again gave way and required sometime to render it useful the next morning." A captin would have this in his jurnol to know how his boat is doing and the recent wheather.

Third, the charicter keeps giving his location, such as when he said "We crossed the Tropic of Cancer in damp and disagreeable wheather, and now are in the Trade Winds." This helps us know the rout they took, and where they were the whole time. It also helps us know if they had to veer off path. A captin would have this in his jurnol to know where he was before.

In conclusion, this structure conveys the experiance of a journey at sea. It dose this becuse the charicters keeps track of dates, writes detals about the wheather and boat, and always gives his location. It makes it feel like a captins jurnol at sea.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The introduction states an opinion (*by making it like a captins jurnol*) and includes three ideas (*it used dates throughtout the story, writes detals about the wheather and boat, charicter gives his location*). These ideas are weakly developed with an inconsistent analysis (*jurnol ussaly has dates to keep track of whats going on; That way we know how the wheather was; This helps us know the rout they took*) that does little to explain how knowing the specific date or knowing the weather conveys the experience of a journey at sea. Instead, the analysis primarily focuses on why the information would be found in a captain's journal without explaining the significance to the experience of a sea journey. General references to the text (*he uses dates such as "Wensday, July 11th, 1849"; "During a storm Saturday night our rudder . . . useful the next morning"; "We crossed the Tropic . . . in the Trade Winds"*) provide an example for each of the ideas, but these alone do not explain how the journal structure conveys the experience of the sea journey. Errors are present, primarily in spelling, that sometimes interfere with meaning (*journey, throughtout, charicter, happining, captins, ussaly*).

## STUDENT RESPONSE

Response Score: 1 point



7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

The structure of this story is like a journal. This structure conveys the experience of a journey at sea because it makes it more interesting to read.

First, he rights alot about leaving. He wants to know if his friends will be their when he gets back and what he will be and how much hes changed.

Next, then there is the difficulties of when he left. Their was non-stop rain. It would start out slow then it would get harder and the wind was bad too.

Then, when they are about to be home they got stopped by the Custom House officers and they had them anchor until morning.

Finally, that is how the structure conveys the experience of a journey at sea.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure and although the introduction does address how the journal structure conveys the experience of a journey at sea (*it makes it more interesting to read*), the remainder of the response paraphrases the events of the passage without explaining how the journal structure makes it more interesting to read. There is little explanation provided to connect the text references to the task of analyzing how the journal structure conveys the experience of a journey at sea. Few transitions are used and they do little to link ideas (*First, Next, Finally*).

## STUDENT RESPONSE

## Response Score: 1 point

7. The author uses a journal structure to relate his experiences aboard a ship traveling from Pennsylvania to California. Write an essay analyzing how this structure conveys the experience of a journey at sea. Use evidence from the passage to support your response.

Pennsylvania is a long way from California. They would probaly have to stop for supplys every now and again. They did stop a Chile for supplys. They will need to have a great deal of hardship to make it to their destonation alive. They have to eat animals from the ocean to survive.

They had to drink rain for water. They coulde not clean them self properly. The crew did a lot of fishing for fun and food. The crew got to see the clear blue waters of the Caribean.

This must have been one long trip. Which must have had a lot of hardship.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure and the response lacks focus, as the response is primarily a retelling of the text with a few brief evaluative statements that do little to address how the journal structure conveys the experience of a journey at sea (*Pennsylvania is a long way from California, They coulde not clean them self properly, This must have been one long trip*). Few transitions are used to link ideas, and there are errors in sentence structure and spelling (*coulde, probaly, supplys, destonation*) that sometimes interfere with meaning.

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS**

**Directions:**

On the following pages are the Language questions.

**Directions for Multiple-Choice Questions:**

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

## STANDALONE MULTIPLE-CHOICE QUESTIONS

8. Read the paragraph.

(1) Until 1945, a type of pen called the fountain pen provided a popular option for writing with ink. (2) However, many people complained that the fountain pens required too much time to fill with ink, and they also complained that the pens did not write smoothly and that the pens left ink spots on paper and that these were caused by the ink that dried too slowly. (3) Some inventors, like Milton Reynolds of Chicago, began to think of ways to solve those problems. (4) The solution was to create the ballpoint pen.

Which revision of sentence 2 **most** improves the style of the paragraph?

- A. However, many people complained that fountain pens required too much time to fill with ink, did not write smoothly, and left ink spots on paper because the ink dried too slowly.
- B. However, many people complained about the ink that dried too slowly and left spots on paper and the pens not writing smoothly and requiring too much time to fill.
- C. However, many people complained because the ink dried too slowly and left ink spots on paper. The pens did not write smoothly, and then they required too much time to fill.
- D. However, many people complained that fountain pens required too much time to fill with ink. They complained that the pens did not write smoothly and that the ink that dried too slowly left ink spots on paper.

Item Information	
Alignment	D.2.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	58% (correct answer)
p-value B	7%
p-value C	17%
p-value D	18%
Option Annotations	The student is asked to determine which revision of sentence 2 most improves the style of the paragraph. Option A is the correct answer because it states the ideas in the sentence in the most clear and concise way. Option B is not correct since it is a run-on sentence and does not contain parallel structure. Option C is not correct since it reverses the structure of the main ideas and separates them into two sentences, resulting in a lack of conciseness. Option D is not correct since it unevenly distributes the main ideas between two sentences, the second of which is a run-on, resulting in a lack of clarity.

9. Read the paragraph.

Valley Forge will always be famous as an important location of General Washington’s troops during the Revolutionary War. However, it is also the location of the Valley Forge National Historic Park. No one can see the forges that gave the valley its name—they are burned by the British before Washington and his soldiers occupied the area—but visitors can see General Washington’s headquarters, restored log cabins where Washington’s soldiers may have slept, and earthworks that protected the soldiers from British guns. Visitors can learn a lot of history at Valley Forge.

Which underlined words should be changed to correct the inappropriate shift in verb tense?

- A. will always be
- B. are burned
- C. may have slept
- D. can learn

Item Information	
Alignment	D.1.1.6
Answer Key	B
Depth of Knowledge	2
p-value A	11%
p-value B	68% (correct answer)
p-value C	15%
p-value D	6%
Option Annotations	The student is asked to determine which underlined words should be changed to correct the inappropriate shift in verb tense. Option B is the correct answer because the phrase “are burned” should be changed to “were burned” since the described event occurred in the past. Options A, C, and D are not correct since they are written in the correct tenses.



10. Read the paragraph.

(1) Public places like airports, train stations, and hospitals should continue to have wall clocks with the correct time. (2) It is true that people often have the following items: mobile phones, computers, and wristwatches. (3) Rushing, carrying heavy bags, and searching through pockets can make it difficult for people to check their devices for the time. (4) There should be wall clocks electronic screens, or announcements over the loudspeaker so that people can avoid being late.

Which revision would correct the mistake in punctuation?

- A. Add a comma after places in sentence 1.
- B. Remove the comma after phones in sentence 2.
- C. Remove the comma after Rushing in sentence 3.
- D. Add a comma after clocks in sentence 4.

Item Information	
Alignment	D.1.2.4
Answer Key	D
Depth of Knowledge	2
p-value A	9%
p-value B	3%
p-value C	7%
p-value D	81% (correct answer)
Option Annotations	The student is asked to determine which revision would correctly punctuate items in a series. Option D is the correct answer because a comma is needed after “clocks” to separate items in a series. Option A is not correct since “places” is not part of a series and does not need a comma. Option B is not correct since “phones” is part of a series and does need a comma. Option C is not correct since “rushing” is part of a series and does need a comma.

11. Read the paragraph.

(1) Some students enjoy participating in our school band simply because they like music so much. (2) However, other students enjoy being in band because of the opportunity you have to perform with others. (3) Our band students perform for many different audiences throughout the school year, and they also get to attend several musical competitions. (4) The band director prepares them well for their performances.

Which sentence should be revised to correct the inappropriate shift in pronoun person?

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

Item Information	
Alignment	D.1.1.4
Answer Key	B
Depth of Knowledge	2
p-value A	11%
p-value B	39% (correct answer)
p-value C	25%
p-value D	25%
Option Annotations	The student is asked to determine which sentence should be revised to correct the inappropriate shift in pronoun person. Option B is the correct answer because the word “you” should be “they” since it refers back to “students.” Options A and C are not correct since “they” correctly refers back to “students.” Option D is not correct since “them” and “their” correctly refers back to “students.”

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	A-C.2.1.3	B	2	15%	75%	4%	6%
2	A-V.4.1.2	A	2	70%	12%	10%	8%
3	A-V.4.1.1	B	2	12%	75%	10%	3%
4	A-K.1.1.1	Part One: D Part Two: B, D	3	Mean Score: 1.96			
5	A-K.1.1.3	A	3	57%	16%	20%	7%
6	A-K.1.1.2	C	3	23%	18%	43%	16%
8	D.2.1.2	A	3	58%	7%	17%	18%
9	D.1.1.6	B	2	11%	68%	15%	6%
10	D.1.2.4	D	2	9%	3%	7%	81%
11	D.1.1.4	B	2	11%	39%	25%	25%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
7	E.1.1	4	3	1.59

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**ACKNOWLEDGEMENTS**

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# **PSSA Grade 7 English Language Arts Item and Scoring Sampler**

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