



pennsylvania
DEPARTMENT OF EDUCATION

**The Pennsylvania System of School
Assessment
English Language Arts
Item and Scoring Sampler
2016–2017
Grade 4**

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INTRODUCTION

General Introduction

The Pennsylvania Department of Education 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. It can also be useful in preparing students for the statewide assessment.

Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions that are aligned to the new Pennsylvania Core Standards-based 2016 PSSA Assessment Anchors and Eligible Content. 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 2016 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- www.education.pa.gov [Hover over “K–12,” select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors” from the “Other Materials” list on the right side of the screen.]

What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards (PCS). 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 as examples for creating assessment items at the classroom level, and they may also be copied and used as part of a local instructional program.¹ Classroom teachers may find it beneficial to have students respond to the 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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Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 4, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Text-Dependent Analysis Questions (TDA), and mode-specific Writing Prompts (WP).

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

Evidence-Based Selected Response: Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a Literature or 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/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 partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

Text-Dependent Analysis Question: Unlike a writing prompt, the TDA question is a text-dependent analysis question 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 draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student's reading and writing skills in response to a TDA coincides with the similar demands required for a student to be college and career ready. The TDA response is scored using a holistic scoring guideline on a 1–4-point scale.

Writing Prompt: Each of this type of test question includes an extended response space in which the student composes an answer based on a provided prompt. There are two response pages in the paper-and-pencil format and up to 3,000 characters in the online format. A writing prompt is based on a specific mode of writing and may ask the student to write an opinion essay, an informative/explanatory essay, or a narrative essay. Each writing prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

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.

English Language Arts Item Type:

MC: Estimated Response Time (minutes) 1.5

EBSR: Estimated Response Time (minutes) 3 to 5

TDA: Estimated Response Time (minutes) 45

WP: Estimated Response Time (minutes) 30

English Language Arts Grade 4

This English Language Arts Sampler is composed of 3 passages, 13 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis question, 4 standalone multiple-choice questions, and a mode-specific writing prompt.

There are three 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 question. This booklet also contains 4 standalone multiple-choice questions and a mode-specific writing prompt.

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 question and the writing prompt are 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 question responses and mode-specific writing prompt responses in both formats.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS

Directions:

On the following pages are the Language questions and the Writing prompt.

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 Selected-Response Questions:

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

For the 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 best answer or answers based on your answer to 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) Questions:

The English Language Arts TDA question 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 TDA question carefully.

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Review the Writer's Checklist to help you plan and organize your response.

You may look back at the passage to help you write your essay.

Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.

Be sure to check that your essay contains evidence from the passage to support your response.

Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.

PASSAGE 1

Read the following passage about a family and a cat. Then answer questions 1–8.

The Cat

an excerpt

by Patricia MacLachlan

. . . I heard the soft thump as the cat jumped up to my sill. The cat stared at me, its face like a pansy, and then, without claws, it lifted a paw and hit the window screen. The tiniest of sounds. Very carefully I lifted the screen, and the cat walked inside, across my desk, and settled on my bed as if it were home. . . . Almost at once the cat slept.

Slowly I backed out of the room, racing to the kitchen.

“Cat?”

Grandma looked up.

“Your sister’s not here, Journey. Do you want something?”

No. I knew how Grandma felt about cats.

Behind her, Grandfather was standing, leaning against the counter, stirring coffee.

“No, Grandma, thanks. Good night.”

“Good night then,” said Grandma, threading a needle in the light.

I looked at Grandfather, and he looked back at me, taking a sip of his coffee, his eyes narrowed against the steam. He turned his head to one side, as if he were getting a different view of me. I lifted my shoulders, took a breath, and beckoned to him, putting a finger to my lips. His eyebrows rose. After a moment he put down his coffee, silently following me down the hallway to my room.

“What is it?” he said at my bedroom door.

“Look,” I whispered, pulling his arm. I pointed.

“Oh, my,” whispered Grandfather. He smiled. “Look at that, all tuckered out.”

Slowly he walked to the bed. The cat stretched, looked up at him, then curled up again.

“Whose cat is it?” asked Grandfather.

I was silent.

Grandfather quickly looked down at me.

“Journey,” he warned, “no. You know your grandma is not fond of cats. She loves her birds.”

“I love this cat,” I said. “He tapped on my window screen. I think he’s mine.”

“Do not,” said Grandfather, whispering fiercely, “do not name this cat.”

I knew the family rule. Do not name an animal or you’ll have to take care of it. If you name it, it’s yours.

“He tapped on my screen and walked right in and went to sleep,” I went on, “just like he lives here. And he does.”

I put out my hand and stroked the cat, and he put his paws around my hand, hugging me to him.

“See?” I whispered.

Grandfather bent down.

“There’s blood here, Journey. See, a little trail on the floor.”

Grandfather ran his hands over the cat, who peered at him through slit eyes.

“Here it is. A little cut on his foot.”

Grandfather took out his handkerchief and blotted the cat’s left paw. Suddenly the cat reached over and took Grandfather’s finger in his teeth. I held my breath as Grandfather and the cat stared at each other. After a moment Grandfather smiled.

“You are something,” he said to the cat, and to prove it, the cat let go of his finger, turned over, and went back to sleep.

“What is going on here?”

Grandma’s voice made Grandfather jump. The cat didn’t move.

“. . . Oh, Marcus!”

My sister appeared suddenly behind Grandma. Her face lighted up when she saw the cat.

“Oh!” She turned to me. “Have you named him yet?”

“Marcus!” said Grandma warningly, her lips pressed tightly together.

“Now, Lottie,” said Grandfather, “this is an injured animal. We have to be humane here.”

“You know how I feel about cats,” said Grandma. “And cats are not humane to birds.”

“We’ll put a bell on him,” I said. “Two bells, Grandma! Please!” Grandma’s face was stern. I turned to Grandfather. “I need this cat.”

My own words startled me, and Grandfather cleared his throat.

“Actually, Lottie, it’s unfortunate, I know, but Journey has named him already.”

I stared at Grandfather. Grandma saw my surprise.

“Really,” she said, folding her arms across her chest. “And what would that name be?”

“Yes,” said Grandfather. His eyes roamed the room. “His name is . . .

”Grandfather looked at the vase of peonies by the window. “His name is Bloom, isn’t that what you called him, Journey?”

“Yes.” I nodded.

“Oh, push,” said Grandma, half smiling, “you just made that up. . . . You might just as well have said Peony.”

“Lottie,” said Grandfather, “Journey knows that Peony is no name for a cat.”

The screen opened, and Cooper poked his head in.

“I saw the lights.”

He climbed in, closing the screen behind him, and then he saw the cat. Cooper peered at Grandfather, at my sister leaning against the wall, and at Grandma with her arms still folded. Finally he looked at me.

“Of course you named him,” he said, making Grandfather’s lips twitch.

“Bloom,” I said.

“I’ll get the camera,” said Grandfather.

Multiple-Choice Questions

1. Which statement from the passage **best** describes the main setting?
 - A. “. . . the cat walked inside, across my desk, and settled on my bed . . .”
 - B. “. . . Grandfather was standing, leaning against the counter, stirring coffee.”
 - C. “Grandfather ran his hands over the cat, who peered at him through slit eyes.”
 - D. “My sister appeared suddenly behind Grandma.”

Item Information	
Alignment	A-K.1.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	75% (correct answer)
p-value B	8%
p-value C	13%
p-value D	4%
Option Annotations	The student is asked to identify which sentence best describes the main setting of the passage. Option A is the correct answer since most of the events occur in the main character’s room. Option B is incorrect since most of the events do not occur in the kitchen where Grandfather is leaning against the counter. Options C and D are incorrect because the details do not support a setting in the passage.

2. Read the sentences from the passage.

“I lifted my shoulders, took a breath, and beckoned to him, putting a finger to my lips. His eyebrows rose.”

What do the actions by Journey help reveal about Grandfather?

- A. his favoritism
- B. his disapproval
- C. his seriousness
- D. his curiosity

Item Information	
Alignment	A-K.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	9%
p-value B	14%
p-value C	27%
p-value D	49% (correct answer)
Option Annotations	The student is asked to infer what the main character’s actions reveal about another character in the passage. Option D is the correct answer. Journey makes a gesture, and this action causes Grandfather to raise his eyebrows in curiosity. Options A, B, and C are incorrect because these descriptions do not fit with the context provided.

3. Read the sentence from the passage.

“ ‘He tapped on my screen and walked right in and went to sleep,’ I went on, ‘just like he lives here.’ ”

Which theme does this sentence support?

- A. Two wrongs rarely equal a right.
- B. Honesty is always the best policy.
- C. Sacrifices in life bring great rewards.
- D. Friendship can be found in unusual places.

Item Information	
Alignment	A-K.1.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	11%
p-value B	16%
p-value C	12%
p-value D	61% (correct answer)
Option Annotations	The student is asked to select a theme that is supported by the given sentence. Option D is the correct answer because the main character develops an unexpected friendship with the cat. Options A, B, and C are incorrect because the events described in the passage do not support these themes.

4. Read the sentence from the passage.

“ ‘Do not,’ said Grandfather, whispering fiercely, ‘do not name this cat.’ ”

Why does Grandfather most likely respond in this way?

- A. Grandfather thinks the cat sleeps too much to have a name.
- B. Grandfather wants to think of a name for the cat himself.
- C. Grandfather knows Journey will keep the cat if it is named.
- D. Grandfather worries that Journey will not choose a good name for the cat.

Item Information	
Alignment	A-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	2%
p-value B	6%
p-value C	86% (correct answer)
p-value D	5%
Option Annotations	The student is asked to infer the most likely reason for a character’s actions. Option C is the correct answer because Grandfather knows the family rule will require Journey to take care of an animal once it is named. Options A, B, and D are incorrect since the details in the text do not support these options.

5. Read the sentence from the passage.

“Her face lighted up when she saw the cat.”

What does the sentence suggest about the sister?

- A. She was excited to see the cat.
- B. She wanted to talk to Grandfather about the cat.
- C. She hoped she could name the cat.
- D. She knew that Grandma would be pleased about the cat.

Item Information	
Alignment	A-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	75% (correct answer)
p-value B	8%
p-value C	11%
p-value D	6%
Option Annotations	The student is asked to make an inference about a character based on the figurative language used in the given sentence. Option A is the correct answer since “her face lighted up” suggests that the sister is excited to see the cat. Options B, C, and D reflect a misinterpretation of the sentence.

6. What is a synonym for the word stern?

- A. nervous
- B. serious
- C. tired
- D. worried

Item Information	
Alignment	A-V.4.1.2
Answer Key	B
Depth of Knowledge	1
p-value A	13%
p-value B	71% (correct answer)
p-value C	4%
p-value D	12%
Option Annotations	The student is asked to identify a synonym for the word “stern.” Option B is the correct answer since “serious” has the same meaning as “stern.” Options A, C, and D are not synonyms for “stern.”

7. Which detail from the passage **best** indicates Grandma’s disapproval of the cat?
- A. “ ‘Your sister’s not here, Journey. Do you want something?’ ”
 - B. “ ‘Marcus!’ said Grandma warningly, her lips pressed tightly together.”
 - C. “ ‘And what would that name be?’ ”
 - D. “ ‘Oh, push,’ said Grandma, half smiling, ‘you just made that up. . .’ ”

Item Information	
Alignment	A-K.1.1.3
Answer Key	B
Depth of Knowledge	2
p-value A	6%
p-value B	65% (correct answer)
p-value C	10%
p-value D	18%
Option Annotations	The student is asked to identify a detail from the passage that indicates Grandma disapproves of the cat. Option B is the correct answer because “warningly” and “her lips pressed tightly together” imply disapproval. Options A and C are incorrect since these options show Grandma seeking more information about the cat. Option D is incorrect since it shows a positive emotion from Grandma.

Evidence-Based Selected-Response Question

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

Part One

In the passage, what are peonies?

- A. birds
- B. windows
- C. cameras
- D. flowers

Part Two

What detail based on the passage **best** supports the answer in Part One? Choose **one** answer.

- A. Cats like to hunt birds.
- B. The cat has a wounded paw.
- C. Grandfather looks at a vase.
- D. Grandma stands with her arms folded.

Item Information	
Alignment	A-V.4.1.2
Answer Key Part One	D
Answer Key Part Two	C
Depth of Knowledge	2
Mean Score	1.51
Option Annotations	<p>The student is asked to determine the meaning of a word and to select a detail from the passage that provides the context for this word meaning.</p> <p>Part One: Option D is the correct answer since peonies are a type of flower. Options A and C are incorrect because the details in the passage do not support these answers. Option B is incorrect because although the vase is near a window, the peonies are in the vase.</p> <p>Part Two: Option C is the correct answer since Grandfather looks at a vase holding the peonies when telling Grandma the name of the cat. Options A, B, and D are incorrect since they are describing either the cat or Grandma’s actions.</p>

PASSAGE 2

Read the following passage about the many ways people have measured time. Then answer questions 9–15.

Clock Watching

by Sara F. Shacter

Everyone has different reasons for keeping track of time. The reasons for caring about time depend on who you are, where you live . . . and when you live.

Thousands of years ago, people didn't care what time it was. They spent most of their days hunting and gathering food. A schedule would have been silly: "nine o'clock, hunt; ten o'clock, gather."

But to survive, our ancestors did need to keep track of day, night, and the seasons. They looked to the sun, moon, and stars for signs of these cycles in nature.

Half Past the Candle

Eventually, people learned that the sun could also be used to measure hours in a day. About 4,000 years ago, somebody shoved a stick in the ground and made a neat discovery: the stick's shadow moved as the sun's position in the sky changed from sunup to sundown. People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all shapes and sizes.

But sundials weren't perfect. At night, or on cloudy days, they didn't work. So how did people tell time when there was no sunlight? Clocks made of candles, oil lamps, and incense sticks worked just fine without the sun, measuring the time in which a certain amount of wax, oil, or incense burned. Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel as time passed.

However, there was a problem with clocks that burned and dripped: they only showed how much time had *passed*. Suppose a friend said, "I'll meet you when half a candle melts." To be on time, you'd both have to have the same size candle, and light them together.

As towns and cities grew, travel and trade between countries increased. There were lots of new jobs to do, and people needed to be in the same place at the same time to get them done. The old clocks were no longer good enough, since they didn't let everyone share the correct time of day.

The real solution to the time-keeping problem was a machine that could run all day and all night. Who invented the first such clock? The answer is a mystery. Many tried. Around the year 1300, mechanical clocks started showing up in western Europe, but no one knows who built the very first one.

A Clock for Everyone

These early mechanical clocks were funny looking: they didn't have faces; they were just a bunch of gears—wheels with metal teeth that were moved by heavy weights, ticking off seconds. Expensive and hard to care for, these clocks were also huge; they would fill up a room! People could not easily put them in their homes.

So, they mounted the clocks on church towers instead. Up high, for everyone to see and hear, the clock rang out the hours when workers in the fields and shops should stop and pray.

People loved this amazing new invention. Clockmakers kept improving and shrinking clocks. But it took more than 500 years until there were enough clocks to go around.

In the 1800s, people figured out how to build large factories to make all sorts of things. Factories cranked out thousands of clocks very quickly and less expensively. Finally, there were clocks for everyone.

It was a good thing, too, because factories ran on strict schedules, and workers were paid by the hour. To be on time, people put clocks in their homes and watches in their pockets.

Modern Time

For a long time, women wore watches on their wrists, but men didn't. Wristwatches were considered just a fashion item until 1914, when World War I broke out. Thousands of men in Europe marched into battle. Watches made it possible to time troop movements precisely. But it took time for soldiers to stop, put down their equipment, and pull their watches out of their pockets. To save time and leave their hands free for fighting, soldiers started tying their watches to their wrists, just like women. Wristwatches have been popular ever since.

Nowadays there are clocks everywhere you look: in the car, the radio, the computer, and the microwave. Modern clocks run on batteries, electricity, quartz crystals, and even vibrating atoms.

Multiple-Choice Questions

9. Read the sentences from the passage.

“People in ancient Egypt, Greece, and China made shadow clocks, or sundials, in all shapes and sizes.”

“At night, or on cloudy days, they didn’t work. So how did people tell time when there was no sunlight?”

Which point is the author making with the evidence in these sentences?

- A. Sundials did not endure through the years.
- B. Ancient sundials worked better than modern sundials.
- C. Sundials were not ideal devices for telling time.
- D. Large sundials would tell time on cloudy days.

Item Information	
Alignment	B-C.3.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	22%
p-value B	11%
p-value C	54% (correct answer)
p-value D	12%
Option Annotations	The student is asked to determine the point the author is making in the given sentences from the passage. Option C is the correct answer because the sentence “At night, or on cloudy days, they didn’t work” provides evidence that sundials were not ideal for telling time. Options A, B, and D are not supported by the evidence from the sentences.

10. Based on information in the passage, why was the use of candles a problem?

- A. Candles could only measure the time that had passed.
- B. Candles worked well without the sun.
- C. Candles needed to burn in the same place each day.
- D. Candles were used when mechanical clocks were not available.

Item Information	
Alignment	B-K.1.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	61% (correct answer)
p-value B	8%
p-value C	22%
p-value D	9%
Option Annotations	The student is asked to show understanding of a concept by determining why the use of candles was a problem. Option A is the correct answer because evidence from the passage supports the idea that a problem of using candles to tell time was “they only showed how much time had passed.” Options B and D are incorrect because they are not problems. Option C is incorrect because it is an inaccurate statement.

11. The meaning of the root word “mech” helps the reader to know that the word “mechanical” means having to do with
- A. water.
 - B. time.
 - C. machinery.
 - D. measurement.

Item Information	
Alignment	B-V.4.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	3%
p-value B	18%
p-value C	72% (correct answer)
p-value D	7%
Option Annotations	The student is asked to determine the meaning of “mechanical” by using the root. Option C is the correct answer since “mech” means “machinery.” Options A, B, and D do not connect with the root word “mech.”

12. Which sentence from the passage **best** supports the idea that real-life events changed fashion?

- A. “These early mechanical clocks were funny looking: they didn’t have faces; they were just a bunch of gears . . .”
- B. “Thousands of men in Europe marched into battle.”
- C. “Watches made it possible to time troop movements precisely.”
- D. “To save time and leave their hands free for fighting, soldiers started tying their watches to their wrists, . . .”

Item Information	
Alignment	B-K.1.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	27%
p-value B	7%
p-value C	13%
p-value D	53% (correct answer)
Option Annotations	The student is asked to identify a sentence from the passage that best supports the given inference that real-life events changed fashion. Option D is the correct answer because it was during military duty when soldiers began to wear watches on their wrists. Options A, B, and C are incorrect since these sentences do not support the idea that fashion changed.

13. What is the **best** summary of the passage?

A. People created an invention that used the sun to tell time. Candles were used to tell how much time had passed. Towns and cities grew and trade increased. People now wear wristwatches.

B. People do not know who invented the first clocks. Water clocks were then invented. Early mechanical clocks were very large and expensive. At last clocks were made smaller.

C. People used dripping water to tell time. Sundials told the time by looking at the shadows that the sun made. Most people had clocks in their homes so that they could get to work on time. Now there are clocks in cars.

D. People many years ago invented ways of measuring the passing of time. Eventually, mechanical clocks were invented. Factories made it possible for everyone to own a clock. Today, clocks play a major role in society.

Item Information	
Alignment	B-K.1.1.2
Answer Key	D
Depth of Knowledge	3
p-value A	25%
p-value B	8%
p-value C	10%
p-value D	56% (correct answer)
Option Annotations	The student is asked to identify the best summary of the passage. Option D is the correct answer since it provides accurate, main events of the passage in the correct order. Options A, B, and C are incorrect since they are missing some key ideas in the passage

14. How do the headings connect to the text of the passage?
- A. The headings summarize the points made in each section.
 - B. The headings provide the main topic of each section.
 - C. The headings explain the arguments within each section.
 - D. The headings help to define new words in each section.

Item Information	
Alignment	B-C.3.1.3
Answer Key	B
Depth of Knowledge	3
p-value A	21%
p-value B	64% (correct answer)
p-value C	8%
p-value D	7%
Option Annotations	The student is asked to determine how the headings connect to the text of the passage. Option B is the correct answer since the headings tell what each section is mostly about. Options A, C, and D are incorrect because the headings do not summarize points, explain arguments, or define new words.

Evidence-Based Selected-Response Question

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

Part One

What is the main idea of the passage?

- A. Clocks can be made out of oil lamps and incense sticks.
- B. Most clocks cost a lot of money and require a lot of care.
- C. Clocks have become an important part of daily life.
- D. Most clocks can be built very quickly in large factories.

Part Two

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

- A. “Water clocks were popular, too, dripping the minutes away, leaving less water in a vessel as time passed.”
- B. “Nowadays there are clocks everywhere you look: in the car, the radio, the computer, and the microwave.”
- C. “Everyone has different reasons for keeping track of time.”
- D. “They looked to the sun, moon, and stars for signs of these cycles in nature.”

Item Information	
Alignment	B-K.1.1.2
Answer Key Part One	C
Answer Key Part Two	B, C
Depth of Knowledge	3
Mean Score	2.15
Option Annotations	<p>The student is asked to determine the main idea of the passage and identify two sentences from the passage that support it.</p> <p>Part One: Option C is the correct answer since the passage explains how clocks became an important part of daily life. Options A and B are not supported by evidence in the passage. Option D is incorrect because, although clocks are built in factories, this is not the main idea of the passage.</p> <p>Part Two: Options B and C are the correct answers since they both support the idea that clocks have become an important part of daily life. Options A and D are incorrect since they both refer to other methods for telling time.</p>

PASSAGE 3

Read the following passages. Then answer question 16.

The First Time I Saw Michelle

by Peggy Fleming Jenkins

The first time I saw Michelle was in 1993 when she was twelve years old and skating in her first United States Figure Skating Championships. Even then she could do all the jumps the older skaters could do. She was very cute and showed great promise. Just two short years later that promise was realized when Michelle officially became the best skater in the world, winning the World Championships. Two years after that, she exceeded her early promise by becoming, in her Olympic year, one of the greatest skaters of all time. She will go down in history as an artist of incredible depth, sensitivity, and maturity.

Michelle is a great athlete. But her extraordinary talent has not been the only key to her success. She has one of the best support teams the skating world has ever seen. Her parents, Danny and Estella; her coach, Frank Carroll; her choreographer, Lori Nichol; her sister, Karen, a top-level skater herself; and her brother, Ron, form the core of a kind of dream team behind Michelle. They have pooled their wisdom and their love for her to give her their guidance in a fiercely competitive sport where the stakes get higher all the time.

In 1997 Michelle lost her national title before a stunned audience. We saw her fall, and we saw her tears afterwards. But a month later, Michelle was able to put her disappointment behind her and skate a beautiful program at the World Championships. Somehow she'd turned a painful experience into a lesson in love—love for her sport. Receiving her silver medal at Worlds, she looked every bit as happy as she had the year before when she had won the gold. I talked with Michelle a few minutes later backstage and she told me that the year had taught her some real tough lessons about skating and about herself, and that she was happy to skate well and regain her confidence again.

That confidence carried her into the Olympic season and enabled her to overcome a painful injury to her foot. Her skating at this year's Nationals and at the Olympics was radiant. Many a hardened veteran of the skating world was moved to tears by her brilliant, heartfelt performances. How could someone so young have such poise and perspective, skate with such maturity, and still radiate such youth? It's truly remarkable and a testament to Michelle's resilience and to the strength of her tight-knit family.

Michelle enjoys life and she enjoys her sport. That joy just seems to spark out of her; it's been a big part of the pleasure I've taken in watching her grow over the years—as a young woman and as a skater. Through all of the ups and downs she's always had so much fun, and that's as it should be for someone her age. But she also has this remarkable levelheadedness and perspective. Her priorities are always straight. And that is a truly incredible talent, one way beyond her years.

Falling Down

by Michelle Kwan

February 15, 1997: This was the date I'd been preparing for all season long, the date of the U.S. Figure Skating Championships in Nashville, Tennessee. I was backstage, just minutes before my long program, and something didn't feel right.

This was the fifth time I'd been to this major annual competition, but it was my first time skating as the defending national and world champion. Reporters had been saying that I looked unbeatable. But personally I didn't feel any more unbeatable that night than I did at my first Nationals, when I was a twelve-year-old kid with a ponytail, hoping to finish in the top ten. No one expected much from me then. Now everyone expected me to win.

My coach, Frank Carroll, was helping me to get ready backstage. Together we tried to shut out all the noise around us so that we could concentrate. I closed my eyes, like I always do, and tried to see myself doing all four minutes of my long program. In a very, very short time it would all be over, and everyone would know if I really was unbeatable.

I knew something was wrong because I couldn't get this one picture out of my head: a picture of me, falling. "Go away," I'd say. But the image wouldn't leave. I wanted to be perfect, but backstage all I could think about were the things that could go wrong!

"No one can be perfect all the time," Frank said, trying to get me to stop worrying so much. "Don't defend, attack!"

It was time to skate. I glided onto the ice. The crowd cheered for me and then went silent. I reached one hand up to the ceiling and took my opening pose, like I'd done hundreds of times in practice. The music started, slowly, and I lunged forward. There was so much time to think between the beats of the music!

Have fun, Michelle, I told myself. It's just a sport.

Usually I'm so excited to be skating that I don't have to remind myself to have fun. But lately I'd felt the pressures of the sport more sharply. Just think about it: You work all year on your program, until you can do it in your sleep. You practice each jump thousands of times. And then it all comes down to four minutes on the ice! Your skating life can forever be changed by what happens during those four minutes.

Once the music picked up and I started skating faster, I felt better. I'd practiced the program so many times, I didn't have to think about what came next. I did my first two jumps, a triple-Lutz/double-toe combination, cleanly. The triple Lutz and I have never gotten along too well, and I was glad to get past it. But it was too soon to feel relieved.

The next combination was my hardest—a triple-toe/triple-toe combination. The first jump was clean, but I chickened out and made the second one a double instead of a triple.

But when I came down from the jump, my foot slipped from under me. I put a hand on the ice to catch myself, but it didn't do any good. The rest of my body followed, thump, on the ice. Just like the picture I couldn't shake!

The first thing you learn when you start to skate is how to fall. And the first thing you learn when you

become a top-level skater is to get right back up. I automatically jumped to my feet and continued my program. I flew into a sit spin with a panicked look on my face.

Things kept getting worse. On a triple flip, I landed badly and put my hand on the ice. I approached my next triple jump with far too much doubt. I spun through the air, and just as I landed, my whole body went down again. There I was, flat on the ice, with the whole world watching.

I didn't think I'd be able to pull myself together. But as I got up, I heard an amazing sound. People were clapping in time to the music. I was skating terribly, but the crowd was cheering me on! I'd never had that happen before. They were trying to give me courage. And it worked. Their clapping woke me up!

My next jump, a double Axel, was fine. I backed off my next triple Lutz and only did a double, but at least it was clean. And my last two big jumps went well.

The music ended and I skated off the ice. All I could think was, What have I done?! Tears were streaming down my face. I couldn't stop them. Frank put his arms around me to comfort me while we waited for my scores. But when I saw them, I started crying all over again.

I wasn't surprised by my scores. They only confirmed what had just taken place. Frank wasn't kidding when he said, "You can't always be perfect!"

"You'll skate another day," he said now, in a forgiving voice. Frank always knows the right thing to say. But he didn't have the answers to the questions that were racing through my mind: How could I have done that? Why did I panic? What could I do so that it would never happen again?

I was still crying when we went backstage. People from the TV network came to ask me to talk on air, but I couldn't yet. Frank asked them to give me a minute. But they kept coming back.

I knew that the people watching on TV wanted to know if I was okay. I knew that I owed them an answer. So I pulled myself together and went out to face the cameras. I did my best to explain what had happened, how I'd panicked, and how it felt to come in second place, but I didn't understand it myself yet.

How did it feel? I didn't know. I needed to talk to my family and figure out what had happened.

Later, after everyone had gone home and the arena was empty, my mom gave me a hug, which I really needed. Then my dad came to me and asked, "Well, Michelle, what did you learn from this?"

I now had an answer. "I learned that I need to love the sport again," I told him.

That was it, exactly. There's nothing I can do to ensure that I'll never have a bad night again. But, win or lose, I have to try not to forget why I'm on the ice in the first place: I love to skate. That's why I've been doing it all my life.

Skating is in my heart, not my head. From the time I was five, skating had always made me feel like I was flying. Just being on the ice made me happy. But at Nationals I was so busy trying not to fall that I forgot to feel what was in my heart.

I'd forgotten about my love of skating. Looking back on it, my career started all over again that night. Today I can say that the mistakes I made there may have been the best thing that could have

happened to me. They forced me to spend the next year not just thinking about the Olympics but falling in love with skating all over again.

And I guess you could say that love, which started back when I was still a pipsqueak eating candy and playing with stuffed animals, is what my story is all about.

Text-Dependent Analysis Question

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

WRITER’S CHECKLIST FOR THE TEXT-DEPENDENT ANALYSIS QUESTION

PLAN before you write

Make sure you read the question carefully.

Make sure you have read the entire passage carefully.

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 answering the question.

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

#16 Item Information

Alignment	E.1.1
Depth of Knowledge	3
Mean Score	1.52

Assessment Anchor:

E04.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E04.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score	Description
4	<p>Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)</p> <p>Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</p> <p>Strong organizational structure that effectively supports the focus and ideas</p> <p>Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences</p> <p>Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</p> <p>Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose</p> <p>Skillful use of transitions to link ideas</p> <p>Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</p> <p>Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</p>

Score	Description
3	<p>Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)</p> <p>Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)</p> <p>Appropriate organizational structure that adequately supports the focus and ideas</p> <p>Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences</p> <p>Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions</p> <p>Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose</p> <p>Appropriate use of transitions to link ideas</p> <p>Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</p> <p>Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</p>
2	<p>Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)</p> <p>Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)</p> <p>Weak organizational structure that inconsistently supports the focus and ideas</p> <p>Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences</p> <p>Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions</p> <p>Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose</p> <p>Inconsistent use of transitions to link ideas</p> <p>Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events</p> <p>Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</p>

Score	Description
1	<p>Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)</p> <p>Minimal evidence of an introduction, development, and/or conclusion</p> <p>Minimal evidence of an organizational structure</p> <p>Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences</p> <p>Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions</p> <p>Minimal reference to the main idea(s) and/or relevant details of the text(s)</p> <p>Few, if any, transitions to link ideas</p> <p>Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</p> <p>Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</p>

STUDENT RESPONSE**Online Response Score: 4 points**

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

Michelle Kwan’s statement that her love for skating should be in her heart, and not in her head signals a lesson that can be learned from after she had fallen on the ice. Realizing why she started skating, Michelle now knows that she was too occupied by the pressure which had been pressing her to win the U.S. Figure Skating Championships.

Michelle Kwan was a defending champion in 1997 and she was, from the start, worried about her four minutes of figure skating. Michelle imagined her routine in her mind, and she also envisioned herself falling; which captured her in what was like a stance which she couldn’t shake. When the time started she was doing all her choreographed moves in grace; but when she got to a difficult jump and did fine, Michelle Kwan began worrying for the triple-toe/triple-toe combination, already advised by her instructor and choreographer to just have fun. When time came, she slipped, but since she was a professional, she got up and scolded herself till once again another tragic fall embarrassed Michelle. The crowd clapped to the beat of the music which shook Michelle Kwan out of her hypnotic stance. After the routine was over, Michelle’s tears streamed down her cheeks as she left the ice rink. The scores only strengthened Michelle’s nightmare. These terrible falls allowed Michelle Kwan to love ice skating once again.

Michelle turned her fall into something good. A lesson that told Michelle to stop worrying but to realize why she skates: because she loves the sport. “Skating is in my heart, not my head” is what she said after she had fallen down and had realized to true meaning of the sport. This lesson was one of the greatest moments in her life, Michelle said, because it taught to love what she does.

This statement is a lesson to Michelle Kwan, after falling shakes her enough to get her back on her feet. Michelle gains confidence and wins a silver medal with the same joy she won a gold medal and soon advances forward to become a skater with grit, resilience, and confidence of the player of depth and maturity which she has always been.

In this response, the student effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong with an effective introduction, development, and conclusion, all of which support the response's controlling idea (*"Realizing why she started skating, Michelle now knows that she was too occupied by the pressure...to win"*). There are numerous examples of thorough analysis of explicit and implicit meanings from the texts (*"she also envisioned herself falling; which captured her in...a stance which she couldn't shake," "she had fallen down and had realized [the] true meaning of the sport," "it taught [her] to love what she does," "after falling shakes her enough to get her back on her feet. Michelle gains confidence and wins a silver medal with the same joy she won a gold," and "[she] soon advances forward to become a skater with grit, resilience, and confidence"*). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details (*"Kwan began worrying for the triple-toe/triple-toe combination"* and *"The crowd clapped to the beat of the music which shook Michelle Kwan out of her hypnotic stance"*). Transition use is sometimes skillful (*"Realizing why"* and *"already advised by her instructor"*). Precise and domain-specific language is used throughout (*"her four minutes of figure skating"* and *"the scores only strengthened Michelle's nightmare"*). There are a few minor grammatical errors (a misapplied semicolon, for example); however, these do not interfere with meaning and are far outweighed by what the student does correctly.

STUDENT RESPONSE

Handwritten Response Score: 4 points

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

Michelle Kwan is a great example of someone who doesn't let failure get in their way. After her catastrophe, Michelle knew that she had to learn to love skating again. In the passage Falling Down, Michelle states that when her dad came over to ask her what she had learned from this, she tells him that “I learned that I need to learn to love skating again.” If she didn't choose to accept her score and move on, then she might have never even set foot on the ice again.

After her fall, Michelle also realized that the reason that she skates is not for fame and money, but for her deep love for the sport. In Falling Down, she stated “But win or loose, I have to try not to forget why I'm on the ice in the first place: I love to skate.”

This quote can inspire young people to ensure that no matter what happens, make sure that you don't give up and loose your love for some thing, just like what Michelle learned and acted upon after her heart breaking fall.

Also, Michelle also regained her courage after her fall. In the passage, the first time I saw Michelle, Peggy Fleming Jenkins stated that “she talked with Michelle back stage for a few minutes after her preformance. She said that “she was happy to skate well and regain her confidence again.” Michelle can teach kids to always hold their head up no matter what disaster has occured.

Michelle learned a few very valuable lessons after her famous fall, but she is also very inspirational herself. With out a doubt, Michelle is back up on her feet because she learned these precious life lessons.

In this response, the student effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong with an effective introduction, development, and conclusion, all of which support the response's controlling idea (“Michelle Kwan is a great example of someone who doesn't let failure get in their way”). There are numerous examples of thorough analysis of explicit and implicit meanings from the texts (“If she didn't choose to accept her score and move on, then she might have never even set foot on the ice again,” “Michelle...realized that the reason that she skates is not for fame and money, but for her deep love for the sport,” “This quote can inspire young people...like what Michelle learned and acted upon after her heart breaking fall,” “regained her courage after her fall,” and “Michelle is back up on her feet because she learned”). There is also substantial, accurate, and direct reference to the texts, including main ideas and relevant key details (“Michelle states that when her dad came over to ask her what she had learned . . . , “I have to try not to forget why I'm on the ice in the first place,” and “She said that ‘she was happy to skate well and regain her confidence again’”). Transition use is sometimes skillful (“After her fall”), sometimes adequate (“Also,”). Precise and domain-specific language from the text is used in the form of direct quotes from each passage. There are minor spelling errors and a usage error (“loose” for “lose”); however, these do not interfere with meaning and are far outweighed by what the student does correctly.

STUDENT RESPONSE

Online Response Score: 3 points

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

When Michelle Kwan says “skating is in my heart, not my head.” She learned a valuable lesson. The lesson that she learned was to listen to your heart and do what you love. You shouldn’t let little mistakes or embarrassing moments stop you from doing what you love.

One example of how Michelle Kwan followed her lesson is when the author from The First Time I saw Michelle mentions after her fall, “Michelle was able to put her disappointment behind her and skate a beautiful program at the World Championships.” An example from Falling Down that shows how Michelle followed what she learned from her lesson

When Michelle tells about how she learned to fall in love with skating all over again. Those are my two examples of how Michelle followed/lived by her lesson from her mistake.

Two quick examples of how the lesson helped her are, 1, from falling down, “My career started all over again on that night” and that her mistakes helped her to realize to have more fun. Second, from The First time I saw Michelle it tells about how now she loves life and her sport and now her skating brings “hardened veterans” to tears.

In conclusion, her mistakes is what has made Michelle Kwan what she is today, a brilliant skater who loves what she does.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion that support the controlling idea (“*You shouldn’t let little mistakes or embarrassing moments stop you from doing what you love*”). The organizational structure adequately supports the focus. There is clear analysis of explicit and implicit meanings from the texts (“*Michelle followed what she learned from her lesson,*” “*When Michelle tells about how she learned to fall in love with skating all over again,*” “*her mistakes helped her to realize to have more fun,*” “*now she loves life and her sport...*,” and “*her mistakes is what has made Michelle Kwan what she is today, a brilliant skater who loves what she does*”). There is sufficient, direct reference to the texts (“*Michelle was able to put her disappointment behind her and skate a beautiful program at the World Championships,*” “*My career started all over again on that night,*” and “*now her skating brings ‘hardened veterans’ to tears*”) in support of the writer’s purpose. Transitions are appropriately employed to link ideas, and there is appropriate use of precise language from the texts. The response contains occasional minor errors in conventions, but those present do not interfere with meaning.

STUDENT RESPONSE

Handwritten Response Score: 3 points

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

In the passage, “Falling Down” by Michell Kwan, Michelle says “Skating is in my heart, not my head.” This statement shows a lesson that she has learned.

First, this statement shows a lesson that she learned because she says she loves skating. She learned that she must skate because she loves it, not to win.

Next, this statement shows a lesson that Michelle learned because she says, after she falls, that she is skating because she loves it. If skating is in here head she doesn't really. love it, she just wants to win the Nationals.

Then, the statement shows a lesson that Michelle learned because she worried. If she didn't think about it just in her head, but in her heart

She wouldn't have worrid as much. She would have been doing it for fun, not compitition.

Finally, this statement shows a lesson that Michelle learned because her father asks her what she learned from her fall. She said that she needs to love her sport again when she was little just being on the ice made her happy. At Nationals she was so busy trying not to fall she forgot to feel what was in her heart.

In conclusion, these four examples from the passage, “Falling Down” by Michelle Kwan, show how the statement “Skating is in my heast, not my head” shows a lesson that Michelle learned.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. There is a clear introduction, development, and conclusion that support the controlling idea (“*She learned that she must skate because she loves it, not to win*”). An appropriate organizational structure adequately supports the focus and ideas. There is clear analysis of explicit and implicit meanings from the text (“*If skating is in here head she doesn't really. love it, she just wants to win the Nationals,*” “*If she didn't think about it just in her head, but in her heart she wouldn't have worri[e]d as much,*” and “*At Nationals she was so busy trying not to fall she forgot to feel what was in her heart*”). There are sufficient, direct references to the text (“*she says, after she falls, that she is skating because she loves it,*” “*her father asks her what she learned from her fall,*” and “*When she was little just being on the ice made her happy*”) that support the writer's purpose. Transitions link ideas appropriately, and there is appropriate use of precise language from the texts. The response is relatively free of conventions errors, and those present do not interfere with meaning.

STUDENT RESPONSE

Online Response Score: 2 points

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

This statement shows a lesson she learned in lots of ways.

First, she kept thinking she could not do it while picturing it in her mind. She needed to listen to her heart and don't think about it. Thinking about it caused her to fall because she was too worried. When she got back up, the whole audience cheered and gave her courage which was all she needed to get back up and keep trying.

Also, she learned to love the sport again. You have to keep trying and never give up. If you have a dream, go for it!

With so much support, Michelle Kwan can do anything. Always try if you really love it.

In this response, the student inconsistently addresses the task, demonstrating partial analytic understanding of the text. There is some inconsistent analysis of explicit and implicit meanings from the text that goes beyond a strictly literal reading of the text (“*she needed to listen to her heart and don't think about it*” and “*thinking about it caused her to fall because she was too worried*”). Development is weak. A weak organizational structure that only inconsistently supports the focus and ideas is evident. The student presents just two basic ideas in the body of the response—the remainder of the response consists of an introduction and conclusion, neither of which adds strength to the response's content. References to the text are generally vague (“*the whole audience cheered and gave her courage*”). The response is relatively free of conventions errors.

STUDENT RESPONSE

Handwritten Response Score: 2 points

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

Michelle Kwan learned that skating is in her heart probaly meaning that she loves skating. She kept on seeing herself falling in her head. She tried saying “Go away”! but it didn’t work. I think she should of just ignored it and kept going. But that didn’t work ether. She also learned that your not going to win everything, but one little mistake can ruin everything! Don’t always think your going to win!

In this response, the student inconsistently addresses the task, demonstrating partial analytic understanding of the text (“*meaning that she loves skating*”). There is evidence of a weak organizational structure that only inconsistently supports the focus and ideas. There is some inconsistent analysis of explicit and implicit meanings from the text (“*I think she should of just ignored it and kept going*” and “*she also learned that your not going to win everything*” and “*but one little mistake can ruin everything*”), consisting of evaluative statements and weak inferences. These statements/inferences go beyond a strictly literal reading of the text. References to the text are weak (“*she kept on seeing herself falling in her head. She tried saying ‘go away’! but it didn’t work*”) as are transition use and development. Errors in usage are present (“*your*” for “*you’re*,” “*should of*” for “*should have*”).

STUDENT RESPONSE

Online Response Score: 1 point

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

From all these years, Michelle wanted to skate. But every time, it looks like that she always seems to not to succeed. I can tell that she never wants to fail.

Whenever she tries to do flips, she would never be in first place. Instead she ends up falling down.

Speaking of all these mistakes, she has a very long way to be the best in skating. And what she really needs to do is to alway practice every day

In this response, the student minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. The student’s attempt at analyzing how the statement made by Michelle Kwan shows a lesson that she learned (“*I can tell that she never wants to fail*”) is simplistic and not entirely accurate. There is minimal evidence of an organizational structure and minimal reference to the main ideas and relevant details of the text (“*Instead she ends up falling down*”). Inaccurate conclusions are drawn (“*Whenever she tries to do flips, she would never be in first place*”) with insufficient reference to the text. There is no use of precise language drawn from the text. While there are some issues with sentence formation and usage, the response has few major convention errors.

STUDENT RESPONSE

Handwritten Response Score: 1 point

16. Read the statement from “Falling Down.”

“Skating is in my heart, not my head.”

Write an essay analyzing how this statement made by Michelle Kwan shows a lesson that she learned. Use evidence from **both** passages to support your response.

She learned That lesson when she went on the ice and all she could think of was bad things that could Happen. But she should of been thinking about all the good things That would Happen if she succseads. like when she is back stage and she is thinking about all the bad things. I think that is How she learned Her lesson.

In this response, the student minimally addresses part of the task, demonstrating an inadequate analytic understanding of the text. The student’s attempt at analyzing how the statement made by Michelle Kwan shows a lesson that she learned (“*she should of been thinking about all the good things*”) is vague. There is minimal evidence of an organizational structure and only minimal reference to the main ideas and relevant details of the text (“*like when she is back stage and she is thinking about all the bad things*”). The response exhibits multiple issues with sentence formation, usage, spelling, punctuation, and capitalization.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS AND WRITING PROMPT

Directions:

On the following pages are the Language questions and the Writing prompt.

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.

Directions for the Writing Prompt:

Review the Writer's Checklist to help you plan and organize your response.

Read the writing prompt carefully.

Write your response in the appropriate space in the answer booklet.

STANDALONE MULTIPLE-CHOICE QUESTIONS

17. Read the paragraph.

(1) Adult harp seals live in the Arctic and do not spend very much time on land. (2) Instead, they swim in the ocean waters where it is warmer than on the ice. (3) A harp seal can hold its breath for a long time some stay underwater for fifteen minutes. (4) Holding their breath so long allows them enough time to look for fish to eat.

Which sentence is a run-on?

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

Item Information	
Alignment	D.1.1.6
Answer Key	C
Depth of Knowledge	2
p-value A	21%
p-value B	17%
p-value C	48% (correct answer)
p-value D	14%
Option Annotations	Students are asked to determine which sentence is a run-on. Option C is the correct answer since it contains two independent clauses joined without the appropriate punctuation and/or conjunction (“A harp seal can hold its breath for a long time” and “some stay underwater for fifteen minutes”). Options A, B, and D are not correct answers since they each contain only one independent clause with the appropriate punctuation.

18. Which sentence has a mistake in capitalization?
- A. The bison is the heaviest animal of North America.
 - B. The bison once made its home in the Great Plains region.
 - C. You might now see a bison if you travel through Montana.
 - D. Many bison live on private farms throughout the Country.

Item Information	
Alignment	D.1.2.1
Answer Key	D
Depth of Knowledge	2
p-value A	7%
p-value B	30%
p-value C	9%
p-value D	53% (correct answer)
Option Annotations	Students are asked to determine which sentence has a mistake in capitalization. Option D is the correct answer since “country” is not a proper noun and should not be capitalized. Options A and C are not the correct answers since the words that are capitalized are proper nouns. Option B is not the correct answer since the words capitalized are functioning as a proper adjective.

19. Read the sentence.

Jim Thorpe received something in the 1912 Olympic Games.

Choose the most specific words to replace received something in the sentence.

- A. earned two gold medals
- B. achieved a win
- C. won an award
- D. got a prize

Item Information	
Alignment	D.2.1.1
Answer Key	A
Depth of Knowledge	3
p-value A	45% (correct answer)
p-value B	9%
p-value C	33%
p-value D	13%
Option Annotations	Students are asked to analyze the answer options to determine the most specific words to replace the underlined words in the sentence. Option A is the correct answer because it states precisely what Jim Thorpe received (“gold medals”) and how many of them he received (“two”). While Options B, C, and D all convey that Jim Thorpe won, they do not state precisely what and how many he won.

20. Read the letter.

Dear Henry Martin,

(1) I think you are amazing! (2) I hope that one day, with lots of practice, I can be as good a drummer as you are. (3) Can you please send me your autograph? (4) It would be great to have a drumstick with your name on it.

Sincerely,

Olivia Watson

Which change **most** improves the word choice in the letter?

- A. Change amazing to decent in sentence 1.
- B. Change good to skilled in sentence 2.
- C. Change please to just in sentence 3.
- D. Change great to nice in sentence 4.

Item Information	
Alignment	D.2.1.3
Answer Key	B
Depth of Knowledge	3
p-value A	8%
p-value B	59% (correct answer)
p-value C	7%
p-value D	26%
Option Annotations	Students are asked to analyze which change in word choice most improves a letter. Option A is not the correct answer since “decent” does not match the tone of the letter. Option B is the correct answer since “skilled” clarifies the kind of drummer Henry is and it more closely matches the tone of the letter. Option C is not the correct answer since “just” does not match the tone of the letter. Option D is not the correct answer since “nice” does not match the tone of the letter.

WRITER'S CHECKLIST AND INFORMATIVE/EXPLANATORY WRITING PROMPT

21. You have been chosen to be the principal of your school. What one change would you make if you were principal of your school? Why?

Write an essay for your teacher that explains the one change you would make if you were the principal of your school. Be sure to use details and examples to explain your ideas.

Writer's Checklist for the Informative/Explanatory Writing PromptPLAN before you write

Make sure you understand what the prompt is asking you to do.

Think about your task and your audience.

Think about the topic and what you want to write about it.

Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

Stay focused on the topic.

Support your ideas with specific details and examples.

Use a variety of sentence types.

Organize your paper with an introduction, body, and conclusion.

Use transitions to connect your ideas.

PROOFREAD after you write

I stayed focused on the topic.

I used specific details to support my ideas.

I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Directions: On the following pages is the Informative/Explanatory Prompt.

- 21.** You have been chosen to be the principal of your school. What one change would you make if you were principal of your school? Why?

Write an essay for your teacher that explains the one change you would make if you were the principal of your school. Be sure to use details and examples to explain your ideas.

Turn the page to begin writing your response.

Informative/Explanatory Scoring Guideline

#21 Item Information

Alignment	C.1.2
Depth of Knowledge	3
Mean Score	1.89

Assessment Anchor:

E04.C.1–Text Types and Purposes

Specific Eligible Content addressed by this item:

E04.C.1.2–Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Score	Description
4	<p>Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</p> <p>Effective order and organizational structure that develop a topic</p> <p>Substantial and relevant content that demonstrates an understanding of the purpose</p> <p>Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details</p> <p>Effective transitions that connect ideas and concepts</p> <p>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</p> <p>Consistent control of sentence formation</p> <p>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</p>

Score	Description
3	<p>Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</p> <p>Adequate order and organizational structure that develop a topic</p> <p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details</p> <p>Clear transitions that connect ideas and concepts</p> <p>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</p> <p>Adequate control of sentence formation</p> <p>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</p>
2	<p>Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</p> <p>Inconsistent order and organizational structure that somewhat develop a topic</p> <p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</p> <p>Inconsistent/limited transitions that somewhat connect ideas and concepts</p> <p>Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety</p> <p>Inconsistent control of sentence formation</p> <p>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</p>

Score	Description
1	<p>Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</p> <p>Minimal order and organizational structure</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped writing with little support; may be a bare list</p> <p>Minimal transitions that may or may not connect ideas and concepts</p> <p>Ineffective formal style with little control of language</p> <p>Minimal control of sentence formation</p> <p>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</p>

STUDENT RESPONSE

Online Response Score: 4 points

21. You have been chosen to be the principal of your school. What one change would you make if you were principal of your school? Why?

Write an essay for your teacher that explains the one change you would make if you were the principal of your school. Be sure to use details and examples to explain your ideas.

“Boom!” The volcano explodes. If I were principal, I would add a science lab to the school. Just think how marvelous it would be! Kids would have smiles as gigantic as the world spreading across their faces! They could actually do the experiment like, mixing chemicals. We could see what happens when you shake soda! I know I want a science lab!

Just think about our grades too! We don’t need to be lazy and just watch when we could be involved with the action. If we actually try the experiments we probably would understand it better because sometimes it’s hard to watch and understand what is going on, you actually need to do it to understand it. With that said, when we get the science test we won’t be like, “Wait, what does this mean and, what do I do?” While doing the experiment, we will remember what we need to do to set up the experiment and, how to do it. On the test we might need to know that information. People everywhere would see 100% on our tests if we had a science lab!

We could learn how mechanical devices worked. We wouldn’t need videos on how the machines worked, instead we could power the devices ourselves and put the pieces where we think they go, and then we test it out! If our device didn’t work correctly, the teacher could demonstrate to the class how it properly worked. If we mastered making certain devices, we could make robots! There would be instructions and we follow the instructions to see what we get! Just think about how excited the kids at my school would be! A science lab would be magnificent!

The response introduces a sharp, distinct topic (“If I were principal, I would add a science lab to the school”) that is well developed. The writer uses substantial and relevant content to explain why adding a science lab to the school would be beneficial (grades would improve and students would become more familiar with mechanical devices). An effective organizational structure is used. Elaboration is thorough with clearly presented information that is supported with facts, examples, and concrete details (“If we actually try the experiments we probably would understand it better because sometimes it’s hard to watch and understand what is going on, you actually need to do it”). The writer establishes and maintains a formal style with effective control of language, domain-specific vocabulary, and sentence variety (“We wouldn’t need videos on how the machines worked, instead we could power the devices ourselves and put the pieces where we think they go, and then we test it out!”). The few errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

STUDENT RESPONSE

Handwritten Response Score: 3 points

21. You have been chosen to be the principal of your school. What one change would you make if you were principal of your school? Why?

Write an essay for your teacher that explains the one change you would make if you were the principal of your school. Be sure to use details and examples to explain your ideas.

If I were chosen principal of my school, I would change one thing. Ice Cream whenever you wanted it!

I would chose ice cream whenever you want, because sweets make kids work harder. Anyway, kids love ice cream and that will make them love school. What I mean by that is whenever kids are hungry for sweets their first choice would be ice cream.

A second reason is the teachers could have some ice cream whenever they want to. You know how teachers can get worried and stressed out about stuff, and ice cream can cure that. You don't want your teacher to be mad. Do you?

Another reason is, kids can get stressed and worried to. I mean what if you are a kid and you are worried you might fail a really hard test ice cream will make their worries go away.

A clear topic is introduced (“*Ice cream whenever you wanted it!*”) with general awareness of the task, purpose, and audience. There is adequate order and organizational structure to develop this topic. Content is relevant (“*kids love ice cream and that will make them love school*” and “*ice cream can cure [teacher and student stress]*”) and demonstrates an understanding of the purpose. The response demonstrates sufficient elaboration with clearly present information that is supported with facts (“*kids love ice cream*” and “*teachers can get worried and stressed out*”). Appropriate control of language and vocabulary is demonstrated. There are some errors present in grammar, usage, spelling, and punctuation, but they do not interfere with meaning.

STUDENT RESPONSE

Online Response Score: 2 points

21. You have been chosen to be the principal of your school. What one change would you make if you were principal of your school? Why?

Write an essay for your teacher that explains the one change you would make if you were the principal of your school. Be sure to use details and examples to explain your ideas.

If I was the principal of my school I would change something about how much homework we get. I would change the homework by only having homework on Tuesday's and Wednesday's. I would change the amout of homework that is given because of sports and other stuff that is going on. That is what I would change if I was the principal of my school.

The response introduces a vague topic (“*If I was the principal of my school I would change something about how much homework we get*”) and demonstrates a limited awareness of task, purpose, and audience. The content is inadequate and vague, demonstrating a weak understanding of the purpose. Elaboration is underdeveloped and is not supported with facts, examples, or details. There are no transitions to connect ideas. The response demonstrates limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety (“*I would change something,*” “*I would change the homework,*” “*I would change the amou[n]t of homework*”). The response does not demonstrate control of conventions.

STUDENT RESPONSE

Handwritten Response Score: 1 point

21. You have been chosen to be the principal of your school. What one change would you make if you were principal of your school? Why?

Write an essay for your teacher that explains the one change you would make if you were the principal of your school. Be sure to use details and examples to explain your ideas.

one change I would do if I was the principal is I whould change the school so it would be like high school/or middle school. So they can be free to do whatever the want to do. They can also leave school whenever they whant. Thats the change I would do if I was the principal.

The response minimally introduces a topic (*"I whould change the school so it would be like high school/or middle school"*). There is minimal order and organizational structure. The writing is undeveloped and has no support for the ideas given (*"they can be free"* and *"they can also leave school whenever they whant"*). There are few transitions to connect ideas. Little understanding of purpose is demonstrated. The style is ineffective with little control of language. There is minimal control of sentence formation. Errors in grammar, usage, spelling, and punctuation at times interfere with meaning.

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	Mean Score
1	A-K.1.1.3	A	2	75% (correct answer)	8%	13%	4%	N/A
2	A-K.1.1.3	D	2	9%	14%	27%	49% (correct answer)	N/A
3	A-K.1.1.2	D	2	11%	16%	12%	61% (correct answer)	N/A
4	A-K.1.1.1	C	2	2%	6%	86% (correct answer)	5%	N/A
5	A-V.4.1.2	A	2	75% (correct answer)	8%	11%	6%	N/A
6	A-V.4.1.2	B	1	13%	71% (correct answer)	4%	12%	N/A
7	A-K.1.1.3	B	2	6%	65% (correct answer)	10%	18%	N/A
8	A-V.4.1.2	Part One: D Part Two: C	2	N/A	N/A	N/A	N/A	1.51
9	B-C.3.1.1	C	2	22%	11%	54% (correct answer)	12%	N/A
10	B-K.1.1.3	A	2	61% (correct answer)	8%	22%	9%	N/A
11	B-V.4.1.1	C	2	3%	18%	72% (correct answer)	7%	N/A
12	B-K.1.1.1	D	2	27%	7%	13%	53% (correct answer)	N/A
13	B-K.1.1.2	D	3	25%	8%	10%	56% (correct answer)	N/A
14	B-C.3.1.3	B	3	21%	64% (correct answer)	8%	7%	N/A

PSSA ENGLISH LANGUAGE ARTS GRADE 4

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D	Mean Score
15	B-K.1.1.2	Part One: C Part Two: B, C	3	N/A	N/A	N/A	N/A	2.15
17	D.1.1.6	C	2	21%	17%	48% (correct answer)	14%	N/A
18	D.1.2.1	D	2	7%	30%	9%	53% (correct answer)	N/A
19	D.2.1.1	A	3	45% (correct answer)	9%	33%	13%	N/A
20	D.2.1.3	B	3	8%	59% (correct answer)	7%	26%	N/A

TEXT-DEPENDENT ANALYSIS AND WRITING PROMPT

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
16	E.1.1	4	3	1.52
21	C.1.2	4	3	1.89

ACKNOWLEDGEMENTS

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PSSA Grade 4 English Language Arts Item and Scoring Sampler

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