



**pennsylvania**  
DEPARTMENT OF EDUCATION

# **The Pennsylvania System of School Assessment**

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



**2019–2020**  
**Grade 8**

Pennsylvania Department of Education Bureau of Curriculum, Assessment and Instruction—September 2019

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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 8, 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 8**

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 Conventions of Standard English multiple-choice questions.

There are two 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 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

Read the following speech by Bonnie Kestner. Then answer questions 1–8.

## Parenting and the Future Athlete

by Bonnie Kestner

**Yale Women’s Varsity Swimming Captain 1973–74**

**Yale Women’s Varsity Swimming Assistant Coach 1974–76**

*Delivered April 10, 1999, as part of a Panel Presentation for Pioneers and Competitors—a special event to recognize women’s athletics at Yale.*

Let me begin by saying how delighted I am to be here today and how much it means to me. Little did I realize when I stepped onto the Yale campus in the fall of 1970 as the only female competitive swimmer that I would be speaking in front of such a distinguished group of alumnae and student-athletes 28 years later! I am deeply grateful to Melanie Ginter and the others involved in organizing this event for extending me the invitation!

Our topic this morning is “parenting and the future athlete,” and I would like to begin by introducing two young athletes who happen to be my son and daughter. They are sitting in the back of this room.

My son, Wiley, is a first-year student here at Yale planning to major in art. As a child, he played T-ball, baseball, soccer, basketball, and received his black belt in Tae Kwon Do. His first love is soccer, and he started his own recreational traveling team at age 13 since our local recreation department did not sponsor one in his age group. In high school he was captain and Most Valuable Player of his varsity team for two years. Now he plays on the intramural team for Timothy Dwight and on a recreational league team in the summer.

My daughter, Kristen, is finishing her high school senior year by taking courses at Sweet Briar College and will be a freshman at Kenyon College next year. In the last 12 years, Kristen participated in gymnastics, dance, T-ball, softball, soccer, horseback riding, and tennis. She was captain on her high school varsity tennis team for the last two years and number one seed in singles and doubles this year.

In preparing for this talk, I asked both Wiley and Kristen to tell me what they felt was significant about how their parents influenced their participation in sports. Wiley said one of the things that meant the most to him was our coming to his games. He said he always hoped his dad and I would be in the stands when he scored goals in soccer. Kristen said she appreciated the fact that we let her try so many different activities.

I can’t resist making a comment at this point on how far sports opportunities for girls and women have come in the last 40 years. I can remember as a 9- or 10-year-old going with my younger brother to watch his little league practice and wishing I could play—but girls weren’t allowed. Then there was that fall at Yale when Joni Barnett tried so hard to interest me in synchronized swimming, and I just wanted to be a competitive swimmer, even if it meant swimming with the guys.



First point: In parenting, one thing you need to realize is the commitment for you that is involved when your children participate in sports. It's not easy when your child chooses a sport like swimming or ice hockey where practices may be held as early as 5:30 a.m. and you have to be the driver! When both parents are working and there are two or more children wanting to go in several directions, it becomes even more complicated. The activities you and your child choose need to fit in with the priorities and schedules of other members of the family. Be aware that pursuing a sport seriously can mean a major commitment and sacrifices for the whole family!

Second point: My second point is to let your kids be themselves. They are not miniature versions of you! Let them seek and pursue activities that interest them. Let me give you an example in the area of music, which can be, by the way, very much like a sport. I have had an interest in and passion for music since I was very young, and was eager to have my children experience this as well. When Wiley was 4½ we started him on piano lessons. He did not turn out to be the young Mozart I had hoped he would be, and in spite of (or perhaps because of) my urging him to practice, he lost interest in pursuing music by the age of 8 or 9. He was too young, and he wanted to do other things.

Since then, I have learned to let the interest come from the child, and then to be there and support them when it does. Wiley's passion turned out to be for oil painting—a field that is completely foreign to me—but he has my 100% support to develop it. When you become very eager to have your child participate in an activity, ask yourself: "Is this for me or for them?" Encourage rather than push. They have to want to do it!

As it turns out, I took up playing the organ and piano about eight years ago and discovered that it was I who wanted to do music, and I was trying to live this out through my son. Now I do my thing and the kids do theirs, and everyone is happy (except my husband who has to put up with my practicing when he wants to watch TV).

At younger ages, it is good to let children be exposed to and try out a variety of sports and other activities. At age 12 or 13, they will need to make some choices and specialize. You can support them by helping them to identify their strengths and encouraging them to pursue the sports best suited to their abilities and interests. Some parents make the mistake of asking their children to specialize too early. The child may get burned out from too much of one activity and then lose out on the opportunity to experience and develop in other areas.

Third point: My third point is to play with your kids as well as watching them play. When I asked Kristen what she remembered most about how we as parents encouraged her in sports as a child, she said, "I remember how you used to play running bases with us out in the front yard, and how we used to go down to the courts and hit tennis balls together."

As a coach, I would like to offer a few tips for parents:

1. Model good sportsmanship and positive attitudes. When young athletes hear their parents yelling at the refs from the stands, what are their attitudes going to be like down the road?
2. Don't try to be the coach, unless, of course, you are the coach! If you have a concern or disagree with the coach, discuss it with him or her, and not in the presence of the child. To talk negatively to or about a coach in the presence of the child only undermines the authority of the coach in the child's eyes and leaves him or her confused as to who to listen to.
3. Support the coach. If you have a major philosophical difference of opinion with the coach and you cannot resolve it, it may be appropriate to place your child on a different team or in a different program. Otherwise, support the coach!

4. Perhaps most important, keep winning and losing in perspective. Our culture is obsessed with winning and losing. As far as placing first is concerned, there are only a few winners—sometimes only one. Everyone else may be seen as a loser. You can counteract this by helping your child see the positive aspects of any competitive effort. Kristen had an experience in tennis where she lost a singles match 6–1, 6–0. However, the girl she was playing was ranked number two in the state of Virginia, and to win even one game against this player was a real victory for Kristen! This was the best thing to focus on—not the fact that she lost. In situations in which the team is losing, play down winning and losing and help to create opportunities for personal success. Redefine “winning” as “giving it your best effort,” or “making a personal breakthrough.” Wiley sent me an e-mail in which he commented on this aspect of his sports experience as a child:

“I was always so frustrated at losing and I couldn’t stand you trying to put a positive light on the game, because I was so frustrated by the fact that we always lost. But really, what could you have done? That was just an attitude problem on my part. It would have been much worse if you had said negative things about the way we played. And I was then and am now very proud that you didn’t just blame the ref or the coach, who are easy targets, and for the most part, popular scapegoats that other parents mistreat liberally. In retrospect, your approach was definitely the best one I can think of.”

Very few children will be the next Michael Jordan or Katie Hazelwood or Helen Hyde. It is best not to pressure them or lay heavy expectations on them to win or to be someone they are not. Encourage them to be the best they can be.

5. And finally, make it fun! The best gift we can give our children in sports is to help them to enjoy the activity so they will continue to pursue it when they get older, not just as spectators, but as active participants. We have far too many “armchair athletes” in this country! If you handle kids positively, you can help them learn valuable lessons through sport that will stay with them through life.

And don’t forget to stay active yourself—we are all still kids at heart!

**Multiple-Choice Question**

1. Read the details from the beginning of the speech.

“Yale Women’s Varsity Swimming Captain 1973–74”

“Yale Women’s Varsity Swimming Assistant Coach 1974–76”

Why are these details included at the beginning of the speech?

- A. They provide background information to establish the knowledge of the speaker.
- B. They highlight how college sports have changed during the speaker’s time.
- C. They indicate the speaker is taking the position of an adult rather than a student.
- D. They stress how grateful the speaker feels to the college she attended.

Item Information	
Alignment	B-C.2.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	77% (correct answer)
p-value B	9%
p-value C	10%
p-value D	4%
Option Annotations	The student is asked to analyze the role of the given details in the speech. Option A is the correct answer; the information that the speaker was a university swimming captain and assistant coach provides background knowledge that establishes her expertise as a competitive athlete and coach. Option B is not correct since the details do not relate to how college sports have changed over time. Option C is not correct since the details do not relate at all to the speaker’s position. Option D is not correct since the details do not relate to the speaker’s feelings.

**Evidence-Based Selected-Response Question**

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

**Part One**

Which of the numbered tips share the **most** similar message?

- A. tip 1 and tip 2
- B. tip 1 and tip 3
- C. tip 2 and tip 3
- D. tip 2 and tip 4

**Part Two**

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

- A. “Model good sportsmanship and positive attitudes.” (tip 1)
- B. “If you have a concern or disagree with the coach, discuss it with him or her, and not in the presence of the child.” (tip 2)
- C. “Otherwise, support the coach!” (tip 3)
- D. “You can counteract this by helping your child see the positive aspects of any competitive effort.” (tip 4)

Item Information	
Alignment	B-C.3.1.1
Answer Key: Part One	C
Answer Key: Part Two	B, C
Depth of Knowledge	3
Mean Score	2.1
Option Annotations	<p>The student is asked to delineate the claims in the speech and to select the two sentences that support these claims.</p> <p><b>Part One:</b> Option C is the correct answer. Tips 2 and 3 both provide advice to parents that relates to the need for parents to be supportive of the coach. Options A and B are not correct since tip 1 relates to sportsmanship, while tips 2 and 3 relate to being supportive of the coach. Option D is not correct since tip 2 relates to being supportive of the coach, while tip 4 relates to maintaining perspective while playing sports.</p> <p><b>Part Two:</b> Options B and C are the correct answers since these sentences reflect the need for parents to support the decisions of the coach. Option A is not correct since it relates to sportsmanship and not to the need for parents to encourage the efforts of the coach. Option D is not correct since it relates to maintaining a positive attitude in competition and not to the need for parents to encourage the efforts of the coach.</p>

**Multiple-Choice Question**

3. What does the word retrospect mean as it is used in the speech?
- A. contrast
  - B. hindsight
  - C. forethought
  - D. agreement

Item Information	
Alignment	B-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	18%
p-value B	40% (correct answer)
p-value C	14%
p-value D	28%
Option Annotations	The student is asked to determine the meaning of the word “retrospect.” Option B is the correct answer since “hindsight” is the correct meaning of “retrospect.” Options A, C, and D are not correct meanings of “retrospect” and do not make sense in the given context.

**Evidence-Based Selected-Response Question**

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

**Part One**

In tip 5 of the speech, what does the figurative phrase “armchair athletes” suggest to the reader?

- A. those who lack direct experience
- B. those who are injured from a sport
- C. those who give out negative advice
- D. those who are disappointed by a sport

**Part Two**

Which phrase from tip 5 **best** supports the answer in Part One? Choose **one** answer.

- A. “when they get older”
- B. “just as spectators”
- C. “active participants”
- D. “handle kids positively”

Item Information	
Alignment	B-V.4.1.2
Answer Key: Part One	A
Answer Key: Part Two	B
Depth of Knowledge	3
Mean Score	1.03
Option Annotations	<p>The student is asked to interpret the phrase “armchair athletes” and to select the phrase from the passage that best supports this interpretation.</p> <p><b>Part One:</b> Option A is the correct answer since “armchair athletes” refers to people who only watch sports (from an “armchair”) but do not participate in sports. Option B is not correct since there is no textual evidence to support this meaning. Option C is not correct since it does not refer to watching sports. Option D is not correct since there is no textual evidence to support that “armchair athletes” have been disappointed by a certain sport.</p> <p><b>Part Two:</b> Option B is the correct answer since it supports the interpretation that “armchair athletes” “lack direct experience.” Options A, C, and D are not correct since they do not support the correct interpretation from Part One.</p>

**Multiple-Choice Questions**

5. Why does the speaker most likely include thoughts from her children in the speech?
- A. to highlight her own skills
  - B. to provide statistical evidence
  - C. to offer support for her points
  - D. to include entertaining incidents

Item Information	
Alignment	B-C.3.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	5%
p-value B	24%
p-value C	68% (correct answer)
p-value D	3%
Option Annotations	The student is asked to determine why the speaker includes thoughts from her children in the speech. Option C is the correct answer; the children's thoughts are examples that support the speaker's points using logical, ethical, and emotional appeals. Option A is not correct since the speaker including her children's thoughts is not related to the speaker's athletic skills. Option B is not correct; the children's thoughts do not include statistics. Option D is not correct; although the children's thoughts may be entertaining to readers, the author's purpose is to inform, not entertain.

6. Which sentence from the speech **best** shows that the speaker opposes the idea that a child should play a single sport in order to excel at it?
- A. “His first love is soccer, and he started his own recreational traveling team at age 13 since our local recreation department did not sponsor one in his age group.”
  - B. “Be aware that pursuing a sport seriously can mean a major commitment and sacrifices for the whole family!”
  - C. “The child may get burned out from too much of one activity and then lose out on the opportunity to experience and develop in other areas.”
  - D. “When young athletes hear their parents yelling at the refs from the stands, what are their attitudes going to be like down the road?”

Item Information	
Alignment	B-C.2.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	16%
p-value B	9%
p-value C	71% (correct answer)
p-value D	4%
Option Annotations	The student is asked to determine which sentence best shows that the speaker “opposes the idea that a child should play a single sport in order to excel at it.” Option C is the correct answer; the words “burned out” and “lose out” support the given point of view expressed by the speaker. Option B is not correct; although the words “major commitment” and “sacrifices” are used, this sentence does not support the speaker’s belief in opposing the idea that children play a single sport. Options A and D are not correct since they are not related to the speaker’s point of view about playing a single sport.



7. Which word from the speech represents the overall tone?
- A. encourage
  - B. pursuing
  - C. competitive
  - D. obsessed

Item Information	
Alignment	B-C.2.1.3
Answer Key	A
Depth of Knowledge	3
p-value A	79% (correct answer)
p-value B	15%
p-value C	4%
p-value D	2%
Option Annotations	The student is asked to identify the word from the speech that represents the overall tone. Option A is the correct answer since the speech encourages parents to support their children in all of their athletic endeavors. Option B is not correct; although the speech does discuss the ramifications of children pursuing a sport, it is not the best answer. Option C is not correct; although the speech does discuss the place of competition within sports for children, the speaker does not view winning as the most important aspect of playing sports. Option D is not correct; the speaker expresses her belief that the emphasis on playing sports should not be on winning but on attaining personal success.

8. Which sentence from the speech **best** supports the generalization that personal experience is a good guide for making decisions?
- A. “Be aware that pursuing a sport seriously can mean a major commitment and sacrifices for the whole family!”
  - B. “Since then, I have learned to let the interest come from the child, and then to be there and support them when it does.”
  - C. “At age 12 or 13, they will need to make some choices and specialize.”
  - D. “My third point is to play with your kids as well as watching them play.”

Item Information	
Alignment	B-K.1.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	12%
p-value B	64% (correct answer)
p-value C	14%
p-value D	10%
Option Annotations	The student is asked to identify the sentence from the speech that best supports the generalization that the speaker’s personal experience is a good guide for making decisions. Option B is the correct answer; after the speaker started sending her son to piano lessons, she learned that he was not interested in learning a musical instrument. Options A and C are not correct since they are not related to the given generalization. Option D is not correct; although the speaker bases this viewpoint on her interactions with her own children, they do not best support the given generalization.

**PASSAGE 2**

Read the following passage about roofs. Then answer question 9.

## Cool Roofs

by David Feeley

Who gets to plan the cities of the future? You do! It may all start with the roof over your head. Roofs of future cities will look and feel cooler. “Green,” plant covered, and “Cool,” white or pastel, roofs have long been popular in Europe, the Middle East, and Canada. Now roofs that look more like meadows than asphalted streets, plus those that paint a pretty pastel picture, are becoming part of the “greening” of America.

### Jackman School

Students, teachers, and parents at Jackman Avenue Public School in Toronto, Canada, had a problem: heat. They knew air conditioners weren’t an eco-friendly solution because they waste energy and just heat up the neighborhood. So, looking to the future, they used ultraviolet (UV) film and solar blinds for their windows and added ceiling fans and shade trees. They also put a green roof on the school.

### The Heat Island Effect

Cities full of buildings with Jackman School’s problem are in big trouble! The United States Environmental Protection Agency (EPA) says that due to the “Heat Island Effect,” cities and suburbs are 2 to 10 degrees Fahrenheit (F) hotter than nearby country areas. Tall buildings with flat roofs and narrow streets trap heat from cars, factories, and air conditioners. In cold, northern locations, cities may stay a little warmer in winter, but most of the year they need more energy to get cool.

Cities have other problems too. They have increasing levels of pollution, which make people sick, and rainwater from roofs washes through city streets without becoming part of our needed watershed.

How can the 3.3 billion people now living in our cities survive in the future as temperatures climb higher? Bob Fittro, of DesignandBuildwithMetal.com, says green roofs—those with a plant covering—can certainly help. “Where roofs are flat, plant-covered systems have been shown to keep buildings cooler inside, and as an added benefit they turn roofs into enjoyable park-like spaces,” he says.

### Green Roof Pros and Cons

On a summer day, the temperature of a roof can reach 140 to 190 degrees (F). Think about it: an egg fries on a 158-degree (F) pan! Covered with grass to absorb sunlight, that same roof wouldn’t rise above 77 degrees (F). After a couple of years, plant roots get so dense that they act like a warm coat, lowering heating costs in winter, even when that coat is more brown than green.

Balmori Associates, an urban landscape design firm based in New York City, built a 35,000-square-foot green roof atop Silvercup Studios in Queens, New York. The firm found a 30–50 percent reduction of energy use for climate control for the building in the summer and nearly a 50–100 percent reduction in spring and fall.

You can breathe deeply with a green roof, too, because it cleans the air by catching particles of pollution and uses carbon dioxide to make more oxygen. It also absorbs traffic, machine, and airplane noises. So future cities with green roofs will be cooler, cleaner, and quieter.

Storm water is stored by a green roof, and its plants return water to the air. Extra water is cleaned and cooled by plants before it leaves the roof. Jackman student research showed their green roof had about 75 percent less runoff water than before adding a green roof.

Balmori Associates planned a green roof for an environmentally progressive residential tower in New York City called The Solaire, which stores rainwater not absorbed by its plants, along with the building’s gray water<sup>1</sup>, in a basement cistern<sup>2</sup> where it is filtered and reused to irrigate nearby parks as needed.

Owners of the Fairmont Waterfront Hotel in Vancouver, Canada, save about \$30,000 a year by using the herbs and vegetables growing on the building’s roof. Green roofs also are healthy, safe places to relax and play in a crowded city. Some local plants and animals even find homes there.

### **Making It Green (and Yellow, Red, and Brown)**

A rooftop is a tough place to live. There are high winds, extreme hot and cold temperatures, and usually very little water. For its green roof, the Jackman team chose local plants with brightly colored flowers and shallow roots. Bergamot, yarrow, asters, geraniums, daisies, coneflowers, and four kinds of sedum<sup>3</sup> are included. Their “green” roof is actually shades of yellow, red, purple, and brown. The Silvercup Studios’ green roof has 20 different sedum varieties growing in a pattern of green strips and blocks that bloom in yellows, reds, and pinks from spring to fall.

### **Another Cool Choice**

Joy Lawrence, of the Pennsylvania Horticultural Society, says Philadelphia, like many cities, is actively improving many of its roofs. Since 2001, more than 550 roofs in the city have been white coated by the Energy Coordinating Agency. Why? On a hot summer day do you wear dark clothing? No, you pick light-colored clothes to reflect sunlight and let heat escape your body! A white-coated, “cool” roof uses the same tricks.

Cool roofs cost less than planted ones and are easier to use on houses with slanted roofs. Many asphalt (shingled) roofs are being replaced with cool white ones that reflect both sunlight and heat. They reduce the Heat Island Effect but don’t have the other benefits of a green roof. Since the same UV rays from the Sun that give us a tan cause roofs to get old and fall apart, both kinds are long lasting. This means they’re less likely to be dumped into a landfill.

Some cool roofs have been around for a long time. Joe Jenkins, founder of the Slate Roofing Contractors Association of North America, says, “The best roof wouldn’t need fossil fuels to be made. It would be found in nature, reusable, long-lasting, and nontoxic. Slate (stone) roofs take care of all those needs.”

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<sup>1</sup> gray water—household wastewater

<sup>2</sup> cistern—a receptacle for catching and storing rainwater

<sup>3</sup> sedum—plants with thick, fleshy leaves

Some cool roofs are made of familiar materials. Bob Fittro says, “Metal roofing is the leading choice in green roofing for buildings with slanted roofs. Most are made of more than 25 percent recycled materials, are long lasting, and can be melted down and reused when old. Cool pigments reflect rather than absorb the Sun’s rays.”

Still other cool roofs are brand-new. Rob Keen, in ArmorLite’s news release, says, “This advanced material uses little of the Earth’s resources and is 100 percent recyclable. It reflects heat back into the air and insulates. ArmorLite is strong, yet about one tenth the weight of other roofs. It won’t break, rot, or mildew and can stand up against high winds, earthquakes, and fires.”

**Tomorrow**

Many groups have grand plans for future cities. One is a project by Balmori Associates called Shanghai Bund in China, where they propose to create a 20-meter green zone connecting the city to the river. With engineered islands to clean and filter water and generate energy, Shanghai Bund will be a zero-waste landscape. You’ll see plenty of green roofs there.

Like Joe Jenkins says, “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.”

**Text-Dependent Analysis Prompt**

9. The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. 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

### #9 Item Information

<b>Alignment</b>	B-C.2.1.2	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.95
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### Assessment Anchor:

E08.B-C.2—Craft and Structure

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

E08.B-C.2.1.2—Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

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



9. The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

Joe Jenkins once said, “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” To clarify, he says that we should make choices good for the environment to improve the way we live. The passage “Cool Roofs” by David Feeley is about making roofs more useful and eco-friendly. In the passage, the author explains the problems of the “Heat Island Effect” and gives solutions including cool and green roofs. The passage “Cool Roofs” supports Jenkins’s ideas because it includes plans and ideas for eco-friendly roofs, statistics and data about these plans, and the benefits they have on the environment.

Firstly, the passage supports Jenkins’s ideas because it includes plans for roofs that help people and the environment. The author writes of two main ideas including green and cool roofs. He uses these examples to show readers how roof choices can affect their lives and cities. Many flowers and plants that grow on green roofs were listed. The passage also includes many buildings that have used these plans such as Jackmon Avenue Public School, Silvercup Studios, The Solaire, and the Fairmount Waterfront Hotel. “ ‘Green’, plant covered, and ‘Cool’, white or pastel, roofs have long been popular in Europe, the Middle East and Canada. Now roofs . . . are becoming part of the ‘greening’ of America” (Feeley 52). This quote explains how green and cool roofs have already been used in other countries and are being used more in the U.S. The author uses several quotes like this to explain how people have been making better choices for them, their cities, and the environment around them. Therefore, the plans for better roofs clearly show how the passage supports Jenkins’s ideas.

Another example of how Jenkins’s beliefs are shown throughout the passage is the data and facts given by the author. Feeley uses several studies to show how cool roofs have improved life and the environment. Several groups’ collected data and statistics were given such as the Pennsylvania Horticultural Society, Jackman’s school research, and the Balmori Associates. The effects of green roofs is shown when the passage states, “The firm found a 30-50 percent reduction of energy use for climate control for the building in the summer and nearly a 50-100 percent reduction in spring and fall” (Feeley 53). To clarify, this quote shows the percentages showing the positive effect of the choice to have a green roof. Cool painted roofs are also supported when he says, “Since 2001, more than 550 roofs in the city have been white coated by the Energy Coordinating Agency” (Feeley 53). In the end, it is obvious to readers that Jenkins’s thoughts on environmental choices are supported by the data and statistics included throughout the passage.

Finally, David Feeley’s passage “Cool Roofs” clearly supports Joe Jenkins’s ideas because it explains the benefits of the choice of cool and green roofs. The author tells of many things that the green roofs do including catch pollution, control heat, and reduce runoff. Jenkins’s beliefs that better choices help the city and people are certainly supported by the effects green roofs have on the air. These plants capture a lot of the pollution caused by cars and buildings. They also reduce CO<sub>2</sub> and make more oxygen. “Joe Jenkins . . . says, ‘The best roof wouldn’t need fossil fuels to be made. It would be found in nature, reusable, long-lasting, and nontoxic’” (Feeley 54). This quote of Jenkins giving benefits of cool roofs clearly is supportive because it is his direct thoughts. The author also says, “So future cities with green roofs will be cooler, cleaner, and quieter” (Feeley 53). To explain, the author says this to show readers the wonderful effect on cities that green roofs will have. Furthermore, it is denifinite that the passage supports Jenkins’s ideas because of the benefits of cool roofs explained.

Overall, it has been made very clear to readers that the passage backs up Jenkins’s beliefs because of its use of plans for eco-friendly roofs, facts and percentages about them, and the benefits to cities and people. It is also obvious the author supports Jenkins because he quotes him in the passage. To conclude, both Jenkins and Feeley have shown readers that they believe that by Thinking about the environment and future, the best choices are made in improve cities and lives.

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. There is a strong organizational structure that effectively supports the focus on precisely how information throughout the passage supports Jenkins’s ideas. An effective introduction addresses the task by first explaining the meaning of Joe Jenkins’s quote (*To clarify, he says that we should make choices good for the environment to improve the way we live*) and then identifying specific, pertinent areas within the passage (*author explains the problems of the “Heat Island Effect” and gives solutions, “Cool Roofs” supports Jenkins’s ideas because it includes plans and ideas for eco-friendly roofs, statistics and data about these plans, and the benefits*) that connect to the quote. The first body paragraph opens with an inferential idea (*includes plans for roofs that help people and the environment*), followed by an effective synthesis of thorough analysis and substantial text details (*The author writes of two main ideas including green and cool roofs, Therefore, the plans for better roofs clearly show how the passage supports Jenkins’s ideas*). The next body paragraph posits another inferential idea (*example of how Jenkins’s beliefs are shown throughout the passage is the data and facts given by the author*), followed by an effective mixture of thorough analysis and substantial text details (*Feeley uses several studies to show how cool roofs have improved life . . . such as the Pennsylvania Horticultural Society, Jackman’s school research, and the Balmori Associates, To clarify, this quote shows the percentages showing the positive effect of the choice, Jenkins’s thoughts on environmental choices are supported by the data and statistics included throughout the passage*). The final body paragraph follows the same pattern as the previous paragraphs (inferential idea, analysis integrated with relevant text), opening with an idea (*supports Joe Jenkins’s ideas because it explains the benefits*), followed by integrated analysis and well-chosen text details (*tells of many things that the green roofs do including catch pollution, control heat, and reduce runoff, This quote of Jenkins giving benefits of cool roofs clearly is supportive because it is his direct thoughts, the passage supports Jenkins’s ideas because of the benefits of cool roofs explained*). Although this final body paragraph includes some weaker analysis (*giving benefits of cool roofs clearly is supportive because it is his direct thoughts*), the response overall still effectively addresses all parts of the task and provides in-depth analysis of how the information throughout the passage supports Jenkins’s ideas. Additionally, the response makes good use of substantial, well-chosen text references as support throughout. An effective conclusion reiterates key ideas from the response, demonstrating a thorough understanding of both the task and the ideas in the passage. There is an effective use of transitions (*In the passage, This quote explains, Therefore, Another example, To clarify, In the end, It is also obvious*) to link ideas within and between paragraphs, and the few errors present in the response do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 4 points

9. The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

In "Cool Roofs" the author talks about the different alternatives to keeping your house cool but in an environmentally friendly way. At the end of the passage the author quoted Joe Jenkins by saying, "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend on." This quote shows that in order for humans to survive way in the future we need to start taking care of and being more aware of what we're doing to our planet.

The author is also trying to emphasize that there is a give and take relationship with our planet, and if we want good then we have to be good to the environment.

One of the environmentally friendly ways to cool your house was a plant/green roof. The green roof system is an example of the give and take relationship with the environment. By

A rectangular box containing the text "GO ON" with a large arrow pointing to the right.

getting a green roof instead of using an AC, you will be allowing the plants to make the air cleaner and reduce pollution which will in return better your health and the health of others. Green roofs also make the area quieter which will make your rooftop/area more peaceful.

Another one of the roof systems were cool roofs. Cool roofs reflect sunlight and heat, and they are less expensive than plant/green roofs. Cool roofs are also more environmentally friendly than air conditioners because they don't use energy, they don't pollute the air, they don't make the area/cities hotter, and they are recyclable. These things can help you because it can keep the air cleaner and it is made of reusable materials, which can contribute to the environment in a positive way.

The quote from Joe Jenkins relates to both of these roof/heating alternatives because they demonstrate the give and take relationship with the environment. With these

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alternatives the environment is getting something less harmful and so are the people that live within the environment. For example if you choose a green roof over an AC the air will be less polluted and you will have better air to breathe. So that is how the roof alternatives support the quote from Joe Jenkins.

Since the quote talks about respecting the environment, some of the techniques/alternatives in the passage support that same idea. Also, in the beginning of this essay I wrote "if we want good then we have to be good to the environment" and this means we have to take care of it and be more conscious of what were doing. That also relates to Joe Jenkins's quote. So basically, if we choose better alternatives to use instead of bad ones, then we will be helping the earth and we will also benefit from it, just as Jenkins's idea.

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





This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. There is a strong organizational structure that effectively reinforces the focus that the information throughout the passage supports Jenkins's ideas in multiple ways. Within the introduction, the response includes insightful analysis (*that in order for humans to survive way in the future we need to start taking care of and being more aware of what we're doing to our planet, there is a give and take relationship with our planet, and if we want good then we have to be good to the environment*) that effectively addresses how the passage information supports Jenkins's ideas. The second body paragraph asserts the importance of being *environmentally friendly* by having a *plant/green roof* to cool your house. Analysis integrated with key text details (*The green roof system is an example of the give and take relationship with the environment, will make your rooftop/area more peaceful*) effectively supports the multiple benefits (reduced AC use, reduced pollution, better individual and group health) of having a green roof. The next body paragraph focuses on *cool roofs*. The student integrates thorough analysis with well-chosen text details (*Cool roofs reflect sunlight and heat, and they are less expensive than plant/green roofs, it is made of reusable materials, which can contribute to the environment in a positive way*) to highlight positive qualities of cool roofs. The final body paragraph reinforces the ideas presented in the previous paragraphs (*quote from Joe Jenkins relates to both of these roof/heating alternatives because they demonstrate the give and take relationship with the environment*), combining thorough analysis with key text ideas (*With these alternatives the environment is getting something less harmful, will have better air to breathe*). The conclusion reiterates ideas stated in the introduction and effectively addresses how the information throughout the passage supports Jenkins's ideas. An effective use of precise language and vocabulary (*different alternative, in order for humans to survive, emphasize, give and take relationship, be more concious*) is employed throughout to explain the topic and convey experiences. The few errors scattered throughout do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points



9. The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

The quote, “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend on.” is used to support the author’s claims about cool roofs. Improving our lives by making summers more bearable, cities and planet through the environment, and respecting each other through quietness.

First, he makes the claim that having cool roofs will make cities cooler. He supports this by saying, in paragraph six, that roof temperature would not rise over 77°F with a cool roof. He also shows why this is a problem in paragraph three when he says that temperature in cities can be two to ten more degrees (F) hotter than country areas. This is supported in “improve our lives” because when it becomes too hot, it can become uncomfortable for most people.

Secondly, the author claims that having cool roofs will improve the environmental impact on cities and our planet. He mentions this in paragraph seven, where he says that there is a 30%-50% reduction in energy usage with cool roofs. In paragraph eight, he also says that roof would act to filter out pollution from the air. This helps out cities and the planet because there is less damage to the environment and makes the world cleaner.

Finally, the author claims that cool roofs would be quieter. In paragraph eight, he states that cool roofs absorb some of the usual city noises. This supports “respecting each other” because it gives others the ability to be left to themselves without the honking of a car in the background.

The quote the author used to support his idea was a fitting one. It supported his idea by summarizing how a cool roof could be helpful for the planet, city, ourselves, and others.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. The introduction identifies three ideas (*Improving our lives by making summers more bearable, cities and planet through the environment, respecting each other through quietness*) that clearly connect to different aspects of the quote. The first body paragraph implicitly addresses the idea of *improving our lives by making summers more bearable* with key text details (*cool roofs will make cities cooler, roof temperature would not rise over 77°F, temperature in cities can be . . . hotter than country areas*), all in support of clear analysis (*This is supported in "improve our lives" because when it becomes too hot, it can become uncomfortable for most people*). The subsequent paragraphs follow a similar pattern (idea, text, analysis) to address the next two ideas identified in the introduction (*environment, quietness*). The student connects each idea to well-chosen text details (*there is a 30%-50% reduction in energy usage with cool roofs, roof would act to filter out pollution from the air, cool roofs absorb some of the usual city noises*), all in support of clear analysis (*there is less damage to the environment and makes the world cleaner, because it gives others the ability to be left to themselves without the honking of a car in the background*). Appropriate transitions link ideas throughout the response (*First, He supports this by, He also shows, in paragraph six*), and an appropriate use of precise language and vocabulary (*by making summers more bearable, can become uncomfortable for most, without the honking of a car in the background*) is employed to explain how the information throughout the passage supports Jenkins's ideas.

## STUDENT RESPONSE

## Response Score: 3 points

9. The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

There are many things in the passage that support Joe Jenkin's quote. Joe supports the idea of the new roof ideas because it helps the enviroment that we live in and ourselves. The idea of cool roofs is that it keeps your home cooler. Also, by planting a lot of vegetation on the roof, it blocks out some noises. The passage supports Jenkin's ideas by stating that it lowers energy use, they clean the air, and its renewable.

First, the information throughout the passage supports Jenkin's idea's by lowering the energy use. "The firm found a 30-50 percent reduction of energy use for climate control for the building in the summer and nearly 50-100 percent reduction in spring and fall." (Feeley 53). Joe supports the idea of cool roofs because it is great for us and our enviroment/planet. So, when our energy use rate is going down, it is saving the energy that the Earth produces. For us, it lowers the temperature causing us from not getting sunburn and a heatstroke. Also, people would be more active due to it not being so hot out.

Secondly, the information throughout the passage supports



Jenkin's idea's by explaining how it cleans the air. "You can breathe deeply with a green roof, too, because it cleans the air by catching particles of air pollution and uses carbon dioxide to make more oxygen." (Feeley 53). Pollution causes sickness, which is totally unsafe for us to breathe in. Plants inhale carbon dioxide and exhale oxygen. So, the more plants there are, the more oxygen being produced. The plants on the roofs will absorb the pollution in the air.

Lastly, the information throughout the passage supports Jenkin's idea's by saying that the materials used are renewable. "The best roof wouldn't need fossil fuels to be made. It would be found in nature, reusable, long lasting, and non-toxic." (Feeley 54). Fossil fuels are non-renewable, which means that once they run out, they're gone. We are trying to conserve the resources that we have by using eco-friendly materials to make the environment and Earth a safer place. These roofs will last a long time and will not add any chemicals into the air.

To conclude, the passage supports Jenkin's idea's in many ways. One, it saves energy that Earth produces and needs to survive. Secondly, it's safer for our bodies. Also, it produces more oxygen. Last, but not least, they are renewable and non-toxic. The passage supports Jenkin's idea's by stating that it lowers temperature, they clean the air, and its 100 percent long lasting and safe for the environment.

GO ON 

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. An appropriate organizational structure supports the focus that *(There are many things in the passage that support Joe Jenkin's quote)*. The introduction includes clear ideas, based on the passage, of how new/cool roofs are helpful *(it helps the environment that we live in and ourselves, idea of cool roofs . . . keeps your home cooler, planting a lot of vegetation on the roof, it blocks out some noises)*, in addition to providing three ways that information in the passage supports Jenkins's ideas *(by stating that it lowers energy use, they clean the air, and its renewable)*. The first body paragraph provides a clear idea *(supports Jenkin's idea's by lowering the energy use)* based on a relevant quote *("The firm found a 30-50 percent reduction of energy use for climate control")* and is extended with clear analysis *(Joe supports the idea of cool roofs because it is great for us and our environment, people would be more active due to it not being so hot out)*. This same pattern (idea, quote, analysis) is repeated in subsequent paragraphs with clear ideas *(supports Jenkin's idea's by explaining how it cleans the air, supports Jenkins idea's by saying that the materials used are renewable)*, followed by well-chosen, supporting text quotes *("You can breathe deeply with a green roof, too, because it cleans the air by catching particles of air pollution and uses carbon dioxide to make more oxygen," "The best roof wouldn't need fossil fuels to be made. It would be found in nature, reusable, long lasting, and non-toxic")* and extended with clear analysis *(Pollution causes sickness, which is totally unsafe for us, plants on the roofs will absorb the pollution in the air, Fossil fuels are non-renewable, which means that once they run out, they're gone, roofs will last a long time and will not add any chemicals into the air)*. The conclusion provides pertinent benefits of new/cool roofs *(saves energy that Earth produces and needs to survive, safer for our bodies, produces more oxygen, they are renewable and non-toxic, it lowers temperature, they clean the air, long lasting and safe for the environment)* that all clearly address how the information throughout the passage supports Jenkins's ideas. Appropriate, though basic, transitions *(First, Secondly, So, To conclude, Last, but not least)*, within and between paragraphs, link and cluster ideas. Errors present in usage *(its for it's, idea's for ideas)* and spelling *(enviroment)* do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 2 points



9. The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

According to Joe Jenkins, “The best choices will improve our lives and the cities we live in by respecting each other and the planet we depend upon.” The passage, Cool Roofs reflects these ideas through making the cities cooler, changing the roofs to a better place, and to make the world more environmentally friendly.

First, the passage explains how to make the cities cooler. In the section, the heat island effect, David Feeley explains how cities are quite a bit warmer than rural areas. If some buildings add coal or green roofs, the roofs will reflect heat, not absorb heat. With a green roof, the plants get rid of pollution which makes people sick.

Second, Cool Roofs are better places. In The section Green Roof Pros and Cons, the passage states that plants on roofs absorb noise. This would make a roof a nicer place to be. Also, in paragraph 11, it states that Green roofs are nice places to relax in crowded cities.

Third, Cool Roofs make the world more environmentally friendly. In paragraph 15, the author states that “It (roofs) would be found in native, reusable, long-lasting and nontoxic. Also, the passage states that the green and cool roofs last longer than a black roof.

In Conclusion, Joe Jenkins believes that clean roofs will change the world. The passage states that Cool Roofs make cities cooler, changing roofs to a better place, and making roofs more environmentally friendly.

This response inconsistently addresses part of the task, demonstrating a partial analytic understanding of the text. The introduction provides three ideas (*making the cities cooler, changing the roofs to a better place, and to make the world more environmentally friendly*) that reflect the meaning of the quote/author’s ideas. The first body paragraph focuses on a weak idea (*passage explains how to make the cities cooler*) based on text details (*In the section, the heat island effect, David Feeley explains how cities are quite a bit warmer*). The next paragraph provides a similarly weak idea that Cool Roofs are better places, which is supported by text details (*In The section Green Roof Pros and Cons, the passage states that plants on roofs absorb noise*) and extended with weak inferences (*Green roofs are nice places to relax in crowded cities, This would make a roof a nicer place to be*). The last paragraph includes the idea that Cool Roofs make the world more environmentally friendly, which is based on a weak text detail (*In paragraph 15, the author states that “It (roofs) would be found in native*). Appropriate, if somewhat basic, transitions link ideas (*According to Joe Jenkins, First, Second, In the section*), and the few errors in spelling (*these, environmentally*) do not interfere with meaning. Although the student provides some appropriate text, of varying quality, to support each idea relating to the quote, the associated analysis is weak and does not clearly address how the information supports Jenkins’s ideas.

## STUDENT RESPONSE

Response Score: 2 points

9. The author concludes the passage with a quotation from Joe Jenkins: "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon." Write an essay analyzing how the information throughout the passage supports Jenkins's ideas. Use evidence from the passage to support your response.

In the passage "Cool Roofs," the author talks about green roofs. "Green" roofs are plant covered roofs. The purpose of green roofs is for the environment staying cool. Green roofs can be beneficial towards our environment.

When Joe Jackson said "The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend on". What he means is by planting green roofs (The Best Choices) it is going to improve our lives. This is true because green roofs help the environment alot. Green roofs can catch particles of pollution.

What Joe Jackson meant about, respecting each other and the planet we depend on. He means by getting green

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roofs, not only you're helping others but you're helping the earth. Green roofs clean the air by catching particles of pollution. When they catch the particles, it uses carbon dioxide to make more oxygen.

In conclusion, what Joe Jackson said relates alot to the passage. With green roofs being a big contributor to this. This passage tells alot of meaningful information.

This response inconsistently addresses part of the task, demonstrating a partial analytic understanding of the text. A weak organizational structure inconsistently supports the focus that the information in the passage supports Joe Jenkins's ideas. In the introduction, the student posits the idea that green roofs are *beneficial towards our enviornment*. The first body paragraph presents the quote by Joe Jenkins and links it to green roofs by means of weak inferences (*what he means is by planting green roofs (The Best Choice(s)) it is going to improve our lives. This is true because green roofs help the enviornment alot*) based on a vague text detail (*Green roofs can catch particles of pollution*). The next paragraph repeats part of the quote and includes a weak inference (*He means by getting green roofs, not only you're helping others but you're helping the earth*) loosely connected to additional weak text details (*Green roofs clean the air by catching particles of pollution, it uses carbon dioxide to make more oxygen*), all in an attempt to explain the meaning of the quotes, albeit in a general way. There is an inconsistent use of transitions to link ideas. Errors in spelling (*enviornment, beneficial, alot*) do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 1 point



9. The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

The Heat Island effect is one of the main problems with roofs. The article states that “suburbs are 2 to 10 degrees Fahrenheit hotter than nearby country areas”. This tells you what happens when cities have tall buildings and narrow streets trapping heat from cars, factories, and air conditioners.

There are other choices for the Cool Roofs. Jenkin explains “many asphalt roofs are being replaced with cool white ones that reflect both sunlight and heat”. This shows you how you wear a light-colored shirt, it reflects heat. Same with the Cool Roofs having a light color and not trapping heat.

Jenkins explains the Cool Roofs in the future will be like. He says, “With engineered islands to clean and filter water and generate energy, Shanghai Bund will be a zero-waste landscape”. He tells you it’s a project by Balmori Associates called Shanghai Bund in China, where they will create a 20-meter green zone connecting the city to the river.

This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. The organizational structure is minimal and lacks focus; there is no introduction or conclusion. Attempts to analyze how the passage information supports Jenkins’s ideas (*This tells you what happens when cities have tall buildings, This shows you how you wear a light-colored shirt, He tells you it’s a project by Balmori*) are simplistic and consist of paraphrased ideas from the text, as opposed to true analysis. The student attempts to address the task by including quotes from Jenkins (*asphalt roofs are being replaced, zero-waste landscape*) but does not connect any of the information from the passage to Jenkins’s ideas. Few transitions are used to link ideas. The few errors present in sentence structure (missing words, fragments) seldom interfere with meaning.

## STUDENT RESPONSE

## Response Score: 1 point

9. The author concludes the passage with a quotation from Joe Jenkins: “The best choices will improve our lives and the cities we live in by respecting each other and the planet we so depend upon.” Write an essay analyzing how the information throughout the passage supports Jenkins’s ideas. Use evidence from the passage to support your response.

A green roof can help us with the envirement.

How? Mostly every green roof will have

plants, with a white roof underneath. The

green roof will take a while to make, but that

means we have more oxygen, There would be

less electricity used from fans and air conditioners.

and less Pollution. We will use less energy to, so

our electric bill will go down to. There would also

less Pollution in the air.

This response minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. The introductory sentence provides the focus that a *green roof can help us with the envirement*. This idea is minimally developed and includes few supporting text details. Two minimal inferences drawn by the student (*that means we have more oxygen, There would be less electricity used from fans and air conditioners*) are loosely connected to the text (*The green roof will take a while to make*). However, the connection to the text is confusing because the idea that *The green roof will take a while to make* does not clearly support the idea of *more oxygen and less electricity used*. An inference (*our electric bill will go down to*) moves slightly beyond a literal interpretation of the text, but it is a minimal inference that lacks the specifics needed to imply more than an inadequate analytic understanding of the text. Very little in this response shows or implies how the information in the passage supports Jenkins’s ideas. No conclusion is provided. Few transitions are used to link ideas, and the errors present in sentence structure, usage (*to for too*) and spelling (*envirement, polution*) 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

10. Read the paragraph.

(1) Before planting flowers, consider their home—the soil. (2) If the soil is thin, work in some old leaves or a soil mixture bought in a store. (3) Natural materials like decayed leaves and grass help hold on to the moisture when it rains or when the plants are watered. (4) So that the flowers will continue to grow well even in the hot summer weather.

Which sentence is **not** complete?

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

Item Information	
Alignment	D.1.1.9
Answer Key	D
Depth of Knowledge	2
p-value A	32%
p-value B	8%
p-value C	8%
p-value D	52% (correct answer)
Option Annotations	The student is asked to determine which sentence in a given paragraph is not complete. Option D is the correct answer since it is a subordinate clause. Options A, B, and C are not correct responses since they are complete sentences.

11. Read the sentences from a story.

(1) The gallery had just opened, and already several people crowded around Mark’s painting. (2) It was obvious to Mark that they had questions about the painting. (3) He cleared his throat and stepped forward to speak.

(4) “Let me begin by saying that and if you have any questions, please don’t hesitate to ask I was inspired by a poem I had read a couple of years before.”

Which revision of sentence 4 correctly uses punctuation to indicate the break caused by the underlined group of words?

- A. “Let me begin by saying that, ‘and if you have any questions, please don’t hesitate to ask,’ I was inspired by a poem I had read a couple of years before.”
- B. “Let me begin by saying that—and if you have any questions, please don’t hesitate to ask—I was inspired by a poem I had read a couple of years before.”
- C. “Let me begin by saying that . . . and if you have any questions, please don’t hesitate to ask, I was inspired by a poem I had read a couple of years before.”
- D. “Let me begin by saying that, and if you have any questions, please don’t hesitate to ask—I was inspired by a poem I had read a couple of years before.”

Item Information	
Alignment	D.1.2.1
Answer Key	B
Depth of Knowledge	2
p-value A	11%
p-value B	46% (correct answer)
p-value C	20%
p-value D	23%
Option Annotations	The student is asked to identify the revision of the given sentence that correctly uses punctuation to indicate a break caused by the underlined group of words. Option B is the correct answer since the em dash is used correctly to indicate a break before and after the phrase “and if you have any questions, please don’t hesitate to ask.” An em dash is used to set off an interruption in a sentence. Option A is not correct since single quotes are not used to indicate a break. Option C is not correct since ellipses are used as a pause or hesitation or to indicate an omission, not to set up an interruption. Option D is not correct since the comma used before the interruption should be an em dash.

12. Read the paragraph.

(1) Sequoya, a member of the Cherokee Nation in the eighteenth century, is regarded as the creator of the Cherokee alphabet. (2) Although he never learned to read and write in English, Sequoya was fascinated by people’s ability to use written language. (3) Sequoya has worked for more than a decade to create a system of writing in the Cherokee language. (4) In 1824, the Cherokee Nation presented him with a specially crafted silver medal for his accomplishment.

Which change should be made to the paragraph to correct the inappropriate shift in verb tense?

- A. Change is to had been in sentence 1.
- B. Change was to is in sentence 2.
- C. Change has worked to worked in sentence 3.
- D. Change presented to has presented in sentence 4.

Item Information	
Alignment	D.1.1.8
Answer Key	C
Depth of Knowledge	2
p-value A	30%
p-value B	8%
p-value C	54% (correct answer)
p-value D	8%
Option Annotations	The student is asked to identify the revision that should be made to the given paragraph to correct the inappropriate shift in verb tense. Option C is the correct answer since the verb tense needed should be past tense. The use of the present perfect tense is incorrect since this tense is used when discussing something that started in the past and is still occurring. Option A is not correct; the verb “is” is correct since “is regarded” states how Sequoya is thought of today. The use of the past perfect continuous tense would not be correct since it would indicate an action that began in the past and continued in the past, and then ended at a particular point in the past. Option B is not correct; the use of “was” is correct since the feeling occurred in the past. Option D is not correct; “presented” is the correct verb tense since it occurred at a specific time in the past. The present perfect tense would indicate an action that started in the past and is still occurring.

13. Read the sentence.

My uncle gave me a ticket to view the *U-505* submarine at a museum in Chicago.

Read the clause.

that was on display

Where is the **best** place to add the clause to the sentence?

- A. after uncle
- B. after ticket
- C. after submarine
- D. after museum

Item Information	
Alignment	D.1.1.5
Answer Key	C
Depth of Knowledge	2
p-value A	8%
p-value B	9%
p-value C	74% (correct answer)
p-value D	9%
Option Annotations	The student is asked to identify the best place to add a specific clause to a given sentence. Option C is the correct answer since the clause “that was on display” modifies the word “submarine.” Options A, B, and D are not correct; if the clause was placed after “uncle,” “ticket,” or “museum,” the result would be dangling modifiers since the given clause does not modify any of these words.



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	B-C.2.1.2	A	2	77%	9%	10%	4%
2	B-C.3.1.1	Part One: C Part Two: B, C	3	Mean Score: 2.1			
3	B-V.4.1.1	B	2	18%	40%	14%	28%
4	B-V.4.1.2	Part One: A Part Two: B	3	Mean Score: 1.03			
5	B-C.3.1.1	C	3	5%	24%	68%	3%
6	B-C.2.1.1	C	2	16%	9%	71%	4%
7	B-C.2.1.3	A	3	79%	15%	4%	2%
8	B-K.1.1.1	B	2	12%	64%	14%	10%
10	D.1.1.9	D	2	32%	8%	8%	52%
11	D.1.2.1	B	2	11%	46%	20%	23%
12	D.1.1.8	C	2	30%	8%	54%	8%
13	D.1.1.5	C	2	8%	9%	74%	9%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	B-C.2.1.2	4	3	1.95

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INTENTIONALLY BLANK.**

## ACKNOWLEDGEMENTS

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# **PSSA Grade 8 English Language Arts Item and Scoring Sampler**

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