



**pennsylvania**  
DEPARTMENT OF EDUCATION

# **The Pennsylvania System of School Assessment**

## **English Language Arts Item and Scoring Sampler**



**2019–2020**  
**Grade 6**

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## INTRODUCTION

### General Introduction

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

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

### Pennsylvania Core Standards (PCS)

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

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

- [www.education.pa.gov](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!']

### What Is Included

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

### Purpose and Uses

The items in this sampler may be 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.

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

## Item Format and Scoring Guidelines

The 2019–2020 PCS-based PSSA has multiple types of test questions. For grade 6, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, and Text-Dependent Analysis (TDA) prompts.

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

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

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

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

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

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

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

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

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

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

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

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


<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 6**

This English Language Arts Sampler is composed of 3 passages, 7 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis prompt, and 4 Conventions of Standard English multiple-choice questions.

There are 3 passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions and an evidence-based selected-response question. The second passage is followed by a set of passage-based multiple-choice questions and an evidence-based selected-response question. The third passage is followed by a text-dependent analysis prompt. This booklet also contains 4 Conventions of Standard English multiple-choice questions.

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

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

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

On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

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

For the multiple-choice questions:

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

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

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

For the evidence-based selected-response questions:

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

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

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

For the TDA Essay:

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

## PASSAGE 1

The following passage and poem are about inventions. Read the passage and answer questions 1–4. Then, read the poem and answer questions 5–9.

## Professor Naismith's New Game

by Jessica Van Dessel

“Touch your toes! Bend your knees! Up and down!” Ernest grumbled bitterly. “Over and over and over again! Wouldn't it drive you out of your mind?”

Jimmie didn't bother to reply as he stumbled along behind his brother on their way to the YMCA. It was just too cold to talk, this December day in 1891. Besides, Ernest was only complaining about his physical education class again.

“Football,” Ernest went on, “is worth coming to class for. So's baseball. But what can you do when the playing fields are frozen and covered with snow? You're stuck in the gym, lifting dumbbells. One-two, one-two! What fun!”

Jimmie was proud of his older brother, most of the time. He was attending the International YMCA Training School in their hometown of Springfield, Massachusetts, studying to qualify as a future YMCA director. But now he had this gym class. For weeks, they'd been doing nothing but gymnastic drills and calisthenics. Class was boring, and Ernest disliked it. Jimmie was just tired of hearing about it.

“I'm not the only one who's fed up, either,” Ernest was saying. “We're grown men in this class, not kids. If something doesn't change soon, everyone's going to—” He broke off. They had entered the gymnasium.

Jimmie pulled off his coat and scarf, glad to be out of the wind. He gazed around. The gym was built like a fortress, with high windows and thick walls. A narrow balcony, about ten feet above the floor, ringed the entire room. Along the walls were racks of dumbbells and heavy wooden exercise clubs.

With Jimmie tagging behind, Ernest crossed the gym to where a big man with a mustache was directing the janitor up on a ladder. “Professor Naismith?” Ernest placed his hand on Jimmie's shoulder. “Can my little brother stay here during class?”

The man turned and looked Jimmie up and down. “I suppose so,” he said. “But he'll have to go up on the balcony, out of the way.”

“Yes, sir!” Ernest grabbed Jimmie's collar and trotted him over to the stairs. “Don't cause any trouble,” he warned in a whisper. Jimmie shook himself free and shot up the stairs. He strolled around the balcony until he reached the other side of the gym, far away from his brother. Then he hung his arms over the railing and surveyed the scene below.



There were eighteen adult students in the class. Most of them looked to be in their twenties. Each wore a gym uniform—gray woolen pants and a long-sleeved black jersey. Jimmie waited for them to line up and start the boring exercises Ernest had described. Instead, Professor Naismith gathered them and held up a soccer ball.

“Today,” the professor announced, “we’re going to try something new.”

Groans echoed through the gym as the class anticipated a new drill. Naismith gestured for silence.

“A few weeks ago, the athletic department director presented me with a challenge: invent a new game. It could be any kind of game, as long as it could be played indoors without damaging either the players or the facilities—and as long as it was more enjoyable than these endless exercise drills.” Professor Naismith grinned, and the class muttered agreement. “I had fourteen days to invent the game. Well, today’s the deadline, and all I’ve got is an idea I thought up at three o’clock this morning. But we’re going to try it anyway!”

“This will be a game of skill rather than strength! It will be fair to all players! The object is to throw this ball into one of those baskets.” Professor Naismith pointed in Jimmie’s direction. Jimmie looked down; nailed to the lower edge of the balcony, just below his feet, was an empty peach basket. A second basket was nailed up on the opposite side of the gym.

Professor Naismith took a sheet of paper from his pocket and read out the rules of his new game. The ball could be thrown or batted in any direction. A player could not run with the ball. He had to throw it from the spot where he caught it. Pushing, tripping, and tackling were forbidden.

Jimmie liked what he heard. This sounded like a game he could play.

“Break into two teams of nine,” Naismith said and walked to the center of the gym. Buzzing with interest, the class followed him.

“The game will start when I release the ball. One . . . Two . . .” Jimmie leaned forward, gripping the balcony rail as the professor counted. “THREE!” Naismith flipped the ball straight up into the air. With wild yells, eighteen bodies lunged after it.

One man grabbed the ball. He stood in place while his teammates ran toward their basket, shouting for him to pass it. The opposing players jumped around with raised arms, hoping to block or intercept the ball. Jimmie raced around the balcony, trying to keep up with the action as the ball passed among the men below. When a large, red-haired man on Ernest’s team got the ball, he looked down the court and threw it with one hand straight at the goal. It sailed under the basket and out of bounds.

PHWEET! Professor Naismith blew his whistle. “Pass the ball!” he shouted. “Pass it to a teammate who’s closer to the basket!”

The first player to reach the ball tossed it back onto the court. Then Ernest got the ball. He tried to pass it to a teammate closer in, as Naismith instructed, but an opponent grabbed it in midair, turned, and heaved it wildly toward his own goal. The ball missed by a mile and bounced beneath the balcony. Five men went for it at once, smashing into the equipment racks. CRASH! Dumbbells rolled all over the floor.

PHWEET!

“Time out!” Naismith called. “Let’s pick this up!” Both teams dashed over to clean up quickly so they could continue the game. Soon the ball was back in play.

Although Professor Naismith often had to blow his whistle and stop the game as the players broke the rules or crashed into each other, Jimmie thought the men were getting a little better at moving the ball around. The class was certainly getting a lot of exercise! Nobody was quite sure what he was supposed to be doing, but they were all doing it as hard as they could anyway.

Now the ball belonged to a fellow named Bill Chase. Holding it above his head, he ducked to dodge an elbow—then realized he had an open shot to the basket. With both feet flat on the ground, Chase aimed carefully, then pushed the ball from his chest with two hands, lobbing it softly through the air in a high arc. Jimmie held his breath. The ball swooped down, teetered on the rim of the basket, and fell in.

“Yes!” Jimmie shouted with joy. Ernest’s team erupted in cheers, while the opposing players good-naturedly tried to boo them down. Professor Naismith placed his hands on his hips and smiled broadly.

Then the cheering and shouting died away. Jimmie looked down. Eighteen faces were staring up at the balcony with puzzled expressions. They’d just realized something.

The ball was in the basket.

The basket was ten feet off the ground.

“After we score a goal, sir,” someone ventured, “how do we get the ball back?”

Professor Naismith rubbed his forehead. “I guess we’ll have to borrow the janitor’s ladder again.”

But before the janitor could come plodding back in, Jimmie had an idea. He knelt down above the basket and stretched his arms through the balcony rail. He could just touch the ball with his fingertips, but it was enough. He pulled the ball up and pushed it over the rim.

Both teams hurraed as the ball dropped down and bounced across the floor. Everyone scrambled after it. CRASH!

PHWEET!

“We’re out of time!” Naismith announced. “Class is over.” He grinned at their disappointed faces. “Don’t tell me you actually enjoyed our session today!”

Jimmie didn’t want the game to end, either. As he came slowly down the stairs, Ernest smiled at him, proud that he had helped out.

“What do you call your game, sir?” Bill Chase asked, still puffing from the exercise.

Naismith shrugged. “I hadn’t thought about a name. Gymnasium-Ball, perhaps?”

“That’s too dull for such a good game,” the red-haired fellow said. Jimmie agreed. An exciting sport like this should have a really good name, something with a lot of bounce that caught the whole spirit of the game.

“How about Naismith-Ball?” someone suggested. The professor waved that away with a snort.

As the class filed out, Jimmie listened to the men discussing ways to solve the problem of retrieving the ball.

“If there was a string you could pull, to tip the basket and shake the ball out . . .”

“Or if you poked a long stick into the basket, maybe you could push the ball out . . .”

Jimmie frowned. He had a feeling they were all missing a perfectly simple solution.

“I can get an old basket,” Ernest was saying, “and nail it up to the haymow in our barn. Jimmie, old pal, I’ll need to borrow your soccer ball.”

“Only if I can play, too!”

Jimmie couldn’t wait to show his friends the new game. He knew they’d love it. And they would show their friends, and those friends would show friends, until pretty soon, everyone would be playing it.

Basket-Ball, Jimmie thought. That’s what we ought to call it.

**Multiple-Choice Question**

1. How does Jimmie’s experience in the balcony **most** contribute to the plot in “Professor Naismith’s New Game”?
- A. Jimmie learns the rules of the game so that he will be ready to play in the future.
  - B. Jimmie is able to think about a name for the game while he is watching it.
  - C. Jimmie helps Professor Naismith decide when it is time to pass the ball.
  - D. Jimmie is able to retrieve the ball so that the game can continue.

Item Information	
Alignment	A-K.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	30%
p-value B	17%
p-value C	6%
p-value D	47% (correct answer)
Option Annotations	The student is asked to determine how Jimmie’s experience in the balcony most contributes to the plot in the passage. Option D is the correct answer since Jimmie is able to recover the ball from the basket. Option A is not correct since, even though Jimmie does learn the rules while in the balcony, his experience in this setting does not directly contribute to him being able to play in the future. Option B is not correct since it is only after the game is over that Jimmie thinks of a name for the new game. Option C is not correct since Jimmie does not assist Professor Naismith in this way from the balcony.

**Evidence-Based Selected-Response Question**

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

**Part One**

What is the main problem at the beginning of “Professor Naismith’s New Game”?

- A. The students want to be treated as adults.
- B. The students dislike the rules of the new game.
- C. The students prefer to play outside in cold weather.
- D. The students think the physical education class is boring.

**Part Two**

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

- A. “ ‘Over and over and over again! Wouldn’t it drive you out of your mind?’ ”
- B. “ ‘But what can you do when the playing fields are frozen and covered with snow?’ ”
- C. “ ‘We’re grown men in this class, not kids. If something doesn’t change soon, everyone’s going to—’ ”
- D. “ ‘This will be a game of skill rather than strength! It will be fair to all players!’ ”

Item Information	
Alignment	A-K.1.1.1
Answer Key: Part One	D
Answer Key: Part Two	A
Depth of Knowledge	3
Mean Score	.95
Option Annotations	<p>The student is asked to identify the main problem at the beginning of the passage and to select the evidence from the passage that supports this problem.</p> <p><b>Part One:</b> Option D is the correct answer since in the passage, Ernest complains about the repetitive nature of the exercises. Option A is not correct; even though Ernest complains about not being treated as an adult, this is not the main problem that drives the plot. Option B is not correct; it is not supported at all by the content of the passage. Option C is not correct since Ernest admits that the weather is too cold outside to play sports.</p> <p><b>Part Two:</b> Option A is the correct answer since the words “over and over” support the idea that Ernest and the other students are tired of the monotony of the exercises they do. Option B is not correct since it only admits the students’ resignation to exercising indoors. Option C is not correct since it reinforces the idea that the students believe they should be challenged as adults. Option D is not correct since it expresses the view of the professor that the game should be based primarily on skill.</p>

**Multiple-Choice Questions**

3. Which description is the **best** summary of “Professor Naismith’s New Game”?
- A. Ernest complains about his gym class. Jimmie is tired of listening to his brother talk about the class. Jimmie sits in the balcony and watches while the professor talks about a new game. The professor thought of the game in the middle of the night. The game has many rules, and Jimmie thinks about playing the game someday.
  - B. Professor Naismith thinks up a new game for gym class. Jimmie goes with his brother Ernest to the class. The game uses baskets nailed to the balcony of the gymnasium. The game has many rules, and Professor Naismith explains them. He did not think about what to do once the ball was in the basket. Jimmie watches how everyone in the game reacts.
  - C. Ernest complains to Jimmie about how boring his gym class is. However, once they get there Professor Naismith explains a new game he has created. Jimmie watches the game from the balcony and retrieves the ball when it gets stuck in the basket. Ernest and Jimmie discuss the game on the way home and Jimmie thinks of a name for it.
  - D. Ernest and Jimmie help Professor Naismith think up a new game. Professor Naismith asks Jimmie to sit in the balcony and get the ball when it goes into the basket. Sometimes the players do not know what they are doing. While he watches the game, Jimmie thinks about ways to improve it. At the end of the passage, Jimmie thinks of a name for the game.

Item Information	
Alignment	A-K.1.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	12%
p-value B	18%
p-value C	60% (correct answer)
p-value D	10%
Option Annotations	The student is asked to identify the best summary of the passage. Option C is the correct answer since it contains the key events of the passage. Option A is not correct since it contains minor details and does not include the resolution. Option B is not correct since it is illogical to the reader due to inaccuracies in the plot and order of events. Option D is not correct since it contains some inaccuracies about the plot.

4. How does the author develop the point of view in “Professor Naismith’s New Game”?
- A. The author uses first person to describe the events from Ernest’s perspective.
  - B. The author uses first person to describe the events from Professor Naismith’s perspective.
  - C. The author uses third person to describe the events through the observations of Jimmie.
  - D. The author uses third person to describe the events through an outsider recording the action.

Item Information	
Alignment	A-C.2.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	11%
p-value B	11%
p-value C	51% (correct answer)
p-value D	27%
Option Annotations	The student is asked to determine how the author develops the point of view in the passage. Option C is the correct answer since the passage uses third-person limited point of view to describe events through the perspective of Jimmie. Options A and B are not correct since the passage does not use the first-person point of view. Option D is not correct since the passage uses a limited, not omniscient, point of view.

## PASSAGE 2

**Inspired Inventions**

by Gautam Sen

A flying kite inspired man for a flight—  
a dragonfly instilled helicopter;  
a rainbow aroused a painter's delight,  
mountains converted man into sculptor.

A shooting star infused a rocket's flight  
with speed of a comet added to it.  
As dazzled all o'er with lightning at night—  
electricity made dark nights moonlit.

Concepts from myths did never get ignored;  
Sun's chariot forced the thought of a deal  
into many primitive hearts that soared—  
so power of a horse was put to a wheel.

Great Masterminds with deep inner notions  
unveiled clues before their intrusive eyes;  
with their inventions and innovations  
they fetched modern science a smiling sunrise.



**Multiple-Choice Questions**

5. Read the lines from “Inspired Inventions.”

“a dragonfly instilled helicopter;”

“A shooting star infused a rocket’s flight”

How do these lines contribute to the development of a main theme in the poem?

- A. The lines support the idea that some inventions are quite simple.
- B. The lines support the idea that some inventions are inspired by nature.
- C. The lines support the idea that inventors need to explain their inventions.
- D. The lines support the idea that inventors must overcome many challenges.

Item Information	
Alignment	A-C.2.1.2
Answer Key	B
Depth of Knowledge	2
p-value A	9%
p-value B	70% (correct answer)
p-value C	10%
p-value D	11%
Option Annotations	The student is asked to determine how the given lines contribute to the development of a main theme in the poem. Option B is the correct answer; the design of elements of nature such as the dragonfly inspired the invention of the helicopter, and the motion of a shooting star inspired the design of the rocket. Option A is not correct since there is no textual evidence to support the concept that the inventions are simple. Option C is not correct since the poem does not state that inventors need to explain their inventions. Option D is not correct since the poem does not state that inventors must overcome challenges.

6. Read the line from “Inspired Inventions.”

“Great Masterminds with deep inner notions”

How does the phrase “Great Masterminds” impact the meaning of the poem?

- A. The phrase emphasizes the challenges inventors face as they work on inventions.
- B. The phrase shows that inventors like to have control over their inventions.
- C. The phrase shows how prideful some inventors must feel.
- D. The phrase emphasizes a sincere respect for inventors.

Item Information	
Alignment	A-C.2.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	27%
p-value B	13%
p-value C	22%
p-value D	38% (correct answer)
Option Annotations	The student is asked to determine how the phrase “Great Masterminds” impacts the meaning of the poem. Option D is the correct answer; since the phrase suggests that the inventors were geniuses, the connotation is that of respect. Option A is not correct since the phrase does not suggest challenge. Option B is not correct since the phrase does not suggest the inventors wanted control of their inventions. Option C is not correct since the phrase does not suggest the inventors were excessively proud of themselves.

7. Read the line from “Inspired Inventions.”

“they fetched modern science a smiling sunrise.”

What does the metaphor “smiling sunrise” convey about modern science?

- A. Modern science continues to have an optimistic future.
- B. Modern science tries to attract many different inventors.
- C. Modern science recognizes the sun as a power source.
- D. Modern science makes inventors happy.

Item Information	
Alignment	A-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	44% (correct answer)
p-value B	13%
p-value C	20%
p-value D	23%
Option Annotations	The student is asked to interpret the metaphor “smiling sunrise.” Option A is the correct answer since the word “smiling” suggests optimism, and “sunrise” suggests the beginning of a new era. Therefore, the phrase suggests that modern science will continue to have a bright future with subsequent inventions. Options B, C, and D are not correct since they do not support the context of the given metaphor or the content of the poem.

**Evidence-Based Selected-Response Question**

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

**Part One**

Which theme is shared by the passage and the poem?

- A. Some inventions lack recognition.
- B. Some inventions are poorly imagined.
- C. Some inventions bring great pleasure.
- D. Some inventions are inspired by the past.

**Part Two**

Which evidence from the passage and the poem support the answer in Part One? Choose **two** answers.

- A. “ ‘After we score a goal, sir,’ someone ventured, ‘how do we get the ball back?’ ” (“Professor Naismith’s New Game”)
- B. “ ‘Don’t tell me you actually enjoyed our session today!’ ” (“Professor Naismith’s New Game”)
- C. “a rainbow aroused a painter’s delight,” (“Inspired Inventions”)
- D. “Concepts from myths did never get ignored;” (“Inspired Inventions”)

Item Information	
Alignment	A-C.3.1.1
Answer Key: Part One	C
Answer Key: Part Two	B, C
Depth of Knowledge	3
Mean Score	1.9
Option Annotations	<p>The student is asked to determine which theme is shared by the passage and the poem and to select the evidence from the two texts that support this theme.</p> <p><b>Part One:</b> Option C is the correct answer since both the passage and the poem show how nature-inspired inventions and a game can be enjoyed by people. Option A is not correct since both basketball and the inventions named in the poem have enjoyed great fame. Option B is not correct since both basketball and the inventions named in the poem were great conceptualizations brought to fruition. Option D is not correct since in the passage, the invention of basketball was not inspired by past events.</p> <p><b>Part Two:</b> Options B and C are correct since they provide textual evidence from the poem and the passage to show that some inventions have brought great joy to others. Option A is not correct since it is merely a question about the rules of the game. Option D is not correct since it supports option D, not option C, from Part One.</p>

**Multiple-Choice Question**

9. How are “Professor Naismith’s New Game” and “Inspired Inventions” different in the way they discuss inventions?
- A. “Professor Naismith’s New Game” describes the careful planning of one invention, and “Inspired Inventions” describes the careful planning of many inventions.
  - B. “Professor Naismith’s New Game” focuses on a single event to show the origin of an invention, and “Inspired Inventions” describes the inspirations for several inventions.
  - C. “Professor Naismith’s New Game” contrasts a previous invention with a new one, and “Inspired Inventions” compares several inventions.
  - D. “Professor Naismith’s New Game” explains how an invention changed over time, and “Inspired Inventions” explains the history of many inventions.

Item Information	
Alignment	A-C.3.1.1
Answer Key	B
Depth of Knowledge	3
p-value A	22%
p-value B	55% (correct answer)
p-value C	11%
p-value D	12%
Option Annotations	The student is asked to determine how the passage and the poem are different in the way they discuss inventions. Option B is the correct answer since the passage focuses on the events in a story to show how basketball was invented, while the poem focuses on how nature and mythology were inspirations for several inventions such as the helicopter and the carriage. Option A is not correct since in the passage, Professor Naismith does not carefully plan the invention of basketball; he comes up with the game in the middle of the night. Option C is not correct since the passage does not contrast basketball with other sports. The poem does not compare several inventions; it merely shows how elements of nature helped to provide the ideas for their creation. Option D is not correct since in the passage, how basketball changed over time is not discussed.

## PASSAGE 3

Read the following passage about Lynne Cox. Then answer question 10.

## Long-distance swimmer and author Lynne Cox

by Michael Clarke

Lynne Cox is a famed open water swimmer and author of the best-selling book *Swimming to Antarctica* (2004)—a chronicle of her swims across the Bering Strait, the English Channel (twice), and one mile to the shores of Antarctica.

Her book *Grayson* (2006) is the remarkable story of her experience swimming with a lost gray whale off the coast of California when she was just 17 years old. We spoke with Lynne to get her thoughts on that amazing experience.

**It's been a busy year for you.** Oh very much so. I'm here today gone tomorrow. The book tour that every author loves and dreads and loves again has me going. But, it's been a tremendous year.

**After *Swimming to Antarctica*, why did you decide to venture into the young adult/children's genre?** Actually I wrote it for adults, but it turns out it's being read to all ages. The youngest reader I met was four years old. The oldest is 97. It's really cool. I met a librarian from Carlsbad, California, and she and her husband would take turns reading a page at a time at night. You write a book and you never think about the way that story will be shared. But, it's so cool.

**The book is very detailed about your experience in the water with a gray whale you name Grayson. How did you come up with those details so many years after the event?** It's a combination of telling the story and making it more real by including details. So I went back and did research on everything to make sure it was accurate. Things like, do gray whales have four or five dimples on their back? I couldn't remember. I had to find that out. Or how big the mother whale gets and whether the female is bigger than the male. (She is!)

I would also try to describe what it's like to swim in certain situations. What it's like swimming through sunset. How the light becomes liquid. It's about trying to put the reader in the water with the whale and me.

**In the book you say, "Each day in the ocean was different." This day was certainly no exception. Is that what you like about it?** Absolutely! You never know what's going to happen. And you have to adjust to it. You think, "Okay, I can't just do the same freestyle. I've got to cut down the arm stroke." Or the waves will be strong so I'll have to work harder. It's hard for me to swim in a pool.

I just met a guy who swam Catalina Channel, and the way he trained for it was in his condo pool. How amazing to do something so big and amazing in your condo pool. The amount of laps he had to do. Wow.

**In the book you say, “Years later I realized that if I had found the baby whale on my first dive, I might never have heard him speak underwater . . . and I would never have known how far I could go down into the ocean depths on a single breath.” How did the experience with Grayson shape your belief in what was possible?** I think it made me realize the things that are impossible really aren’t. I mean think about it . . . how do you find a mother whale in the Pacific Ocean? I mean it’s startling. Realizing I could do something like that made me understand in life when things look really big, if you just take it in small steps—or small strokes—you get really close to achieving what you want to do.

**You also say, “I was beginning to realize that I needed to not only prepare physically for something, but mentally as well.” Is that the real struggle with long swims—the mental side?** Physical training prepares you mentally. During the swim with Grayson I was scared and wanted to get out of the water, but I kept talking to myself and telling myself to remain calm—to remind myself to swim closer to shore. And, I think all that is about training your mind as well as your body. But, sometimes I think if it’s so mental, why am I training so hard? (Laughs)

**Grayson would be 30 years old now. Do you think of him often?** Oh yeah. How could you not? It’s like having a relationship with somebody and they move on, and you always wonder what happened to them. Did he have a family? If I’m swimming off Palos Verdes and I see the migration of the gray whales, I always wonder if he’s out there with them.

**I have one question about Antarctica. Did you ever think before that swim, “You know if I have to fill my teeth with fluoride so they don’t shatter, maybe I should think twice about this?”** Well, actually that came from a book by Apsley Cherry-Garrard called *The Worst Journey in the World*. He and a friend were in Antarctica during the winter, and the climate made their teeth shatter.

I realized it wasn’t going to be that cold—because I swam there during the summer—but I didn’t know how swimming in 32 degree weather would affect me. Would it damage my hearing? Would the goggles be affected? Nobody knew. The best thing to do is try to protect against everything. And that’s why I had my teeth infused with fluoride and why we used dental material to protect my ear canal.

**What’s your next swim? Any other dangerous places you’re thinking of?** The backyard swimming pool. (Laughs) Right now I’m just happy to swim wherever I am. I’m headed to Florida, so maybe I’ll swim with the alligators and sharks.

**Do you train with a coach?** I haven’t trained with a coach since my late teens. I’ve pretty much coached myself. I feel like I know my body better than anybody else. I know when I need to push myself and when I need to slack off.

For Antarctica I did a lot of work on the ball and core training. I would usually do this for about an hour because I had to keep my head above water—precisely because your body heat leaves through your head.

**How did you stay self-motivated during your land training?** When you try new things, you’re always the worst at something, but you have to convince yourself that nobody is watching and nobody cares. My neighbor said to me as I was training, “I thought I was really awful, but then I saw you, Lynne.” (Laughs) I just said, “Suzy, I’m here to show you how far you’ve come.”



**Text-Dependent Analysis Prompt**

10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox’s experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

## Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on responding to the prompt.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.







## Text-Dependent Analysis Scoring Guideline

### #10 Item Information

<b>Alignment</b>	B-K.1.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.66
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### Assessment Anchor:

E06.B-K.1–Key Ideas and Details

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

E06.B-K.1.1.1–Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

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>

## STUDENT RESPONSE

Response Score: 4 points



10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox’s experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

Lynne Cox, an inspiring swimmer and author shows that both with swimming and writing – “things that are impossible really aren’t,” as in swimming with an abandoned whale, or writing up the whole experience to inspire others. Her experience as a swimmer relates to her experience as an author because she shows that you can’t prepare or know what will happen in your life. Next, you need to be mentally trained as well as physically trained. Finally, you have to be “self-motivated” with yourself in both writing and swimming. So, Lynne Cox’s experience as a swimmer and an author relate.

First, in paragraph five, Lynne says, “You never know what’s going to happen. And you have to adjust to it.” This shows that Lynne doesn’t know what will come up in her life. While swimming, you might have to change your stroke to stay above the water in harsh conditions. Also, as an author you know that each day is different on land, as well as “each day in the ocean [is] different. Whether you are swimming with a lost whale or accurately remembering your experience, for Lynne, being a swimmer and an author relate because you don’t know what will happen next in your life.

Second, in paragraph eight, as a swimmer,” “physical training prepares you mentally” as well as when you are an author you have to be mentally prepared to write about your experiences. Like Lynne, - she had to keep “talking to [herself] and telling [herself] to remain calm.” As a swimmer you have to stay calm mentally, while you know that your body is physically prepared, as well as in being an author. “I think all that is about training your mind as well as your body.” You have to put your mind and body into swimming and writing or else you aren’t going to succeed. So, as a swimmer and an author, you have to be physically and mentally trained.

Lastly, in paragraph 15, Lynne Cox had to stay “self-motivated during [her] land training” as well as during her writing. It doesn’t matter if people watch – “but you have to convince yourself that nobody ... cares [about how you are working on looking while you walk.]” Lynne was sharing her own stories of how she swam “the Bering Strait, the English Channel (twice), and one mile to the shores of Antarctica,” and how she swam “with a lost gray whale off the coast of California,” so she first needed to make sure that she could swim all of that, and after, she had to make sure that she could tell the stories. So, Lynne had to stay “self-motivated” during both her swims and being an author.

In conclusion, Lynne Cox’s experience as a swimmer and her experiences as an author relate. She had to know that she couldn’t prepare for everything, her physical and mental training are both important, and that she had to stay “self-motivated” when being both a famed swimmer and an inspiring author. Lynne Cox, shows people that with swimming you need writing to remember your experiences and with writing you need something to ponder and write about (swimming). So, Lynne Cox’s experiences as a swimmer and an author relate – because “things that are impossible, really aren’t.”

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The organizational structure is strong and supports the general focus (*both with swimming and writing—“things that are impossible really aren’t”*). Both the introduction and conclusion are effective in conveying the focus as well as three controlling ideas (*she shows that you can’t prepare or know what will happen in your life, you need to be mentally trained as well as physically trained, you have to be “self-motivated” with yourself in both writing and swimming*), all of which are drawn on to thoroughly analyze how Cox’s experience as a swimmer relates to her experience as an author. In the first body paragraph, the student provides a quote (*“You never know what’s going to happen. And you have to adjust to it”*) followed by thorough analysis integrated with relevant text (*Thisi shows that Lynne doesn’t know what will come up in her life. While swimming, you might have to change, Also, as an author you know that each day is different, for Lynne, being a swimmer and an author relate because you don’t know what will happen next in your life*). This same pattern (quote, analysis/text) is mirrored in the next paragraph which examines mental and physical preparations needed to be a swimmer and an author (*“physical training prepares you mentally” as well as when you are an author you have to be mentally prepared, you have to put your mind and your body into swimming and writing or else you aren’t going to succeed*). In the final body paragraph, the student provides a logical text reference with an embedded quote (*Lynne Cox had to stay “self-motivated during [her] land training” as well as during her writing*) to support thorough analysis also with embedded key text (*It doesn’t matter if people watch, Lynne was sharing her own stories of how she swam “the Bering Strait, the English Channel (twice), and one mile to the shores of Antarctica,” she had to make sure that she could tell the stories. So, Lynne had to stay “self-motivated” during both her swims and being an author. Lynne Cox, shows people that with swimming you need writing to remember your experiences and with writing you need something to ponder and write about (swimming)*). A skillful use of transitions (*Thisi shows, While swimming, Also, as an author, Whether you are swimming with a lost whale or accurately remembering your experience, In conclusion*) links ideas within and between paragraphs. The few errors present do not interfere with meaning.



## STUDENT RESPONSE

Response Score: 4 points

10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

Lynne Cox's experience as a swimmer relates to her experience as a writer. Lynne uses her swimming experiences to write her books. Her swimming experiences are advancing her writing experiences. In Lynne's writing, she refers to swimming while she gives advice and explains how she accomplished different goals.

Lynne wrote a book called "Grayson". It talks about her swimming with a lost gray whale along the coast of California. In the passage it states her saying, "It's a combination of telling the story and making it more real with details. I went back and did research on everything to make sure it was accurate. I would also try to describe what it's like to swim in certain situations." She used her memory for what she remembered while swimming, and she

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went back to do some research that would be informative to put in her book. She also explained what it was like swimming with the whale. She used something that happened to her as a swimmer to write about as an author.

In the passage, Lynne talks about how she "would never have known how far she could go down into the ocean." She talks more about the experience with Grayson: "I think it made me realize the things that are impossible really aren't. Realizing I could do something like that made me understand in life when things look really big, if you just take it in small steps or small strokes, you get really close to achieving what you want to do." She is taking her experience from swimming and explaining to others that they can do anything they want to. Lynne is saying that she didn't think she was going to swim with Grayson, but then she did. She achieved something she wanted to do, so as an author, in her books, she encouraged other people to achieve something they wanted to.

GO ON 

Lynne also talked about how to stay self-motivated. "When you try new things, you're always the worst at them, but you have to convince yourself that nobody is watching and that nobody cares." Lynne explained how she wasn't the best at training, but she got better. She is trying to explain to her readers to keep trying until you get it.

To sum it up, Lynne uses her swimming experiences to help with her writing. She writes about her swimming experiences and relates them to sayings that can help other people in life and give them motivation.

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. The introduction effectively recognizes the relationship between Lynne Cox's experience as a swimmer and her experience as an author (*Her swimming experiences are advancing her writing experiences, she refers to swimming while she gives advice and explains how she accomplished different goals*). This response incorporates thorough analysis (*She used something that happened to her as a swimmer to write about as an author, She is taking her experience from swimming and explaining to others that they can do anything they want to, She achieved something she wanted to do, so as an author, in her books, she encouraged other people to achieve something, Lynne also talked about how to stay self-motivated, She is trying to explain to her readers to keep trying until you get it*), effectively conveying how Cox used her experiences swimming to advance her writing, encourage others, and give them motivation. The analysis is based on substantial, relevant text and key details (*Lynne wrote a book call "Grayson". It talks about her swimming with a lost gray whale, "It's a combination of telling the story and making it more real with details," "if you just take it in small steps or small strokes, you get really close to achieving what you want to do," "When you try new things, you're always the worst at them, but you have to convince yourself"*). The conclusion (*Lynne uses her swimming experiences to help with her writing, can help other people in life and give them motivation*) successfully sums up the student's ideas, while effectively reinforcing the connection between Cox's experiences as a swimmer and her experiences as an author. An effective use of precise language and vocabulary (*advancing her writing experiences, accomplished different goals, encouraged other people*) is maintained throughout the response, and the few errors present do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points



10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

Lynne Cox's experience as a swimmer relates to her experience as an author majorly. Lynne's experience as a swimmer relates in many way as her experience as an author including staying self motivated, realizing things arent impossible, and preparing herself phisically and mentally.

Her experiences relate because she had to stay self motivated. Througout both her journeys in writing a book and swimming she had to realize that giving up would be a poor option. In the passage Lynne states "When you try new things, you're always the worst at something, but you have to convince yourself that nobody is watching and nobody cares." This stament she made told me she wasn't afraid of trying new things like writing a book.

Lynne also realized that things aren't impossible throughtout her experiences. she never thought that after swimming in an ocean and meeting a whale she would be an author. You would probably think the swim that Lynne planned to do was impossible, but it wasn't, she accomplished it. This proved to her that anything is possible if you have a great mind-set.

Lastly, Lynne had to prepare phisically and mentally thougout being a swimmer and an author. In the text she states "Phisical training prepares you mentally." This statement doesn't just relate to her swimming, in a way it relates to being an author too.

In conclusion, Lynne Cox's experience as a swimmer relates to her experience as an author. Througout her journeys she realized nothing is impossible if you put your mind to it. After all she did have an incredible swim experience then wrote one of the best-selling books.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. The organizational structure is appropriate and supports the general focus that *Lynne Cox's experience as a swimmer relates to her experience as an author majorly*. A more specific framework is provided in the introduction by identifying three logical controlling ideas that connect Cox's experience swimming to her experience as an author (*staying self motivated, realizing things arent impossible, and preparing herself phisically and mentally*). To address self-motivation, clear inferences (*Her experiences relate because she had to stay self motivated, giving up would be a poor option*) based on a relevant quote ("*When you try new things . . . nobody is watching and nobody cares.*") are extended by means of clear analysis (*she wasn't afraid of trying new things like writing a book*). Next, to address the idea that things aren't impossible, a clear inference (*Lynne also realized that things aren't impossible throughtout her experiences*) is extended with clear analysis integrated with text references (*she never thought that after swimming in an ocean and meeting a whale she would be an author, anything is possible if you have a great mind-set*). Finally, to address the idea of preparing herself, an inference (*Lynne had to prepare phisically and mentally thougout being a swimmer and an author*) is drawn from a relevant quote ("*Phisical training prepares you mentally.*"). This last idea, though on-task, is weak and not clearly supported. However, the response does provide enough other clear analysis and text support to show how Lynne Cox's experience as a swimmer relates to her experience as an author. Transitions are used appropriately to link ideas (*Her experiences relate because, In the passage, Lynne also realized, In conclusion*) and a generalization is made in the conclusion (*Througout her journeys she realized nothing is impossible if you put your mind to it.*). Some errors are present in usage (*arent*) and spelling (*impossible, Througout, phisical*), but they do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 3 points

10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

Lynne Cox's experiences as a swimmer relates to her experiences as an author. One way her two experiences are related is, Lynne is always surprised at what is going to happen or what she is going to find out. Another way her two experiences are related is, she is always prepared. A third way Lynne Cox's experiences are alike is she always figures things out herself.

One way Lynne Cox's experiences as a swimmer relates to her experiences as an author is, she is always surprised at what is going to happen, and what she is going to find out. In the interview it said, "you write a book, and you never know how it going to be shared." The interview also stated, "How do you find a mother whale in the ocean? I mean it startling." These two quotes show how now Lynne was surprised on her adventures. As an author she was surprised about the way her book was shared. As a swimmer she was surprised/ startled she found a whale in the Pacific Ocean.

GO ON 

Another way Lynne Cox's experiences as a swimmer relates to her experiences as an author is she is always prepared for what is next in her adventures. In the interview it says, "For Antarctica I did a lot of work on the ball and core training. This shows how Lynne was ready for Antarctica, and this also helped her want to stay in the water when she saw the whale. In the interview it also said "So I went back and did research on everything to make sure it was accurate." This quote shows how Lynne was preparing to write her book, and make sure it is good.

A third way Lynne Cox's experiences as a swimmer relates to her experiences as an author is she, is always able to get done what ever she needs to, by her self. In the interview it said, "I haven't trained with a coach since my teens," This quote shows how she has been able to teach herself in swimming. In the article it also said, "So I went back and did research on everything to make sure it was accurate." This quote shows how Lynne Cox's gathered all of the information she needed, all by herself.

Lynne Cox's adventures of swimming and being an author are related. They are related by they are both



Surprising. Lynne is always prepared, and Lynne can figure everything out by herself for all of her adventures.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. The organizational structure is appropriate and consistently supports the focus that *Lynne Cox's experiences as a swimmer relates to her experiences as an author*. The introduction provides three clear ways that her two spheres of experience are connected (*Lynne is always surprised at what is going to happen, she is always prepared, she always figures things out herself*). In the first body paragraph, the student draws an inference (*she is always surprised at what is going to happen, and what she is going to find out*) based on well-chosen text quotes (*"You write a book, and you never know how it going to be shared," "How do you find a mother whale in the ocean? I mean it startling."*) and extends this with clear analysis by putting the two parts of the nonfiction piece together to make a whole rather than showing a theme as in fiction (*These two quotes show how now Lynne was surprised on her adventures. As an author she was surprised about the way her book was shared. As a swimmer she was surprised/startled she found a whale in the Pacific Ocean*). This same pattern (inference, text, analysis) continues in subsequent paragraphs with clear inferences (*she is always prepared for what is next in her adventures, she is always able to get done what ever she needs to*) drawn from sufficient, relevant text references/quotes (*"For Antarctica I did alot of work on the ball and core training," "So I went back and did research on everything to make sure it was accurate," "I haven't trained with a coach since my teens"*) that are extended with clear analysis (*This shows how Lynne was ready for Antarctica, This quote shows how Lynne was preparing to write her book, This quote shows how she has been able to teach herself in swimming, This quote shows how Lynne Cox's gathered all of the information*). When taken together, all of these components clearly demonstrate how Cox's experience as a swimmer relates to her experience as an author. Although transition use and related sentence structure are both somewhat repetitive (*One way, Another way, A third way, This quote shows, These two quotes show*), the response appropriately links ideas within and between paragraphs and conveys the student's ideas in an unambiguous manner. The few errors present do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 2 points



10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

Lynne Cox's experience as a swimmer relates to her experience as an author because, when she was swimming she had a story put together and she added descriptive details to make it into a book. I think this is true because in paragraph three, she says, "It's a combination of telling the story and making it more real by including details." So she is saying, since she swam, she can tell the story and be able to include details to her writing. This is why I think that Lynne Cox's experience as a swimmer related to her experience of being an author of her own book.

This response inconsistently addresses parts of the task, demonstrating a partial analytic understanding of the text. The introduction is weak, but does address the task of analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author by means of a weak inference (*when she was swimming she had a story put together and she added descriptive details to make it into a book*). This inference is based on a relevant but vague text quote ("*It's a combination of telling the story and making it more real by including details.*") and is followed by another weak inference (*So she is saying, since she swam, she can tell the story and be able to include details to her writing*). Taken together, these inferences based on quotes move the response beyond a literal interpretation of the text and do so by connecting Lynne Cox's experience as a swimmer to her experience as an author. The response is weak, lacks development, and is missing specific text as well as clear analysis. A perfunctory conclusion repeats part of the task (*This is why I think that Lynne Cox's experience as a swimmer related to her experience of being an author of her own book*). The use of transitions to link ideas (*So, This is why*) is inconsistent. The few errors in spelling (*expiience, combonation*) seldom interfere with meaning.



## STUDENT RESPONSE

## Response Score: 2 points

10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

Lynne Cox's experience of swimming in Antarctica, inspired her to write the best selling book, which was her first experience of being an author. These two experiences relate because if Lynne had never took the trip, then she wouldn't of thought to write the best selling book. I know this because in the text it says, "Lynne Cox is a famed open water swimmer and author of the best selling book *Swimming to Antarctica* (2004) - a chronicle of her swims across the Bering Strait, the English Channel (twice), and one mile to the shore of Antarctica." This proves that without her experiences swimming to those places, she wouldn't of had anything to inspire her to write the best selling book. Also, Lynne experienced swimming with Grayson the gray whale, and experienced writing about the story and using details as an author. These two experiences relate because if she had not have gone on this amazing event, Lynne wouldn't

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of been able to bring any action in her story by adding the details about the whale. I know this because in the text it says, "It's a combination of telling the story and making it more real by including detail." This is proof that without the experience of that trip, Lynne wouldn't of had the opportunity of seeing the gray whale. So, she wouldn't of been able to add all the detail and she couldn't of made that book. This is how Lynne Cox's experiences as a swimmer relates to her experiences as a author.

This response inconsistently addresses parts of the task, demonstrating a partial analytic understanding of the text. The organizational structure is weak and inconsistently supports the focus that Cox's experience swimming and her experience being an author are related. To support this focus, the student draws a weak inference (*if Lynne had never took the trip, then she wouldn't of thought to write the best selling book*) based on a weak but relevant quote ("*Lynne Cox is a famed open water swimmer and author of the best selling book *Swimming to Antarctica (2004) – a chronicle of her swims . . . one mile to the shore of Antarctica*"). The student extends the connection between these ideas with some weak analysis (*This proves that without her experiences swimming to those places, she wouldn't of had anything to inspire her to write*) that largely paraphrases the initial inference. While the student understands that Cox used her swimming experiences as an inspiration for her writing, the response lacks the clarity needed to move beyond the fairly obvious interpretation that if Cox hadn't been a swimmer, she wouldn't have had anything to write about and thus falls short of demonstrating clear analysis. This same pattern (weak inference, text, paraphrase of initial inference) occurs one more time in the response with the inference (*if she had not have gone on this amazing event, Lynne wouldn't of been able to bring any action in her story by adding the details about the whale*) based on the quote ("*It's a combination of telling the story and making it more real by including detail.*") and followed by a paraphrasing of the initial inference (*without the experience of that trip, Lynne wouldn't of had the opportunity . . . wouldn't of been able to add all the detail and she couldn't of made that book*). Again, this section of the response falls short of clear analysis. Transitions (*I know this because, Also, These two experiences relate because*) inconsistently link ideas within the response, and the errors present in usage (*took for taken, of for have, have gone for gone*) sometimes interfere with meaning.*

## STUDENT RESPONSE

Response Score: 1 point



10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

In this essay I will tell you how Lynne Cox's experience as a swimmer relates to her experience as an author.

Lynne Cox's wrote about this whale in her book and describe the gray whale, which she say that, "So I went back and did research on everything to make sure it was accurate." Like, for example, "do gray whales have four or five dimples on their back"? "or how big does the mother gets and whether the female is bigger than the male. (She is!)

Lynne Cox's say that she was scared to swim with Grayson, which is the whale. I can prove that in the passage where it says, "During the swim Grayson I was scared and wanted to get out of the water". But at the end she calm down and got it going.

In conclusion, I already told you Lynne cox's experience as a swimmer relates to her experience as an author.

This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. The introduction and conclusion restate part of the prompt in an attempt at providing focus. However, the response is only minimally developed, consisting of two paragraphs largely composed of quotes, each accompanied by a simple characterization of the quote rather than by analysis of how Lynne Cox's experience as a swimmer relates to her experience as an author. For example, in the first body paragraph, a quote about Lynne Cox studying the gray whale ("*So I went back and did research on everything to make sure it was accurate, "do gray whales have four or five dimples on their back"*") is prefaced with minimal characterization of the statement (*Lynne Cox's wrote about this whale in her book and describe the gray whale*). A weak attempt to explain Lynne's experience swimming (*Lynne Cox's say that she was scared to swim with Grayson, which is the whale*) is based on the quote ("*During the swim Grayson I was scared and wanted to get out of the water*"). However, the explanation merely paraphrases the quote; there is no true analysis in this response and the attempts to characterize/explain the quotes do not move beyond a literal interpretation of the text. Few transitions are used to link ideas, and errors present in usage (*Cox's for Cox, which she say that, say for says*) and spelling (*descriide*) sometimes interfere with meaning.

## STUDENT RESPONSE

## Response Score: 1 point

10. The topic of Lynne Cox as a swimmer and as an author is covered in the passage. Write an essay analyzing how Lynne Cox's experience as a swimmer relates to her experience as an author. Use evidence from the passage to support your response.

According to the text Lynne Cox as a swimmer and as an author is covered in the passage. Lynne Cox's experience as a swimmer relates to her experience as an author. Because Lynne went on book tour's and she was swimming to Antarctica.

This response minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The organizational structure is minimal. The introductory sentence addresses the task in a perfunctory manner (*Lynne Cox as a swimmer and as an author is covered in the passage*) but the response lacks analysis of how her experience as a swimmer relates to her experience as an author. Minimal references to the text (*Lynne went on book tour's and she was swimming to Antarctica*) are insufficient and included without context. No conclusion is evident. Errors present in spelling (*experince*), usage (*tour's instead of tours*), and sentence structure sometimes interfere with meaning.

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF STANDARD ENGLISH QUESTIONS**

**Directions:**

On the following pages are the Conventions of Standard English questions.

**Directions for Multiple-Choice Questions:**

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

For the multiple-choice questions:

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

## CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

11. Read the paragraph.

(1) I visited the Rocky Mountains last summer with my cousins. (2) When I first saw the mountains, I was amazed at how big they were. (3) They soared up into the sky, almost touching the clouds. (4) I imagined what it would be like to climb to the top and see the world below. (5) Earth must look very different from that height.

For the paragraph to be more precise, which word **best** replaces the underlined word in sentence 2?

- A. impressive
- B. enormous
- C. upright
- D. large

Item Information	
Alignment	D.2.1.3
Answer Key	B
Depth of Knowledge	2
p-value A	3%
p-value B	78% (correct answer)
p-value C	2%
p-value D	17%
Option Annotations	The student is asked to identify which word would best replace the underlined word in a given sentence to increase precision. Option B is the correct answer since “enormous” conveys the size of the mountains most precisely. Options A, C, and D are not correct since they do not convey size most precisely.

12. Read the paragraph.

(1) Some members of the Philadelphia Orchestra visited our school last week and spoke to us about music. (2) They explained what it was like for them to play in Carnegie Hall. (3) The musicians said that we could try out their instruments. (4) The students in my class who play violin—Juan, Margo, and me—were excited to meet the violinists!

Which sentence contains a pronoun error?

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

Item Information	
Alignment	D.1.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	9%
p-value B	9%
p-value C	13%
p-value D	69% (correct answer)
Option Annotations	The student is asked to identify which sentence in a given paragraph contains a pronoun error. Option D is the correct answer since “Juan, Margo, and me” should be “Juan, Margo, and I.” The sentence uses “me,” which is in the objective case; the sentence should use “I,” which is in the subjective case. Options A, B, and C are not correct responses since they contain no pronoun errors.

13. Read the paragraph.

- (1) Skunk cabbage is one of the first wildflowers to bloom in Pennsylvania in the springtime.  
 (2) Because of its name, people may avoid it. (3) The flower is actually quite beautiful, with green outer leaves, red inner leaves, and a small bud that produces delicate yellow flowers.  
 (4) It is only when the plant is stepped on or crushed that the plant produced the unpleasant smell that gives it its name.

Which sentence contains an inappropriate shift in verb tense?

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

Item Information	
Alignment	D.1.1.5
Answer Key	D
Depth of Knowledge	2
p-value A	12%
p-value B	21%
p-value C	18%
p-value D	49% (correct answer)
Option Annotations	The student is asked to determine which sentence in a given paragraph contains an inappropriate shift in verb tense. Option D is the correct answer since the sentence is written in the present tense. The word “produced,” which is in the past tense, should be “produces,” which is in the present tense. Options A, B, and C are not correct since they contain no inappropriate shifts in verb tense.



14. Read the paragraph from a student’s report on plants used as medicine.

(1) Another plant that can be used medically is *Aloe vera*. (2) This plant is common in warm, tropical climates. (3) The color of *Aloe vera* can vary from light green to dark tan. (4) The color of *Aloe vera* is affected by the amount of sunlight is why. (5) Its spiky and thick leaves contain a thick substance that can be used to treat minor burns. (6) This substance can also be used to treat minor cuts and even infections. (7) For these reasons, people have used *Aloe vera* for medical purposes.

Which revision **most** clarifies the meaning of the paragraph?

- A. Sentence 2 should be revised to read:  
Warm, tropical climates are where this medicinal plant can commonly grow.
- B. Sentence 4 should be revised to read:  
The amount of sunlight a plant receives is one important factor that affects its color.
- C. Sentence 5 should be revised to read:  
For treating burns, its spiky and thick leaves that contain gel can be used as a treatment.
- D. Sentence 7 should be revised to read:  
This plant has also been used by people for medical purposes.

Item Information	
Alignment	D.2.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	15%
p-value B	42% (correct answer)
p-value C	27%
p-value D	16%
Option Annotations	The student is asked to determine which revision of a sentence in a given paragraph most clarifies the meaning of the paragraph. Sentence 4 is unclear in the given paragraph; option B is the correct answer since it revises the sentence to clarify its meaning. Options A, C, and D are not correct since the original sentences are clearer than these revisions.

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-K.1.1.3	D	2	30%	17%	6%	47%
2	A-K.1.1.1	Part One: D Part Two: A	3	Mean Score: .95			
3	A-K.1.1.2	C	2	12%	18%	60%	10%
4	A-C.2.1.1	C	3	11%	11%	51%	27%
5	A-C.2.1.2	B	2	9%	70%	10%	11%
6	A-C.2.1.3	D	2	27%	13%	22%	38%
7	A-V.4.1.2	A	2	44%	13%	20%	23%
8	A-C.3.1.1	Part One: C Part Two: B, C	3	Mean Score: 1.9			
9	A-C.3.1.1	B	3	22%	55%	11%	12%
11	D.2.1.3	B	2	3%	78%	2%	17%
12	D.1.1.1	D	2	9%	9%	13%	69%
13	D.1.1.5	D	2	12%	21%	18%	49%
14	D.2.1.1	B	2	15%	42%	27%	16%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	B-K.1.1.1	4	3	1.66

## ACKNOWLEDGEMENTS

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# **PSSA Grade 6 English Language Arts Item and Scoring Sampler**

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