



pennsylvania
DEPARTMENT OF EDUCATION

**The Pennsylvania System of School
Assessment
English Language Arts
Item and Scoring Sampler
2016–2017
Grade 7**

INFORMATION ABOUT ENGLISH LANGUAGE ARTS

Introduction	1
General Introduction	1
Pennsylvania Core Standards (PCS).	1
What Is Included	1
Purpose and Uses.	1
Item Format and Scoring Guidelines	2
English Language Arts Grade 7	3
English Language Arts Test Directions for Reading Passages and Questions	4

PSSA ENGLISH LANGUAGE ARTS GRADE 7

Passage 1.	6
Multiple-Choice Questions	9
Evidence-Based Selected-Response Questions	15
Passage 2.	17
Multiple-Choice Questions	19
Evidence-Based Selected-Response Question	24
Passage 3.	25
Text-Dependent Analysis Question.	29
Text-Dependent Analysis Scoring Guideline.	33
English Language Arts Test Directions for Language Questions and Writing Prompt	45
Standalone Multiple-Choice Questions	46
Writer’s Checklist and Argumentative Writing Prompt.	50
Argumentative Scoring Guideline	54
English Language Arts—Sample Item Summary Data.	62

ACKNOWLEDGEMENTS 64

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.

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

Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 7, 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 argumentative 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 7

This English Language Arts Sampler is composed of 3 passages, 11 passage-based multiple-choice questions, 3 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 2 evidence-based selected-response questions. 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 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) 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.

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

INFORMATION ABOUT ENGLISH LANGUAGE ARTS

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 sleep. Then answer questions 1–8.

Get Your ZZZZZs!

by Kathiann Kowalski and Marcia Lusted

Your alarm goes off at 6 A.M. Fifteen minutes later, Mom yells up the stairs “Get up!” You’re out of bed by 6:30, on the bus by 7, and school starts a half hour later. What would you do without your alarm clock and Mom?

Too Little Sleep

Did you know that if you need an alarm clock to wake up in the morning, you’re probably sleep-deprived? Most teens don’t get enough sleep, according to Cornell University psychologist Dr. James B. Maas. “Almost all teenagers, as they approach puberty, become walking zombies because they are getting far too little sleep,” Maas says. On average, American teens get two hours less than the average 9.2 hours of sleep they need each night to function at their best.

And teens are not alone. The National Sleep Foundation says that 63 percent of adults get less than their recommended eight hours of sleep. Nearly one-third sleep less than seven hours on weeknights. “Most people view sleepiness and sleep deprivation as a minor annoyance,” notes Mark Mahowald at the Minnesota Regional Sleep Disorders Center. “You never brag about how much sleep you got. You only brag if you didn’t get very much.” Sadly, sleep deprivation can cause serious problems.

“Sleep is a basic biological need, just like food and drink,” says Jodi Mindell at St. Joseph’s University in Philadelphia, Pennsylvania. “Amazingly enough, you can go much longer without food and drink than you can go without sleep.” But why do our bodies need sleep so much?

Mindell admits that sleep researchers don’t know. “But we do know that almost every species sleeps,” she says, “and we also know what happens to our bodies if we don’t sleep. So we kind of look at it [the need for sleep] in a backwards way.”

Taking a Toll

Grumpiness and irritability from sleep deprivation cause behavior problems at home and school. “The less you sleep, the more likely you are to have difficulty in school,” notes Amy Wolfson at the College of the Holy Cross in Worcester, Massachusetts. Dr. Maas adds, “You can give the most stimulating, interesting lectures to sleep-deprived kids early in the morning or right after lunch, when they’re at their sleepest, and the overwhelming drive to sleep replaces any chance of alertness, cognition, memory, or understanding.” Wolfson’s research into high school students and sleep revealed that kids who received C, D, and F grades in school usually slept 25 minutes less and went to bed 40 minutes later than kids who received As and Bs. Lack of sleep also makes people more likely to feel down or depressed.

School isn’t the only place where sleep deprivation takes a toll. Behind the wheel, it can be deadly. “Fall-asleep car crashes probably kill more young Americans under the age of 25 than alcohol-related crashes,” observes Mahowald. And even if the tired driver doesn’t actually nod off, impaired

concentration and coordination make accidents more likely to happen.

Not sleeping is, simply, bad for your health, too. “Your immune functioning gets depressed,” says Mindell, “so you’re more likely to get colds and flus.” The body also secretes hormones during sleep, including growth hormones. Some studies suggest that a hormone imbalance in sleep-deprived people could accompany abnormal weight gain. Sleep also affects the ability to regulate your mood. If someone says something mean to you and you’ve had enough sleep, you can probably brush it off. “But if you’re sleepy, you can’t regulate your emotions,” says Mindell. “You’re going to burst out in tears, even [over] an embarrassing situation.” And who needs extra emotional upheaval, especially when you’re a teen?

So Why Don’t Teens Sleep More?

There are many reasons why teens don’t get enough sleep, and one of them is a relatively new development. When your parents were young, they might have read a book or watched television before trying to go to sleep. But today’s teens are likely to be surfing the Internet, texting, emailing, or playing video games right before bed. Electronic devices are more stimulating than simply watching television, and using them right before bed can result in difficulty getting to sleep. According to a survey by the National Sleep Foundation, adolescents with four or more electronic devices in their rooms are much more likely than their peers to get an insufficient amount of sleep at night and are almost twice as likely to fall asleep in school and while doing homework.

Many teens also drink too much caffeine to sleep well. In the National Sleep Foundation survey, three-quarters of the teens polled drank at least one caffeinated beverage every day, and nearly one-third consumed two or more every day. With all the trendy “high-energy” beverages and coffees out there right now, it’s easy to get a caffeine overload, and that’s not good for sleep.

Researchers also have found that biology plays a role in teens’ sleep patterns. Ironically, as the need for sleep increases in the teen years—9.2 hours compared to 7.5 to 8 for adults—teens experience a “phase shift” during puberty. They naturally fall asleep later at night than younger children, while needing to wake up earlier in the morning for school. When you go to bed late and wake up early, there just isn’t enough time for sleep. Many school districts are starting to pay attention to sleep researchers and are shifting their start times to later morning for middle school and high school students.

Get Some Sleep!

So what can you do if you’re running a sleep deficit? “The good news is that you only have to make up about a third of what you have lost to function and feel better,” says Mahowald. Those extra two hours of sleep on Saturday and Sunday mornings can really help. But sleeping until noon on the weekend can cause problems—you’ll likely be wide-eyed until late those nights. Instead, try maintaining a reasonable, regular sleeping and waking schedule. And remember, sleep is not negotiable. Get those zzzzzs!

Tips for a Good Night’s Sleep

Try to go to bed and wake up at the same time every day.

Have a bedtime routine that’s relaxing, such as taking a warm shower or reading for fun.

Keep your bedroom comfortable, dark, cool, and quiet.

Limit your use of electronics, such as computers and video games, for several hours before you go to sleep.

Avoid drinking any caffeine after lunchtime.

Get regular exercise, but don't exercise late in the evening.

Multiple-Choice Questions

1. Which evidence from the passage **best** supports the claim that adequate sleep is essential to human health?
 - A. “ ‘Amazingly enough, you can go much longer without food and drink than you can go without sleep.’ ”
 - B. “ ‘But we do know that almost every species sleeps . . .’ ”
 - C. “The body also secretes hormones during sleep, including growth hormones.”
 - D. “Many school districts are starting to pay attention to sleep researchers and are shifting their start times . . . ”

Item Information	
Alignment	B-C.3.1.1
Answer Key	A
Depth of Knowledge	3
p-value A	55% (correct answer)
p-value B	4%
p-value C	35%
p-value D	6%
Option Annotations	The student is asked to evaluate evidence and identify a sentence from the passage that supports a given claim. Option A is the correct answer since the evidence leads students to conclude that sleep is more important than food and water, so it is essential. Options B, C, and D are incorrect since they do not support the given claim.

2. Which detail from the passage **best** shows how popular beliefs about sleep can influence individuals?
- A. “ ‘Most people view sleepiness and sleep deprivation as a minor annoyance,’ notes Mark Mahowald at the Minnesota Regional Sleep Disorders Center. ‘You never brag about how much sleep you got.’ ”
- B. “ ‘But if you’re sleepy, you can’t regulate your emotions,’ says Mindell. ‘You’re going to burst out in tears, even [over] an embarrassing situation.’ ”
- C. “There are many reasons why teens don’t get enough sleep, and one of them is a relatively new development. When your parents were young, they might have read a book or watched television before trying to go to sleep.”
- D. “Instead, try maintaining a reasonable, regular sleeping and waking schedule. And remember, sleep is not negotiable.”

Item Information	
Alignment	B-K.1.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	39% (correct answer)
p-value B	29%
p-value C	20%
p-value D	12%
Option Annotations	The student is asked to identify a detail from the passage that best shows how popular beliefs about sleep can influence individuals. Option A is the correct answer since it states the popular belief that “sleep deprivation [is] a minor annoyance,” so people “never brag about how much sleep” they get. Options B and C are incorrect since the effects of sleepiness are only described. Option D is incorrect because it suggests maintaining a regular sleeping routine, which is not necessarily a popular belief.

3. Read the sentences from the passage.

“Sleep also affects the ability to regulate your mood. If someone says something mean to you and you’ve had enough sleep, you can probably brush it off.”

What is the meaning of the phrase “brush it off”?

- A. blame a rude comment
- B. think of a clever reply
- C. ignore a bothersome issue
- D. behave in a predictable way

Item Information	
Alignment	B-V.4.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	2%
p-value B	2%
p-value C	90% (correct answer)
p-value D	6%
Option Annotations	The student is asked to interpret the meaning of a phrase that uses figurative language. Option C is the correct answer since it shows that if people receive enough sleep, they are better able to control their moods. Options A, B, and D are incorrect since these options do not make sense in the context of the sentence.

4. Read the sentence from the passage.

“With all the trendy ‘high-energy’ beverages and coffees out there right now, it’s easy to get a caffeine overload, and that’s not good for sleep.”

What is the impact of the use of the word “trendy” on the tone of the sentence?

- A. It creates a dismissive tone.
- B. It suggests a shocked tone.
- C. It creates a doubtful tone.
- D. It suggests a disapproving tone.

Item Information	
Alignment	B-C.2.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	23%
p-value B	13%
p-value C	10%
p-value D	53% (correct answer)
Option Annotations	The student is asked to determine the impact of a specific word choice on the tone in a given sentence. Option D is the correct answer since the word “trendy” combined with the details “caffeine overload” and “not good for sleep” help create a disapproving tone toward “ ‘high-energy’ beverages and coffees.” Options A, B, and C are incorrect since these options do not accurately describe the tone created in the sentence.

5. Read the sentences from the passage.

“So what can you do if you’re running a sleep deficit? ‘The good news is that you only have to make up about a third of what you have lost to function and feel better,’ says Mahowald.”

Which phrase from the sentences provides the **best** clue about the meaning of the word deficit?

- A. “good news”
- B. “about a third”
- C. “what you have lost”
- D. “function and feel better”

Item Information	
Alignment	B-V.4.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	6%
p-value B	4%
p-value C	77% (correct answer)
p-value D	13%
Option Annotations	The student is asked to select the phrase that helps the reader understand the meaning of the word “deficit.” Option C is the correct answer since “what you have lost” provides context for the correct meaning of “deficit.” Options A, B, and D are incorrect since these options do not support the correct meaning of “deficit.”

6. How does the information in the bulleted list in the box following the passage help to reinforce the ideas in the passage?
- A. by providing reasons for following the advice in the passage
 - B. by repeating the key points that are made in the passage
 - C. by listing opinions that challenge the facts in the passage
 - D. by describing ways to address issues that are raised in the passage

Item Information	
Alignment	B-C.2.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	19%
p-value B	32%
p-value C	6%
p-value D	43% (correct answer)
Option Annotations	The student is asked to determine how a particular text feature contributes to the development of ideas in the passage. Option D is the correct answer since the bulleted list gives suggestions on how to get a good night's sleep, which is a key idea in the passage. Options A, B, and C are incorrect since the bulleted list does not reinforce these ideas.

Evidence-Based Selected-Response Questions

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

Part One

What are two central ideas of the passage?

- A. Most teenagers get too little sleep, and modern life can make it difficult to get sleep.
- B. Most adults read before going to sleep, and most teenagers watch television before bed.
- C. Most teenagers use an alarm clock to wake up, and noise can prevent people from sleeping well.
- D. Most adults drink a lot of caffeine during the day, and most teenagers exercise too late at night.

Part Two

What is the main way that these two central ideas are developed over the course of the passage? Choose **one** answer.

- A. by making comparisons with past trends
- B. by citing relevant research and statistics
- C. by combining facts with personal anecdotes
- D. by listing information in order of importance

Item Information	
Alignment	B-K.1.1.2
Answer Key Part One:	A
Answer Key Part Two:	B
Depth of Knowledge	3
Mean Score	1.32
Option Annotations	<p>The student is asked to identify two central ideas of the passage and then determine how these ideas are developed over the course of the passage.</p> <p>Part One: Option A is the correct answer since the passage focuses on teenagers getting too little sleep and modern life making it difficult to get sleep. Options B, C, and D are incorrect since these options provide key details that support the idea that modern life makes it difficult to get sleep.</p> <p>Part Two: Option B is the correct answer since the passage includes information from a psychologist from Cornell, the National Sleep Foundation, Amy Wolfson’s research at the College of Holy Cross, and other experts. Options A, C, and D are incorrect since these options describe structures that do not support the two central ideas.</p>

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

Part One

Which statement **best** describes the authors’ purpose?

- A. to explain to the reader the relationship between diet and sleep
- B. to inform the reader of the importance of getting enough sleep
- C. to explain to the reader the research about sleep and room temperature
- D. to inform the reader of the ability to make up hours of sleep on weekends

Part Two

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

- A. “Sadly, sleep deprivation can cause serious problems.”
- B. “Grumpiness and irritability from sleep deprivation cause behavior problems at home and school.”
- C. “Many teens also drink too much caffeine to sleep well.”
- D. “Researchers also have found that biology plays a role in teens’ sleep patterns.”

Item Information	
Alignment	B-C.2.1.1
Answer Key Part One:	B
Answer Key Part Two:	A, B
Depth of Knowledge	3
Mean Score	2.44
Option Annotations	<p>The student is asked to determine the authors’ purpose and then identify two sentences from the passage that support the authors’ purpose.</p> <p>Part One: Option B is the correct answer since the passage focuses on presenting information about the “importance of getting enough sleep.” Options A, C, and D are not supported by details in the passage.</p> <p>Part Two: Options A and B are correct since these options explain the results of a lack of sleep. Options C and D are incorrect since those options do not provide support for the importance of getting enough sleep.</p>

PASSAGE 2

Read the following poem about a winter storm. Then answer questions 9–14.

Winter Storm

by Leo J. Molner

The wind came roaring o'er the hill
And down the other side,
While bending trees bereft of leaves
And gave them quite a ride.

The roar was so extremely loud
Just like unearthly moans.
The cold was piercing like a sword.
It chilled your very bones.

White snow came biting at your face
And stung your cold bare hands.
It soon became so hard to see,
Not much like fairylands.

It seemed like only yesterday,
The trees were mauve and gold
And leaves were gently falling down,
The days were getting cold.

Some leaves just landed on the ground
And gathered on the grass,
While others held on to the end.
Each one tried hard to last.

Some leaves fell in the nearby brook
And sailed away downstream.
The current took them quite a ways
They all fulfilled a dream.

Some bobbed and weaved in waters rough,
Some sailed on even keel.
A few got shipwrecked on the banks,
Some hit the water wheel.

Those days are gone away I'm sure
For winter's claimed the land.
'Til spring shows up again next year
The skies are gray and bland.

But, now the wind is dying down
And peace is in the air.
For where the snow and ice hit hard
There is a softness there.

Large flakes are falling from the sky
And slowly sail around.
The trees are covered all in white,
A blanket on the ground.

The snow will last a little while
Then slowly disappear.
Until we see the next snowfall
I'm sure we'll all be here.

Multiple-Choice Questions

9. Based on details in the rest of the poem, which word could replace bereft in the first stanza and maintain the meaning of the line?
- A. emptied
 - B. cheated
 - C. spoiled
 - D. reminded

Item Information	
Alignment	A-V.4.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	75% (correct answer)
p-value B	4%
p-value C	9%
p-value D	12%
Option Annotations	The student is asked to use the context in a stanza of the poem to determine the meaning of the word “bereft.” Option A is the correct answer. The phrases “wind came roaring,” “gave them quite a ride,” and “white snow came biting” help the reader conclude that the trees have been emptied of leaves. Options B, C, and D are incorrect since the context provided in the stanza does not support these meanings.

10. Which feeling does the figurative language in the second stanza suggest?

- A. delight
- B. resentment
- C. discomfort
- D. appreciation

Item Information	
Alignment	A-V.4.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	8%
p-value B	11%
p-value C	76% (correct answer)
p-value D	5%
Option Annotations	The student is asked to interpret figurative language used in the second stanza of the poem. Option C is the correct answer since “like unearthly moans,” “piercing like a sword,” and “chilled your very bones” are phrases that create a feeling of “discomfort.” Options A and D are incorrect because “delight” and “appreciation” are positive emotions that are not supported by the figurative language. Option B is incorrect because the figurative language in the second stanza does not convey a feeling of “resentment.”

11. Read the stanza from the poem.

“It seemed like only yesterday, / The trees were mauve and gold / And leaves were gently falling down, / The days were getting cold.”

Which inference about the speaker does the stanza **most** strongly support?

- A. The speaker fears the approach of winter.
- B. The speaker feels that time moves too quickly.
- C. The speaker admires the vibrant colors of autumn.
- D. The speaker prefers calm weather over bad weather.

Item Information	
Alignment	A-K.1.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	21%
p-value B	61% (correct answer)
p-value C	10%
p-value D	8%
Option Annotations	The student is asked to determine which inference about the speaker is supported by the given stanza. Option B is the correct answer because the word choice the speaker uses to describe the leaves describes time passing quickly. Options A, C, and D are incorrect because they are inferences that are not supported by the given stanza.

12. Read the lines from the poem.

“Large flakes are falling from the sky / And slowly sail around.”

What is the impact of the alliteration on the lines?

- A. It hints at the symbolic meaning the snowfall has for the speaker.
- B. It emphasizes the strong emotion in the snowfall imagery.
- C. It explains that the storm and snowfall are almost over.
- D. It highlights the soothing rhythm of a gentle snowfall.

Item Information	
Alignment	A-C.2.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	10%
p-value B	37%
p-value C	11%
p-value D	42% (correct answer)
Option Annotations	The student is asked to determine the impact of alliteration on the given lines. Option D is the correct answer since “flakes are falling” and “slowly sail” provide an image of the snow falling gently. Options A, B, and C are incorrect because these ideas are misinterpretations of the alliteration.

13. How does the poet develop the speaker’s point of view about autumn and winter?
- A. by reflecting on other experiences with storms
 - B. by explaining scientific reasons for the change in the seasons
 - C. by describing activities the speaker takes part in
 - D. by reflecting on sensory images the speaker experiences

Item Information	
Alignment	A-C.2.1.1
Answer Key	D
Depth of Knowledge	3
p-value A	10%
p-value B	10%
p-value C	11%
p-value D	69% (correct answer)
Option Annotations	The student is asked to analyze how the poet develops the speaker’s point of view on autumn and winter. Option D is the correct answer since phrases such as “extremely loud,” “unearthly moans,” “piercing like a sword,” “chilled your very bones,” “biting at your face,” “stung your cold bare hands,” and “hard to see” all appeal to the senses. Options A, B, and C are incorrect since these options are not reflected in the lines of the poem.

Evidence-Based Selected-Response Question

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

Part One

How does the plot of the poem shape the setting?

- A. As the day progresses toward evening, the temperature of the setting drops.
- B. As the storm passes, the setting alters from a harsh landscape to a quiet landscape.
- C. As the speaker remembers autumn, the setting moves to the future.
- D. As the winds blow, the setting changes from a forest to a stream.

Part Two

Which lines from the poem support the answer in Part One? Choose **two** answers.

- A. “White snow came biting at your face”
- B. “The trees were mauve and gold”
- C. “Some bobbed and weaved in waters rough,”
- D. “The trees are covered all in white,”

Item Information	
Alignment	A-K.1.1.3
Answer Key Part One:	B
Answer Key Part Two:	A, D
Depth of Knowledge	3
Mean Score	1.41
Option Annotations	<p>The student is asked to analyze how the plot shapes the setting of the poem and then select two lines from the poem that support that analysis.</p> <p>Part One: Option B is the correct answer. At the beginning of the poem, words such as “roaring,” “piercing,” “chilled,” “biting,” and “stung” suggest a harsh landscape. As the poem advances, words and phrases such as “gently,” “sailed,” “even keel,” “dying down,” “peace,” “softness,” and “blanket” suggest a quiet landscape. Options A, C, and D are incorrect because these options are not supported in the context of the poem.</p> <p>Part Two: Options A and D are the correct answers. Option A suggests a harsh landscape by using the word “biting,” while option D suggests a quieter landscape by describing the trees as being “covered all in white.” Options B and C are incorrect because they provide a description of the setting rather than show how the setting changes.</p>

PASSAGE 3

Read the following passage and text box based on the life of Maria Anna Mozart, the sister of the great composer Wolfgang Mozart. Then answer question 15.

Wonder Children

by Carolyn Meyer

In the beginning, when I was four, Papa sat beside me at the clavichord¹, the music book open to minuets and other short pieces he had prepared for me, and he taught me how to play. I loved these lessons with Papa. In the next room, Wolferl, a newborn babe, mewled and howled. I ignored him. Every day I practiced—an hour at first, then two, then three or four. By the time I was seven, I had mastered Johann Sebastian Bach’s inventions and sinfonias and moved on to the preludes and fugues.

My talent dazzled everyone. “The child is a wonder,” they said.

Papa and Mama were delighted. Their musician friends—Herr Schachtner, the court trumpeter; Herr Adlgasser, the court organist; and many others—often visited our little third-floor apartment. These men took for granted that I was musically talented—as the daughter of Leopold Mozart, second violinist and composer at the court of the prince-archbishop of Salzburg, how could I be otherwise?

“She has a great future, has she not?” Papa said.

“You have only to look at those long fingers!” Mama exclaimed, and everyone agreed that my hands were, indeed, extraordinary, the hands of a gifted performer.

But I hadn’t long to bask in their pride. When my little brother was just three, he clambered onto the bench by the clavichord, peered at my exercise book, and quickly figured out how to do what I did. It would not be long before he, too, would be playing Herr Bach’s most challenging compositions.

Mama and Papa watched him, openmouthed, and hugged each other. “A true prodigy,” Papa whispered, tears of joy glistening in his eyes. “You see, Nannerl?” he said, turning to me. “Your brother is surely gifted!”

“I am, too!” I said, glaring at Papa. “Aren’t I, Mama?”

Mama put her arms around me and pulled me close. She always smelled sweetly of lavender. “*Ja, mein Liebchen*,” she crooned. “Of course you are.”

At four Wolferl began to compose simple tunes. Papa wrote down the notes as Wolferl played.

When he was five, Wolferl decided to write down the notes himself. He presented the ink-smudged manuscript to Papa, explaining, “It’s a concerto.” He proceeded to play it, reading the blots and squiggles on the paper. Papa, chest swelling with pride, showed him how to write it properly.

I practiced and practiced—always Bach, and more Bach—and Papa praised my keyboard

¹clavichord—a stringed, keyboard-type musical instrument

technique. I worked even harder to please him. Sometimes I made up little songs—I put words with mine—and pretended to write them down. Papa was too busy to teach me to do it properly. “I’ll show you how,” Wolferl offered. When I later presented my efforts to Papa, he said only, “Very nice indeed.” His cool response brought me to tears.

But Wolferl far exceeded anyone’s expectations. He was making amazing progress as a clavier player. He had a perfect sense of pitch and could instantly name any note that was played. He could detect when an instrument was tuned a quarter tone off. He taught himself to play the violin. At first he was awkward with the bow, but he insisted upon joining Papa’s trio rehearsing in our front room; he was good enough that they allowed him. And he kept making up “concertos” and writing them down.

I practiced even more diligently, to show that I was as good as Wolferl. Mama always said I was. “You must not be jealous of your brother,” she said. “Each of us has different gifts.”

Wolferl had not yet reached his sixth birthday on the twenty-seventh of January—I had turned ten in July—when our father decided that Salzburg was not a large enough stage for his two brilliant children, his *Wunderkinder*, as he always called us. Papa made plans to take our family to Munich, to play for Elector Maximilian, the prince of Bavaria.

I became half sick with excitement as our parents prepared for the journey. Wolferl could hardly sit still, racing up and down the narrow stairs, prancing through the cramped rooms, crawling under the furniture on his hands and knees until Papa made him stop. His antics made me even more nervous.

“Come, play chess with me,” I coaxed, thinking it would soothe my queasy stomach. Papa had taught me the game years ago, and I’d taught Wolferl. Chess was the one thing besides music that calmed him. He was good, but I was better. It pained him to lose to Papa, but he seemed not to mind when I won. Sometimes, though, he simply wanted to use the chess pieces to make up a story in which he was the king and I was the queen.

Our friends the Hagenauers, who were also our landlords, promised to look after our apartment on Getreidegasse and to take care of Bimperl, our little terrier, while we were gone. Mama ordered us each a new dress from our seamstress. I made my two best friends, Viktoria Adlgasser and Katherl Gilowsky, envious with our plans.

“Show us your dress,” begged Katherl, a barber-surgeon’s daughter who loved ribbons and laces, the more the better. Viktoria, who dreamed of a singing career, listened solemnly while I played the pieces I’d been practicing until I thought my fingers would drop off. I had added a sonata by J. S. Bach’s son, Carl Philipp Emanuel Bach, to my repertoire.

“The elector is sure to be impressed,” said little Viktoria. “You’re talented, and lucky, too. I hope someday my papa will give me such an opportunity.” She was the daughter of the court organist. We always spoke of her as “little Viktoria”; she was two years younger than I and small for her age but solemn as a judge.

“It’s not Nannerl her father’s showing off,” said Katherl, holding up my new red velvet dress in front of her and admiring her image in the looking glass. “If it weren’t for Wolferl, she’d be stuck here with the rest of us.”

I snatched the dress out of Katherl’s hands. “It’s both of us!” I insisted.

Katherl shrugged. “He’s a boy,” she said, drawing out the word. “And that makes all the difference.”

“And I’ll prove you wrong,” I said, throwing the dress on the bed.

It was midwinter and very cold when we left Salzburg for Bavaria. Several times the rented carriage bogged down in snowdrifts, and each time Papa and the driver had to dig it out. Even wrapped in furs, I complained about my freezing feet.

Once we arrived in Munich, though, everything went off splendidly. Elector Maximilian’s Residenz was very large and sumptuous. Our little apartment on Getreidegasse would have fit into just one of the halls of either palace.

The elector, himself a musician, was delighted with us. To begin, I played one of Bach’s dance suites. My favorite was the gigue, the fast part coming after the stately sarabande, and it brought the elector to his feet, crying, “Her fingers fairly dance!”

But it was the musical tricks Papa had devised to show off Wolferl’s amazing skill that brought gasps from the audience. My little brother easily sight-read difficult pieces he’d never seen before, and he could improvise endless variations on a simple line of melody. To demonstrate Wolferl’s perfect pitch, Papa called for someone in the audience to ring a bell, and Wolferl immediately named the note. “That’s an A-sharp,” he said, and he did the same with crystal glasses filled with water, chiming clocks, tinkling pocket watches, always accurately identifying the tone. He didn’t have to think about it; he just knew.

We loved all of it—playing before an admiring audience, hearing the applause, being called back for encores. Wolferl promptly fell asleep afterward, but I lay awake for a long time, going over the entire evening in my mind, reliving the attention showered on us—both of us. *Katherl is wrong*, I thought contentedly before I drifted off.

Maria Anna Mozart: The Family’s First Prodigy

by Elizabeth Rusch

“Virtuosi.” “A prodigy.” “Genius.” These words were written in the 1760s about Mozart—Maria Anna Mozart. When she toured Europe as a pianist, young Maria Anna wowed audiences in Munich, Vienna, Paris, London, the Hague, Germany and Switzerland. “My little girl plays the most difficult works which we have . . . with incredible precision and so excellently,” her father, Leopold, wrote in a letter in 1764. “What it all amounts to is this, that my little girl, although she is only 12 years old, is one of the most skillful players in Europe.”

The young virtuoso, nicknamed Nannerl, was quickly overshadowed by her brother, Wolfgang Amadeus Mozart, five years her junior. But as one of Wolfgang’s earliest musical role models, does history owe her some measure of credit for his genius?

Leopold Mozart, a court musician, began teaching Maria Anna, his first-born child, to play harpsichord when she was 8 years old. She progressed quickly, with 3-year-old Wolfgang often at her side. After a few years, Wolfgang tried to play sections from Maria’s music book. “Over time, Nannerl’s playing became more and more brilliant, her technique perfect,” Eva Rieger, retired professor of music history at University of Bremen, says. “Young Wolfgang was probably impressed by that and inspired to play.”

Wolfgang's early forays into music-making took his father by surprise. "This minuet and trio were learned by Wolfgang in half an hour, at half-past nine at night on the 26th of January 1761, one day before his fifth birthday," Leopold jotted in Nannerl's music book, according to Maynard Solomon's *Mozart: A Life*. Because of Wolfgang's apparent aptitude, Leopold soon launched his son's music education instead of waiting until the boy was 8.

Wolfgang's early musical start also had the benefit of two teachers, his father and his sister. "Nannerl was of an age where she understood and was more aware of what her father was doing," says Noel Zahler, director of the School of Music at Carnegie Mellon University. "Nannerl probably interpreted for Wolfgang and reinforced for Wolfgang what Leopold was trying to teach. She showed him that music is not only fun, but a way to communicate without words."

That education continued as the children began performing together. In 1762, Maria, 11, and Wolfgang, 6, traveled to Munich to play for Elector Maximilian III.

Maria and Wolfgang toured for more than three years, covering several thousand miles by horse-drawn carriage, stopping in 88 cities and performing for many thousands of people. "This might be conjecture, but I have to think that Nannerl had an enormous influence on Wolfgang during the tours, especially the early tours," says Zahler. "Touring intensifies the performing relationship. At a certain point, the music becomes second nature and musicians begin to concentrate almost entirely on deepening the interpretation. Being older, Nannerl would have had deep insights to share."

Text-Dependent Analysis Question

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang's parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box 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.

Think about how the question 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 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

#15 Item Information

Alignment E.1.1

Depth of Knowledge 3

Mean Score 1.80

Assessment Anchor:

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

Specific Assessment Anchor Descriptor addressed by this item:

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

Handwritten Response Score: 4 points

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang's parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

Maria Anna and Wolfgang's parents helped the future of the young artists as they urged them to continue. Most of Maria's praise was soon rare as her 5 year old brother Wolfgang played extravagant pieces. Both children filled their parents with awe and pride but only occasionally did those feelings show for Maria when Wolfgang began. The way the parents acted made a big impression on the young musicians' careers. But, there were differences in how the parents acted towards each child.

For the Mozart children there was always an inclination for music inside them so they played beautifully. Many people were moved by Maria's talent, including her parents, as a young girl. Her father taught her music at age 4 on the clavichord, as said in "Wonder Children." By age 7, Maria was a star and her father took great pride and said, ". . . my little girl, although she is only 12 years old is one of the most skillful players in Europe, "as told by the passage" Maria Anna Mozart: The Family's First Prodigy." But when Wolfgang takes interns in music at age 3. The father quickly is converted to Wolfgang's side Marias mom says not to worry because everyone has a gift. Later it is evident that Mr. Mozart will be helping his son causing Maria to work hard. The only praise she gets though is her excellent technique as told in "Wonder Children." Wolfgang is taught to properly write notes but Maria is told that her father is too busy. Maria's dad wrote music for her but now Wolfgang writes for himself. Despite the different views on their children, the parents still praised the wonderful work.

Each child was far more than talented and they certainly proved to their parents. The parents affected their accomplishments by just simply teaching them the ways of music. Maria skillfully played advanced pieces of music and easily let her fingers glide. On the other hand Wolfgang could outdo his sister and he was only 3. He could play pieces from his sisters exercise book and write manuscripts and concertos. Wolfgang even taught himself the violin and played in his father's trio. The family went to Bavaria for the children to play for Elector Maximilian. Next they toured 88 cities in 3 years together as well. The 2 children accomplished many tough achievements.

In conclusion, the Mozart children varied in talent but were both prodigies. The parents helped shape the futures of the kids lik a cake mold setting a baking cake. The Mozart parents also paired and encouraged on different levels. The support was different if you compare Maria Anna and Wolfgang, but even both parents admit their awe in "Wonder Children." That is how the parents helped their children develop as artists.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the texts. The student's central idea that *"there were differences in how the parents acted towards each child"* is developed with thorough analysis of meanings from the texts (*"father quickly is converted to Wolfgang's side," "it is evident that Mr. Mozart will be helping his son causing Maria to work hard," "Despite the different views on their children, the parents still praised the wonderful work," "affected their accomplishments by just simply teaching them the ways of music,"* and *"The support was different . . . but even both parents admit their awe"*). The analysis is supported with substantial reference to the main ideas and relevant details of the texts (*"Many people were moved by Maria's talent, including her parents," "Her father taught her music at age 4 on the clavichord," "Maria's mom says not to worry because everyone has a gift," "Wolfgang is taught to properly write notes but Maria is told that her father is too busy," "Maria skillfully played advanced pieces," "He could play pieces from his sister's exercise book and write manuscripts and concertos,"* and *"went to Bavaria for the children to play for Elector Maximilian"*). There is a strong organizational structure that supports the focus and ideas, and transitions are used to link ideas. There is a spelling error (*"lik"* for *"like"*) and a missing word toward the bottom of the second page; however, errors present do not interfere with meaning.

STUDENT RESPONSE

Online Response Score: 4 points

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

“In the beginning, When I was four, Papa sat beside me at the clavichord.” This is just one of many reasons that shows what papa and Mama do to help Maria Anna and Wolfgang’s skills and success.

One way that mama and Papa helped is by teaching Maria Anna to play at such a young age. It states in “Wonder children” that papa would help Maria Anna Practice on a clavichord at the age of 4. Why this is important is because if she wasnt taught at such a young age, she wouldn’t have played such advanced music so fast. Which led to Wolfgang becoming an amazing artist at a very young age. It’s pretty much the domino effect. Once Wolfgang got great, Maria Anna wants to become even better. And even though papa does most of the heavy lifting, Mama does her fair share.

Another way the parents have helped is by giving confidence and giving advice. Mama can see as Wolfgang grows at being a performer, Maria Anna becomes jealous. When Mama and Papa are watching Wolfgang play, Maria Anna says “I am too! Aren’t I Mama?” and mama pulls her in close and says “of course you are.” This gives Maria Anna confidence she is as good or even better than Wolfgang. Also, Papa gives advice to Wolfgang on how to correctly write a “concerto” which will help wolfgang in his later life as he doesnt practice others music but makes his own.

Finally, Papa and Mama give the kids chances to show real people their skills. In “wonder children” Papa and Mama tell the kids they are going Munich to perform for Elector Maximillion, the prince of Bavaria. This is a huge deal for the kids because they can finally show their talent to the rest of Europe, and even the world. Also in “Maria Anna Mozart: The Familys first prodigy” it says they (Maria Anna and Wolfgang) toured for 3 years covering several thousands of miles. This shows they became popular musicians due to their “Gigs”

As you can see, the parents of Maria Anna Mozart and Wolfgang Amadeus Mozart changed their lives forever by teaching them at such a young age, giving them advice and encouragement, and helping them perform at places all around Europe.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the texts. There is a clear analysis of the importance of parental support in helping Maria Anna and Wolfgang succeed (“if she wasnt taught at such a young age, she wouldn’t have played such advanced music so fast. Which led to Wolfgang becoming an amazing artist at a very young age,” “Once Wolfgang got great, Maria Anna wants to become even better,” “Mama can see as Wolfgang grows at being a performer, Maria Anna becomes jealous,” “This gives Maria Anna confidence she is as good or even better than Wolfgang,” and “This shows they became popular musicians due to their ‘Gigs’ ”). There are substantial and accurate references to the texts (“papa would help Maria Anna Practice on a clavichord at the age of 4,” “mama pulls her in close and says ‘ of course you are,’ ” “Papa gives advice to Wolfgang on how to correctly write a ‘concerto ,’ ” “going Munich to perform for Elector Maximillion,” and “toured for 3 years covering several thousands of miles”). There is a strong organizational structure, there are effective transitions to link ideas, and there is a well-crafted conclusion. There are occasional errors in conventions and a lack of apostrophes scattered throughout the response; however, these errors do not interfere with meaning.

STUDENT RESPONSE

Online Response Score: 3 points

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

This passage was about the lives of Marie Anna and Wolfgang. Their parents gave their support right from the start. Some of the time though Marie Anna was left out while Wolfgang got all of the support from his parents. In the end, they both get a chance to shine and they succeed. Overall, their parents support is given right from the beginning, was only given to one child, and was given and made them famous.

First, in the passage it says that Marie Anna began to play the clavichord at a very young age, with her father. Her father is very proud of her and brags about how good and precise Marie Anna is at playing. The same thing goes for Wolfgang. In the passage it states that Wolfgang climbs upon Marie Anna’s chair and looking at the books she has. He really begins playing at four and his father is on him from there. Once this happens it leaves someone out.

The brother, Wolfgang, started before he was 8 years old to begin to play an instrument. This was the start of something fantastic. His dad practiced with him, corrected him, and sat next to him during the entire thing. This would then take away the help that was needed for Marie Anna to succeed more. Since her brother was growing better at a rapid pace Marie Anna worked harder to show her parents that she was better than her brother.

Lastly, they both get to shine in the passage and in the box but, in different ways. In the passage they both killed it in front of an audience. Then in the box they go on tour for over 3 years. They both did amazing. All the support and dedication finally paid off for them both.

In conclusion they were both fantastic musicians. Their father definitely loved them both and cared about them. Even though Marie Anna’s dad may have supported Wolfgang a little more for a while she still practiced hard and kept going. She became as or even more successful than her brother. Since they were supported through whatever they did they practiced hard at what they did and succeeded at what they did.

The response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the texts. There is a clear analysis of the texts (“*they both get a chance to shine and they succeed,*” “*Marie Anna worked harder to show her parents that she was better than her brother,*” “*they both killed it in front of an audience,*” and “*loved them both and cared about them*”). The student’s analysis is supported with relevant details and reference to the main ideas of the texts (“*very proud of her and brags about how good and precise Marie Anna is at playing,*” “*Wolfgang climbs upon Marie Anna’s chair and looking at the books she has,*” “*dad practiced with him,*” “*This would then take away the help that was needed for Marie Anna to succeed,*” and “*they go on tour for over 3 years. They both did amazing*”). The essay is appropriately organized, with a clear introduction, development, and conclusion, and transitions are used to link ideas. There are some minor issues with both misplaced and missing commas as well as spelling (“*definatly*” for “*definitely*”); however, these seldom interfere with meaning.

STUDENT RESPONSE

Handwritten Response Score: 3 points

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

Maria Anna and Wolfgang’s parents helped them both develop as artists. Their support is helping them succeed in a big way and their praised as well as their critis make them work even harder. Without their parents support. I don’t believe these two kids would have the drive to persue their dreams or to really try hard.

In the passage Maria Anna says “I worked even harder to please him.” This shows that her dads praise makes her want to work hard. Her father’s support allows her to work as hard as she can to please him. Also his supports helps Maria to do what she loves, music. We know that their parents opinion matters to them so he must support them to have that affect on both kids.

Another example on how their parents support help them succeed is now their father got them both a chance to play in front of the elector. This shows that the kids dad really wants them to be successful and believes they can do it. This helps Maria and Wolfgang because they know someone supports them and believes in them enough for the to do well in their career.

Lastly, an example that shows that the sibling’s parents support them is when the often praise both Maria and Wolfgang. This show that both parents truely care and believe in both kids. Also, their fathers gives them both equal opportunities because he know both kids will deliver. If the parents didn’t support their children I don’t think they would be praising them and allowing them the oppertunities they are providing.

All in all these parents support their kids in their music carrer and wants the best for their children. No matter what the kids go on to do they will support them and I think they will be successful for those reasons. The kid’s parents support helps them achieve their dreams and allows them to push harder towards their goal.

In this response, the student adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the texts. There is a clear analysis of the texts (“*her dads praise makes her want to work hard . . . as hard as she can to please him,*” “*this helps [the children] because they know someone supports them and believes in them,*” and “*support helps them achieve their dreams and allows them to push harder towards their goal*”), which supports the writer’s central idea (“*their praised as well as their critis [critiques] make them work even harder*”). Sufficient reference is made to the main ideas and relevant details of the texts (“*I worked even harder to please him,*” “*their father got them both a chance to play in front of the elector,*” and “*the kids dad really wants them to be successful*”). A thoughtful introduction, fair development, and conclusion add to an appropriate organizational structure that supports the focus and ideas of the essay. Errors in punctuation (especially possessive apostrophes) and spelling are present but seldom interfere with meaning.

STUDENT RESPONSE

Handwritten Response Score: 2 points

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

Both Maria Anna and Wolfgang were affected by the parents, but it was mainly Papa who helped them succeed. Papa had thought both of them at the age of four how to play simple tones on the clavicord. Papa was more focused on teaching Wolfgang after he started since he was four years younger then Maria Anna. Maria Anna responded by teaching herself to become as good as Wolfgang, who became quite talented. Papa still supported Maria Anna by say “She is only 12 years old, but she is the most skilled players in Europe.” Papa was very supportive of the both of them, because he wanted the to live great lifes.

In this response, the student inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the texts. There is a weak analysis of the texts (“*Maria Anna responded by teaching herself to become as good as Wolfgang*” and “*Papa was very supportive . . . because he wanted the to live great lifes*”), and references to the texts are vague. The main idea and relevant details are weakly referenced (“*Papa had thought both of them at the age of four how to play simple tunes on the clavicord*” and “*‘She is only 12 years old, but she is the most skilled players in Europe’*”). Neither supports the importance of the parents’ support in helping Maria Anna and Wolfgang succeed very well. There is a weak introduction, development, and conclusion, while the overall weak organizational structure only somewhat supports the student’s ideas. Errors are present in spelling and usage that may interfere with meaning.

STUDENT RESPONSE

Online Response Score: 2 points

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

In both passages- “The Wonder Children” and “Maria Anna Mozart: The family’s First Prodigy”, Maria Anna and Wolfgang’s parents both wanted Maria Anna and Wolfgang to succeed in their music careers. There was a lot of competition to get to the spotlight, but both did succeed.

Maria Anna and Wolfgang’s parents were both talented in music, so they worked very hard to get their kids to be the best in the continent of Europe. Although Maria Anna was only 12 years old, and Wolfgang was only 9 years old, they both were outstanding musicians. Both of their parents had always said that they have to impress the elector, or they had to please thousands of people watching in the audience. If one child went to bed early, the other would stay up late practicing music to get better than their opponent when asleep. This would be an example of competition. Maria Anna and Wolfgang had lots of pressure on them for being such a young age, but luckily they ignored the pressure and succeeded.

In conclusion, Maria Anna’s and Wolfgang’s parents made them excellent and successful in their music skills. Both children practiced and worked very hard to get better. They both exceeded their expectations and pleased many people and made it far into their music careers.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the texts. There is a weak analysis of the texts (“*There was a lot of competition to get to the spotlight*” and “*they ignored the pressure*”) that somewhat supports the student’s inferences and weakly addresses the parents’ support. There are weak references to the main ideas of the texts, as some of the evidence offered indicates a misunderstanding by the student (“*Both of their parents had always said that they have to impress the elector, or . . . please thousands of people*” and “*If one child went to bed early, the other would stay up late practicing music to get better than their opponent*”). The response has a weak introduction and development, and simplistic transitions are used to link ideas.

STUDENT RESPONSE

Online Response Score: 1 point

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

The importance of this support in helping Maria anna and wolfgang succeed is making them be better at music and helping them reach their goals. One example is “what it all amounts to is this, that my little girl, although she is only 12 years old, is one of the most skillful players in europe.” another example is “she has a great future has she not? papa said.” “you have only to look at those long fingers!” Mama exclaimed, and everyone agreed that my hands were indeed extraordinary, the hands of a gifted performer.”

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the texts. An insufficient analysis of the texts is undeveloped and not explained (“*making them be better at music and helping them reach their goals*”). There are insufficient references to the main ideas of the texts, as the first example is only vaguely connected to the student’s idea and the other is not relevant. Minimal evidence of an organizational structure is present, and there is no conclusion to the response.

STUDENT RESPONSE

Handwritten Response Score: 1 point

15. The passage and the text box **both** discuss how Maria Anna and Wolfgang’s parents helped the sister and brother develop as artists. Write an essay analyzing the importance of this support in helping Maria Anna and Wolfgang succeed. Use evidence from **both** the passage and the text box to support your response.

In the passages “Wonder Children,” and “Maria Anna Mozart! The Family’s First Prodigy” there is an importance of supporting Maria Anna and Wolfgang succeed.

First, in “Wonder Children”, they support Maria Anna by teaching her to play. Then Wolfgang by showing him to play and more hard things.

Lastly, in “Maria Anna Mozart: The family’s first Prodigy they help Maria by doing difficult works. Then help Wolfgang by doing Maria’s stuff in her music book. In conclusion, in both passages there is an importance of supporting Maria and Wolfgang.

In this response, the student minimally addresses part of the task, demonstrating inadequate analytic understanding of the texts. There is no analysis of the text to support the writer’s claims, ideas, or opinions. Insufficient reference to the texts is made, as the student’s vague examples lack specificity (“*Then Wolfgang by showing him to play and more hard things,*” “*they help Maria by doing difficult works,*” and “*Wolfgang by doing Maria’s stuff in her music book*”). While the essay is organized, there is minimal evidence of development. The response has varied convention errors, including sentence formation and punctuation, and the awkward syntax often interferes with meaning.

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

16. Read the paragraph.

Gene Autry had many talents, and one of them was singing. He performed on the radio and on television, and he loved it. He touched the lives of many of those who heard his songs. His fans knew he was an honest, hardworking person.

Which underlined pronoun is vague or unclear and should be changed?

- A. it
- B. who
- C. his
- D. he

Item Information	
Alignment	D.1.1.5
Answer Key	A
Depth of Knowledge	2
p-value A	53% (correct answer)
p-value B	25%
p-value C	8%
p-value D	14%
Option Annotations	The student is asked to identify which underlined pronoun is vague or unclear. Option A is the correct answer since the “it” lacks a clear reference to what Gene Autry loved. Option B is not the correct answer, since “who” clearly refers to “those.” Option C is not the correct answer, since “his” clearly refers to Gene Autry. Option D is not the correct answer, since “he” clearly refers to Gene Autry.

17. Read the paragraph.

(1) The airport manager works hard to make sure the airport runs efficiently, smoothly, and with few problems for airline passengers. (2) Happy, helpful, and friendly airport employees greet passengers and direct them where to go. (3) Passengers wait to board their flights after they check their luggage, go through security, and make their way to their gates. (4) Then they can watch, airplanes take off, land, and taxi down the runway.

Which revision should be made to the paragraph?

- A. Add a comma after runs in sentence 1.
- B. Remove the comma after Happy in sentence 2.
- C. Add a comma after check in sentence 3.
- D. Remove the comma after watch in sentence 4.

Item Information	
Alignment	D.1.2.4
Answer Key	D
Depth of Knowledge	2
p-value A	5%
p-value B	3%
p-value C	4%
p-value D	88% (correct answer)
Option Annotations	The student is asked to determine which revision should be made to correctly punctuate items in a series. In sentence 4, the comma after “watch” is unnecessary since “watch” is the verb of the sentence, not one of the items in a series, and therefore Option D is the correct answer. Sentence 1 correctly uses commas to separate three items in a series, therefore Option A is not the correct answer. Sentence 2 uses commas to correctly separate three adjectives in a series, therefore Option B is not the correct answer. Sentence 3 correctly uses commas to separate three predicates in a series, therefore Option C is not the correct answer.

18. Read the paragraph.

(1) The saguaro cactus lives in the Sonoran Desert in southern Arizona and Mexico. (2) This plant is special because it grows nowhere else on Earth. (3) It is also special because it is the largest cactus in all of North America. (4) When it is young, the saguaro looks like a skinny pencil covered in sharp needle-like spines. (5) When the saguaro gets older, it starts to grow branches that resemble arms. (6) Some saguaros have been known to grow up to 20 arms!

Which revision that combines sentences 2 and 3 into one sentence **best** improves the style of the paragraph?

A. Being special, this plant grows nowhere else on Earth and is also the largest cactus in North America.

B. In North America, this special plant grows the largest of any cactus that grows nowhere else on Earth.

C. This plant is special because it grows nowhere else on Earth and is the largest cactus in North America.

D. It is also special because it grows nowhere else on Earth and is very large for a cactus in North America.

Item Information	
Alignment	D.2.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	16%
p-value B	18%
p-value C	60% (correct answer)
p-value D	6%
Option Annotations	Students are asked to choose the revision that best improves the style of the paragraph by combining two sentences into one sentence. Option C is the correct answer since it combines the ideas in sentences 2 and 3 in a clear and concise way. Option A is not the correct answer, since it combines the two sentences in a way that lacks clarity. Option B is not the correct answer, since it combines the two sentences in a way that lacks clarity. Option D is not the correct answer, since it combines the two sentences in a way that lacks conciseness.

19. Read the paragraph.

(1) In the central area of Chile is a long river valley. (2) People who visit there are just really amazed by the really pretty views. (3) Some people head for the lakes to kick back or relax. (4) Others sit tight in the amazing forests.

Which sentence of the paragraph has a formal style?

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

Item Information	
Alignment	D.2.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	43% (correct answer)
p-value B	23%
p-value C	24%
p-value D	10%
Option Annotations	Students are asked to evaluate the sentences in a paragraph to determine which one is written in a formal style. Option A is the correct answer since it uses words to create a formal style. Options B, C, and D are not the correct answers, since these sentences contain examples of informal diction, such as “really,” “kick back,” and “sit tight.”

WRITER'S CHECKLIST AND ARGUMENTATIVE WRITING PROMPT

20. Some people believe that the age of the printed book should come to an end. Many people now download books to electronic devices. Some libraries even have these devices for their users to check out.

Write an argumentative essay for your teacher supporting your claim about whether electronic devices should replace printed books. Be sure to use reasons and evidence to develop your argument.

Writer's Checklist for the Argumentative 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, the claim you want to support for that topic, and any alternate or opposing claims.

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

FOCUS while you write

State your claim about the topic.

Support your claim with reasons and evidence.

Present one or more alternate or opposing claims.

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 reasons and evidence to support my claim.

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

Directions: On the following pages is the Argumentative Writing Prompt.

- 20.** Some people believe that the age of the printed book should come to an end. Many people now download books to electronic devices. Some libraries even have these devices for their users to check out.

Write an argumentative essay for your teacher supporting your claim about whether electronic devices should replace printed books. Be sure to use reasons and evidence to develop your argument.

Turn the page to begin writing your response.

Argumentative Scoring Guideline

#20 Item Information

Alignment	C.1.1
Depth of Knowledge	3
Mean Score	2.43

Assessment Anchor:

E07.C.1–Text Types and Purposes

Specific Eligible Content addressed by this item:

E07.C.1.1–Write arguments to support claims with clear reasons and relevant evidence.

Score	Description
4	<p>Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument, and audience</p> <p>Effective organizational strategies and structures that logically support reasons and evidence</p> <p>Substantial, specific, and relevant content that demonstrates a clear understanding of the purpose</p> <p>Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence</p> <p>Effective transitions that connect and clarify 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 claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument, and audience</p> <p>Adequate organizational strategies and structures that support reasons and evidence</p> <p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration that includes a clear position that is supported with relevant evidence</p> <p>Appropriate transitions that connect and clarify 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>Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument, and audience</p> <p>Inadequate organizational strategies and structures that ineffectively support reasons and evidence</p> <p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence</p> <p>Inconsistent 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 evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument, and audience</p> <p>Minimal organizational strategies and structures</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped position 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**

20. Some people believe that the age of the printed book should come to an end. Many people now download books to electronic devices. Some libraries even have these devices for their users to check out.

Write an argumentative essay for your teacher supporting your claim about whether electronic devices should replace printed books. Be sure to use reasons and evidence to develop your argument.

Have you ever read a book on an electronic? You shouldn't. Reading on an electronic can damage your eyes. Also, it can be hard to read peacefully on a big piece of metal. Tablets are expensive so why pay a lot of money for one and then, in addition, buy books on it? The whole idea makes no sense. Printed books should remain!

Do your eyes ever start to hurt when you're on your computer? Reading on something like that would be even worse. The bright glow gleaming from an electronic causes your eyes to sting. Also, staring at a device can make you go cross-eyed. Eyes are very important and staring at a device could make your sight bad and you may possibly have to get glasses in a result. Would you like to explain that to your doctor? In a result, your eyes can get very damaged from reading on an electronic.

Isn't it nice to lay down and peacefully read? It's hard to do that with a tablet. For example, it can be hard to hold your tablet comfortably and read; you could accidentally bump it and loose your page. Electronics get updates so what if you finally got comfy and then it beeped? Would that be peaceful? Tablets need charged once in a while so wouldn't it be annoying if your "book" shut off on you? Devices that are electronically run often have many flaws: especially if you are trying to read on them.

Let's face it, things are expensive nowadays. For example, you would have to buy the device to read on it. They can easily be \$300. Also, you may need to buy a reading app and if not, books for it. That could be wasting good printed book you already have. If reading on your electronic damaged your eyes, you would have to pay to get your eyes fixed and that is expensive. Reading on electronics can be very expensive.

Although reading on electronics is bad, printed books are also bad. For example, it wastes paper. Also, printed books take a while to print so many copies where an electronic one you can download. Printed books can tend to be more expensive then electronic ones. That all is true, but electronics are more expensive and wasteful overall. Paper books can be bad, but electronic ones are even worse.

To conclude, electronic books can be very bad. They can damage your eyes, also, they can be uncomfortable to read on. Lastly, electronics are very expensive along with books you buy on them. Printed books are so much better than electronic ones and should definitely remain.

The response provides a sharp, distinct claim initiated with a question (“*Have you ever read a book on an electronic? You shouldn’t . . . Printed books should remain!*”). The writer convinces the audience that electronic devices are bad for the reader through thoughtful and sustained arguments (“*Do your eyes ever start to hurt when you’re on your computer?*” and “*Reading on something like that*”), with evident awareness of task, purpose, counterarguments, and audience. Substantial, specific, and relevant content demonstrates a clear understanding of the task. This response incorporates thorough elaboration that is consistently supported with precise and relevant evidence. The conclusion is effective (“*Printed books are so much better than electronic ones and should definitely remain*”). The writer establishes and maintains a formal style, with effective control of language and domain-specific vocabulary. Transitions are effective, and the response demonstrates consistent control of sentence formation. Few errors are present in grammar, usage, spelling, and punctuation.

STUDENT RESPONSE

Handwritten Response Score: 3 points

20. Some people believe that the age of the printed book should come to an end. Many people now download books to electronic devices. Some libraries even have these devices for their users to check out.

Write an argumentative essay for your teacher supporting your claim about whether electronic devices should replace printed books. Be sure to use reasons and evidence to develop your argument.

Dear Teacher,

I believe that students should use paper/printed books rather than buy electronics to use. I think this because electronics run on batteries, electronics are expensive, and books are cheaper.

The first reason students should read books that are printed is because most electronics run on chargeable batteries. Students will need to charge the device on a daily basis, like a phone. If a student forgets, their device will shut off. Also, battery life isn't very long, so if it is used too much, the device will die.

Another reason is that electronic devices cost a lot nowadays. Each device would cost over \$100 dollars, and because there are many students, it will cost over \$1,000 dollars for 10 students! Also, extra chargers for classes and life proof cases will cost a lot too. And what if a student loses/drops one and it breaks? That'll be another \$100 out of the school's budget.

My final reason is because books are cheaper. Kids can go to a local bookstore and buy a book for under \$20 dollars, which is about 20% of a electronic. Books are more durable and will not break unless it is torn, if it gets wet, or if an animal bites it. Books also last longer and do not run on batteries.

In conclusion, I believe that students should use printed books because they don't run on batteries, are not expensive, and are cheaper than devices. The future of reading lies between the pages, not in the software.

The response provides a clear claim ("*students should use paper/printed books rather than buy electronics to use*"). The writer convinces the audience through credible and substantiated arguments, with awareness of task, purpose, counterargument, and audience. Adequate and relevant content demonstrates an understanding of the purpose ("*And what if a student loses/drops one and it breaks? That'll be another \$100 out of the school's budget*"). The response incorporates sufficient elaboration that includes a clear position supported with relevant evidence. The writer establishes and maintains a formal style, with appropriate control of language and domain-specific vocabulary. Transitions are appropriate ("*because,*" "*and,*" and "*also*"), and the response demonstrates adequate control of sentence formation. Few errors are present in grammar, usage, spelling, and punctuation.

STUDENT RESPONSE

Online Response Score: 2 points

20. Some people believe that the age of the printed book should come to an end. Many people now download books to electronic devices. Some libraries even have these devices for their users to check out.

Write an argumentative essay for your teacher supporting your claim about whether electronic devices should replace printed books. Be sure to use reasons and evidence to develop your argument.

Some people think that electronic books should replace printed books. Other people think they shouldn't. Well heres my opinion.

I think that electronic books should not replace printed books. There are many reasons behind my claim. Like it could glitch out, the book might not open, and many more reasons. Here is one reason.

The books could glitch out to where the pages won't change. A printed book won't do that because it is manually operated. The words might become blurry. A printed book is ink so it will be there a long time.

The electronic book might crack. A printed book just tears, but you can tape it. It can die on you. A printed book doesn't need power to work.

Those are some reasons why printed books shouldn't be replaced by electronic books. Oh and what would we do with all the paper.

This response provides a claim ("*electronic books should not replace printed books*") that lacks credible and substantiated arguments and demonstrates a limited awareness of task, purpose, counterargument, and audience. Content is inadequate and vague ("*glitch out,*" "*manually operated,*" and "*blurry*"). There is insufficient elaboration, including an underdeveloped position supported with little relevant evidence. This response demonstrates an inconsistently maintained formal style, with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety. Errors are present in grammar, usage, spelling, and punctuation.

STUDENT RESPONSE

Handwritten Response Score: 1 point

20. Some people believe that the age of the printed book should come to an end. Many people now download books to electronic devices. Some libraries even have these devices for their users to check out.

Write an argumentative essay for your teacher supporting your claim about whether electronic devices should replace printed books. Be sure to use reasons and evidence to develop your argument.

I think electronic devices should replace printed books because you don't have to worry about the electronic device being ruined but books could have water spilled on them ruining the pages to the book plus electronic devices can have a water proof cover to protect them from being ruined.

This response provides a minimal claim (*"I think electronic devices should replace printed books"*) and lacks substantiated arguments, demonstrating little awareness of task, purpose, counterarguments, and audience. Content is minimal and demonstrates little understanding of the purpose. The response demonstrates minimal control of sentence formation. Errors are present in grammar, usage, spelling, and punctuation.

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	B-C.3.1.1	A	3	55% (correct answer)	4%	35%	6%	N/A
2	B-K.1.1.3	A	2	39% (correct answer)	29%	20%	12%	N/A
3	B-V.4.1.2	C	2	2%	2%	90% (correct answer)	6%	N/A
4	B-C.2.1.3	D	2	23%	13%	10%	53% (correct answer)	N/A
5	B-V.4.1.1	C	2	6%	4%	77% (correct answer)	13%	N/A
6	B-C.2.1.2	D	2	19%	32%	6%	43% (correct answer)	N/A
7	B-K.1.1.2	Part One: A Part Two: B	3	N/A	N/A	N/A	N/A	1.32
8	B-C.2.1.1	Part One: B Part Two: A, B	3	N/A	N/A	N/A	N/A	2.44
9	A-V.4.1.1	A	2	75% (correct answer)	4%	9%	12%	N/A
10	A-V.4.1.2	C	2	8%	11%	76% (correct answer)	5%	N/A
11	A-K.1.1.1	B	2	21%	61% (correct answer)	10%	8%	N/A
12	A-C.2.1.3	D	2	10%	37%	11%	42% (correct answer)	N/A
13	A-C.2.1.1	D	3	10%	10%	11%	69% (correct answer)	N/A
14	A-K.1.1.3	Part One: B Part Two: A, D	3	N/A	N/A	N/A	N/A	1.41
16	D.1.1.5	A	2	53% (correct answer)	25%	8%	14%	N/A

PSSA ENGLISH LANGUAGE ARTS GRADE 7

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D	Mean Score
17	D.1.2.4	D	2	5%	3%	4%	88% (correct answer)	N/A
18	D.2.1.2	C	3	16%	18%	60% (correct answer)	6%	N/A
19	D.2.1.3	A	2	43% (correct answer)	23%	24%	10%	N/A

TEXT-DEPENDENT ANALYSIS AND WRITING PROMPT

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
15	E.1.1	4	3	1.80
20	C.1.1	4	3	2.43

ACKNOWLEDGEMENTS

“Get Your ZZZZZs!” by Kathiann Kowalski and Marcia Lusted from Odyssey magazine. Copyright © 2011 by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited.

“Winter Storm” copyright © 1995 by Leo J. Molner, from *Recollections in Verse*, published by Vantage Press.

PSSA Grade 7 English Language Arts Item and Scoring Sampler

Copyright 2016 by the Pennsylvania Department of Education. The materials contained in this publication may be duplicated by Pennsylvania educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.