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## PSSA ENGLISH LANGUAGE ARTS GRADE 4

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INTRODUCTION

General Introduction

The Pennsylvania Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include Academic Standards, Assessment Anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

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

Pennsylvania Core Standards (PCS)

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

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

- [www.education.pa.gov](http://www.education.pa.gov) [Hover over “K–12,” select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors/Eligible Content” on the right side of the screen.]

Change in Test Design

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2016–2017 school year. The writing prompt in this sampler is provided as an instructional resource. The writing prompt and all resources for the writing prompt in this item sampler are for instructional purposes. The 2018 ELA PSSA test will not include a mode-specific writing prompt.

What Is Included

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

Purpose and Uses

The items in this sampler may be used 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. Classroom teachers may find it beneficial to have students respond to the test questions in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

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

The 2016–2017 PCS-based PSSA has multiple types of test questions. For grade 4, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, Text-Dependent Analysis (TDA) prompts, 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 an Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his or her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

**Text-Dependent Analysis Prompt:** Unlike a writing prompt, the TDA prompt is a text-dependent analysis prompt based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5,000 characters in the online format. Both Literature and Informational Texts are addressed through this item type. Students must 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 prompt coincides with the similar demands required for a student to be college and career ready. The TDA response is scored using a holistic scoring guideline on a 1–4-point scale.

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

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

- **Blank** – Blank, entirely erased, entirely crossed out, or consists entirely of whitespace
- **Refusal** – Refusal to respond to the task
- **Non-scorable** – In a language other than English, incoherent, illegible, insufficient, unrelated to the passage (for TDAs), or consisting solely or almost solely of text copied from the passage (for TDAs)
- **Off Topic** – Makes no reference to the item or passage but is not an intentional refusal
- **Copied** – Consists of text copied from the item and/or test directions
INFORMATION ABOUT ENGLISH LANGUAGE ARTS

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.

<table>
<thead>
<tr>
<th>English Language Arts Item Type</th>
<th>MC</th>
<th>EBSR</th>
<th>TDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Response Time (minutes)</td>
<td>1.5</td>
<td>3 to 5</td>
<td>45</td>
</tr>
</tbody>
</table>

English Language Arts Grade 4

This English Language Arts Sampler is composed of 3 passages, 5 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis prompt, 4 standalone multiple-choice questions, and a mode-specific writing prompt.

There are 3 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 prompt. 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 prompt 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 prompt responses and mode-specific writing prompt responses in both formats. A sample online response is noted by the symbol ☐.
ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS

Directions:

On the following pages are the Reading passages and questions.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

Directions for Evidence-Based Selected-Response Questions:

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

For the evidence-based selected-response questions:

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

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

For the TDA Essay:

- Be sure to read the passage and the TDA prompt carefully.
- Review the Writer’s Checklist to help you plan and organize your response.
- You may look back at the passage to help you write your essay.
- Write your essay in the appropriate space in the answer booklet. If you use scratch paper to write a rough-draft essay, be sure to transfer your final essay to the answer booklet.
- Be sure to check that your essay contains evidence from the passage to support your response.
- Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.
PASSAGE 1

The next two poems are about growing up. Read the first poem and answer questions 1 and 2 in your answer booklet. Then, read the next poem and answer questions 3–7.

When I Grow Up

by William Wise

When I grow up,
I think I’ll be
A detective
With a skeleton key.

I could be a soldier
And a sailor too;
I’d like to be a keeper
At the public zoo.

I’ll own a trumpet
And I’ll play a tune;
I’ll keep a spaceship
To explore the moon.

I’ll be a cowboy
And live in the saddle;
I’ll be a guide
With a canoe and a paddle.

I’d like to be the driver
On a diesel train;
And it must be fun
To run a building crane.

I’ll live in a lighthouse
And guard the shore;
And I know I’ll want to be
A dozen things more.

For the more a boy lives
The more a boy learns—
I think I’ll be all of them
By taking turns.
Evidence-Based Selected-Response Question

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

**Part One**

In “When I Grow Up,” what does the speaker’s statement that he will “be all of them” most reveal?

A. He is very interested in music.
B. He wants to live by the sea.
C. He worries about his future.
D. He has many different interests.

**Part Two**

What evidence from the poem best supports the answer in Part One? Choose one answer.

A. “With a skeleton key.”
B. “I’ll be a cowboy”
C. “I’ll live in a lighthouse”
D. “A dozen things more.”

**Item Information**

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<td>Answer Key: Part Two</td>
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<tr>
<td>Mean Score</td>
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</table>

**Option Annotations**

The student is asked to identify the sentence that describes the speaker in the poem and to select the line from the poem that best supports the answer.

**Part One:** Option D is the correct answer since the speaker’s naming of his interests in different careers and wanting to “be all of them” supports that he has many different interests. Option A is a true statement; however, this choice does not encompass all of the speaker’s interests. Options B and C do not relate to the given line from the poem.

**Part Two:** Option D is the correct answer since “A dozen things more” represents the speaker’s interest in many jobs he wishes to have as an adult. Option A does not support the correct answer in Part One since it does not indicate how the speaker has many interests. Options B and C are not correct; although they do reveal two interests that the speaker has, they do not support the description from Part One that the speaker has many different interests.
Multiple-Choice Question

2. What is the best summary of “When I Grow Up”?

   A. A boy goes on a variety of adventures using only his imagination.
   B. A boy tells stories of all the people he has met during a year.
   C. A boy thinks of the many different places he could live one day.
   D. A boy thinks about the different jobs he could have when he is older.

**Item Information**

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<tr>
<td>( p )-value A</td>
<td>17%</td>
</tr>
<tr>
<td>( p )-value B</td>
<td>3%</td>
</tr>
<tr>
<td>( p )-value C</td>
<td>5%</td>
</tr>
<tr>
<td>( p )-value D</td>
<td>75% (correct answer)</td>
</tr>
</tbody>
</table>

**Option Annotations**
The student is asked to determine the best summary of the poem. Option D is the correct answer since it accurately states the main points of the poem. Options A, B, and C are not correct since they misinterpret the main events of the poem.
PASSAGE 2

General Store

by Rachel Field

Some day I’m going to have a store
With a tinkly bell hung over the door,
With real glass cases and counters wide
And drawers all spilly with things inside.
There’ll be a little of everything:
Bolts of calico¹; balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsaparilla² for picnic lunches,
Bananas and rubber boots in bunches.
I’ll fix the window and dust each shelf,
And take the money in all myself.
It will be my store, and I will say:
“What can I do for you today?”

¹ calico—woven cloth
² sarsaparilla—a soft drink similar to root beer
Multiple-Choice Questions

3. The meaning of the suffix “-ery” helps the reader know the word “crockery” means

   A. a collection of pottery.
   B. able to make pottery.
   C. the study of pottery.
   D. one who makes pottery.

Item Information

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<th>Alignment</th>
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<td>p-value A</td>
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<td>p-value C</td>
<td>10%</td>
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<tr>
<td>p-value D</td>
<td>14%</td>
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<tr>
<td>Option Annotations</td>
<td>The student is asked to determine the meaning of the word “crockery” using the meaning of the suffix “-ery.” Option A is the correct answer since the suffix “-ery” means “collection” and is part of the meaning of the word in question. Options B, C, and D are not correct since they do not identify the meaning of the suffix “-ery.”</td>
</tr>
</tbody>
</table>
4. Read these lines from “General Store."

“It will be my store, and I will say: / ‘What can I do for you today?’ ”

What do these lines most reveal about the speaker?

A. The speaker is confused about how to speak to customers.
B. The speaker wants to surprise people who visit the store.
C. The speaker is interested in meeting new friends.
D. The speaker wants to be helpful to customers.

**Item Information**

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<tbody>
<tr>
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<td>p-value A</td>
<td>6%</td>
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<td>p-value C</td>
<td>7%</td>
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<tr>
<td>p-value D</td>
<td>78% (correct answer)</td>
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**Option Annotations**
The student is asked to determine what the given lines from the poem most reveal about the speaker. Option D is the correct answer because the line “What can I do for you today?” shows that the speaker wants to be helpful. Options A and B are not correct since they are not supported by the given lines. Option C is not correct because it is unsupported by the poem.
5. Which lines from “General Store” support the inference that the speaker will do most of the work?

A. “Sarsaparilla for picnic lunches, / Bananas and rubber boots in bunches.”
B. “There’ll be a little of everything: / Bolts of calico; balls of string;”
C. “I’ll fix the window and dust each shelf, / And take the money in all myself.”
D. “Jars of peppermint; tins of tea; / Pots and kettles and crockery;”

Item Information

<table>
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<th>Alignment</th>
<th>A-K.1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Key</td>
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<td>p-value A</td>
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<tr>
<td>p-value B</td>
<td>15%</td>
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<td>p-value C</td>
<td>71% (correct answer)</td>
</tr>
<tr>
<td>p-value D</td>
<td>6%</td>
</tr>
</tbody>
</table>

Option Annotations

The student is asked to determine which lines from the poem support the given inference that the speaker will do most of the work in the store. Option C is the correct answer because the lines show chores that the speaker will do (fix the window, dust each shelf, take in the money). Options A, B, and D are not correct since they merely list items the speaker will have in the store.
Evidence-Based Selected-Response Question

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

**Part One**

How is the topic having goals to achieve conveyed throughout **both** of the poems?

A. by the speakers’ desiring to create objects of value  
B. by the speakers’ reflecting on past events  
C. by the speakers’ overcoming challenges  
D. by the speakers’ stating future plans

**Part Two**

What **two** phrases from the poems support the answer in Part One? Choose **two** answers.

A. “With a skeleton key” from “When I Grow Up”  
B. “I think I’ll be all of them” from “When I Grow Up”  
C. “With real glass cases and counters wide” from “General Store”  
D. “Some day I’m going to have a store” from “General Store”

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**Item Information**

<table>
<thead>
<tr>
<th>Item Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment</td>
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<tr>
<td>Mean Score</td>
<td>1.42</td>
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</tbody>
</table>

**Option Annotations**

The student is asked to determine how the treatment of a similar topic is conveyed throughout both of the poems and to select details from the poems that support this answer.

**Part One:** Option D is the correct answer because both poems state the speakers’ future career plans. Options A, B, and C are not correct since they are unsupported by details in either poem.

**Part Two:** Options B and D are the correct answers because B refers to the future plans of the speaker of “When I Grow Up” and D refers to the future plans of the speaker of “General Store.” Options A and C are not correct since they only list items associated with future careers that the speakers wish to have.
Multiple-Choice Question

7. Which sentences best state a comparison of the points of view used in both poems?

A. Both poems use a first person point of view. Both are told by speakers in the poems.
B. Both poems use a third person point of view. Both are told by characters in the poems.
C. “When I Grow Up” uses a first person point of view and is told by a speaker. “General Store” uses a third person point of view and is told by a character in the poem.
D. “When I Grow Up” uses a third person point of view and is told by a character in the poem. “General Store” uses a first person point of view and is told by a speaker.

<table>
<thead>
<tr>
<th>Item Information</th>
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</thead>
<tbody>
<tr>
<td>Alignment</td>
</tr>
<tr>
<td>Answer Key</td>
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<tr>
<td>Depth of Knowledge</td>
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<td>p-value B</td>
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<tr>
<td>p-value C</td>
</tr>
<tr>
<td>p-value D</td>
</tr>
<tr>
<td>Option Annotations</td>
</tr>
</tbody>
</table>
PASSAGE 3

Read the following passage about an artist who writes and illustrates books. Then answer question 8.

Author and Illustrator Ed Young

by Deborah Kovacs and James Preller

Caldecott Medal-winning illustrator Ed Young doesn’t like to overemphasize the process of creativity. He says, “To me, it is the attitude behind everything that is more important than the procedure.”

A deeply thoughtful man, Ed Young believes that the creation of art involves much more than technical skill. Drawing and writing, he says, “are expressions of the inner rather than the outer person.”

In practicing the art of calligraphy, Young learned to refine his brush strokes as well as to achieve a greater sensitivity to his craft. In calligraphy, as in life, Young believes that attitude is of prime importance. “A person has to know the nature of a brush, the nature of ink in the brush, the nature of ink applied by the brush onto paper. That person has to be friends with all of these in order to see what the brush is capable of doing.

“It is like training a horse. A person has to know what the nature of the horse is in order to ride it correctly. If the horse knows that the person understands him and gives him every possibility of exploring his potential, the horse will be very happy. And so with the brush.”

Exploring with a Pencil

Once he has selected a manuscript, Young immediately begins by making a series of sketches. The process is similar to an exploration; with each sketch, Young searches for the proper tone and image for the story. He says, “First I do little thumbnails right on the margin of the manuscript whenever there is a picture that comes to me. I just scribble, and the pictures that I draw are no more than maybe a half or three-quarters of an inch. It’s just a record of images that are in my head.”

In what he calls rounds, Young revisits his initial sketches and expands upon them. Slowly, he adds more and more details, and the tiny pictures grow larger. Young explains, “They graduate, let’s say, from the first set of very small thumbnails to something two or three inches tall by five or six inches wide. At that point, I start to go into the characters or buildings or costumes, that kind of thing.”

During the next round, the element of research becomes very important. In the first sketches, Young only sought to capture a general impression, a feeling. Now he seeks painstaking accuracy. The pictures themselves seem to ask him these questions: In what style should the characters be dressed? What are the trees and flowers like in that part of the world? What is the style of architecture?

To achieve this level of accuracy, Young turns to magazines, books, libraries, museums, or
wherever he can find the information he needs. Young goes to all the trouble because he feels that factual detail helps create a believable fantasy. As an artist, he is preparing an imaginative world for the reader to visit. The trees, the flowers, the buildings—everything—must be true to that world.

An example of Young’s emphasis on detail can be found in the work he did for *Lon Po Po*. The story, which is a Chinese version of “Little Red Riding Hood,” involves a wolf and children. (*Lon Po Po* means “Granny Wolf” in Chinese.) Ed Young explains how he made the wolf and children believable. “I drew a whole series on how wolves communicate with each other, using their ears, their tails, and the way they hold themselves. That had to be right because the wolf talks to the children in the story, so he has to be alive to them. Then I had to know how the children talked to each other, how they lived in the compound, how the trees would grow. Once you know everything about the story, you can express it in fresh ways.”

Ed Young was born in China, grew up in Shanghai, and later moved to Hong Kong before eventually settling in the United States. Of his childhood, Young recalls: “Our summer nights were usually spent on the flat roof of the three-story house that my father designed. Against the background of crickets chirping in the starry night, my father would spin endless tales of his own to entertain our imagination until the heat finally subsided. I have never forgotten the images I saw in my mind as I listened.”
Text-Dependent Analysis Prompt

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

☐ I wrote my final essay in the answer booklet.

☐ I stayed focused on responding to the prompt.

☐ I used evidence from the passage to support my response.

☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.
After you have checked your work, close your answer booklet and test booklet so your teacher will know you are finished.
Text-Dependent Analysis Scoring Guideline

#8 Item Information

| Alignment | E.1.1 | Depth of Knowledge | 3 | Mean Score | 1.37 |

Assessment Anchor:

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

Specific Assessment Anchor Descriptor addressed by this item:

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

<table>
<thead>
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<th>Score</th>
<th>Description</th>
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| 4     | • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s)  
• Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  
• Strong organizational structure that effectively supports the focus and ideas  
• Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences  
• Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions  
• Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  
• Skillful use of transitions to link ideas  
• Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning |
| 3     | • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s)  
• Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s)  
• Appropriate organizational structure that adequately supports the focus and ideas  
• Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences  
• Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions  
• Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose  
• Appropriate use of transitions to link ideas  
• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning |
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<th>Score</th>
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| 2     | • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s)  
      • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s)  
      • Weak organizational structure that inconsistently supports the focus and ideas  
      • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences  
      • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions  
      • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose  
      • Inconsistent use of transitions to link ideas  
      • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events  
      • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning |
| 1     | • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s)  
      • Minimal evidence of an introduction, development, and/or conclusion  
      • Minimal evidence of an organizational structure  
      • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences  
      • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions  
      • Minimal reference to the main idea(s) and/or relevant details of the text(s)  
      • Few, if any, transitions to link ideas  
      • Little or no use of precise language or domain-specific vocabulary drawn from the text(s)  
      • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning |
8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

I wish I could draw like Ed Young! He puts amazing illustrations in his books and really captures the reader’s attention. The reason Ed Young draws so well is because he is a “deeply thoughtful man,” and here are my reasons why.

Young is a deeply thoughtful man. One way the authors support this statement is by quoting a statement Ed Young said in the text. Ed said that “drawing and writing are expressions of the inner rather than the outer person.” I can infer from this that Young is deeply thoughtful because he realizes the creativity in art.

Another way that the authors support the statement that Young is a deeply thoughtful man is that he deeply thinks through his drawings. I can infer that the authors back that up by making a whole section that talks about his drawings. It talks about his step by step process which shows me that the authors think that his drawings are deeply thought out.

Lastly, the authors go into vivid detail about how Young creates his drawings. He makes the characters all look and act real. I can infer that Young must think deeply about how the characters would look and act in real life and that needs some deep thinking.

Those were examples of how the authors supported their opinion that Ed Young is a deeply thoughtful man and my analysis of it. Maybe if I think deeply about my drawings I could be as good as Ed Young.
I describe Ed Young as a deeply thoughtful man because of his love for art. A quote to help support my answer is "Drawing and writing, he says are expressions of the inner rather than the outer person." I think this means that Ed Young feels that drawing and writing makes him express his feelings. For example, the quote "The trees, the flowers, the buildings—everything must be true to that world," shows that Ed does express feeling through his drawings. He thinks that every picture or sketch he draws must have details and meanings. The authors wanted to show this through a story of Ed Young's life of drawing.

Ed Young has to know about the story he is working on. In the story is a quote that shows support for this. "Once you know everything about the story, you can express it in fresh ways," gives support because it shows that Ed has to learn everything about the story before he can do the drawing. He can make a story's pictures have meaning.
by adding detail and making more than one
details. All the evidence I found show that
Ed Young is a deeply thoughtful man and
is full of artistic creativity. To show support,
the quote “I drew a whole series on how
wolves communicate with each other using their
ears, their tails, and the way they hold themselves
gives support. The support it gives is that Ed had to
think before drawing the pictures for the story, Lon Po
Po.

The last evidence I found is a quote “I have never forgotten the images I saw in my mind
as I listened.” This is from Ed’s childhood when
he listened to his father’s stories. These stories inspired
Ed to draw from images in his mind. Ed loved
drawing because of his father. He is a deeply
thoughtful man from evidence from the
story. The authors wanted to show us this through
this story.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The
organizational structure is strong and effectively maintains how the authors support the statement that Ed Young is a “deeply
thoughtful man.” The response has an effective introduction, development, and conclusion. Thorough analysis of implicit
and explicit meanings from the text to explain how the authors support Ed Young as a deeply thoughtful man is evident (Ed
Young feels that drawing and writing makes him express his feelings, authors wanted to show this through a story of Ed Young's life
drawing, shows that Ed has to learn everything about the story before he can do the drawing, He can make a story’s pictures have
meaning by adding detail, inspired Ed to draw from images in his mind, loved drawing because of his father). Accurate and direct
references to the text are used throughout and integrated with the analysis (the quote “The trees, the flowers, the buildings –
everything – must be true to that world,” shows that Ed does express feeling through his drawings. He thinks that every picture or
sketch he draws must have details and meanings). The use of precise language is effective and helps to explain how the authors
support their statement (details and meanings, All the evidence, Ed Young's life of drawing, inspired). The few errors present do not
interfere with meaning.
The authors support how Ed Young is a “deeply thoughtful man” with many paragraphs and details.

First, they support that statement with details of how he says, “Drawing and writing are expressions of the inner rather than the outer person. Moreover, he puts his own thoughts into his artwork. He shows his inner self through his artwork.

Next, the authors explain how he goes through “rounds” when he revisits his initial little sketch. As Young puts it, “his drawings graduate from the set of thumbnail sketches to about 2 by 6 inch drawings.” Ed Young says, “At that point, I start to go into the costumes, characters, buildings, that kind of stuff.” To elaborate on that, Ed Young is giving a lot of thought to his “rounds”, so the authors support that very much.

Finally, the authors describe how Ed Young is deeply thoughtful by explaining how “Young’s emphasis can be found in his work for Lon Po Po”. That paragraph tells how he did research and put time and effort and especially a lot of thought into Lon Po Po. It is good how the authors emphasized on that to explain how he is thoughtful.

The authors of “Author and Illustrater Ed Young” (Deborah Kovaesis and James Preller) thoroughly explained how Caldecott Medal-winning illustrator Ed Young is deeply thoughtful, especially with his artwork!
STUDENT RESPONSE

Response Score: 3 points

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

In the story “Author and Illustrator Ed Young” the authors support the statement that Ed Young is a deeply thoughtful man. First of all, the authors support that Ed Young is a deeply thoughtful man by using quotes of him. In the text it says, “Drawing and writing, he says, “are expressions of the inner rather than the outer person.’” The reader could infer that the authors used quotes from Ed Young to show his character. Usually authors use quotes to show something about the character. Second, the authors also support that Ed Young is a deeply thoughtful man by explaining his procedure. The text says, “First I do little thumbnails on the margin of the manuscript whenever there is a picture that comes to me.” One could infer that people have a long procedure they have many thoughts. As you can see the authors support that Ed Young is a deeply thoughtful man.
This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure adequately supports the opinion that the author uses quotes and explains procedure to analyze how the authors support the statement that Ed Young is a deeply thoughtful man. Sufficient direct references to the text are made (“Drawing and writing, he says, “are expressions of the inner rather than the outer person”; “First I do little thumbnails on the margin of the manuscript whenever there is a picture that comes to me”), and there is clear analysis (by using quotes of him, by explaining his procedure, infer that people have a long procedure they have many thoughts) of meanings drawn from the text to describe how the authors support the statement. Appropriate transitions are used to link ideas (First of all, As you can see). Few errors are present in this response, and they do not interfere with meaning.
8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

The authors of the passage describe Ed Young as a “deeply thoughtful man.” As I said before, the authors describe Ed Young as a deeply thoughtful man because he really thinks about his art and is well working. Next, it said in the passage that Ed Young pictures images of pictures in his mind. He also thinks about his drawings before he really does them for an example, he says “In what style should the characters be dressed?” The authors also like that he has nice brush strokes and always nice additude. The authors like that he thinks art like as training a horse. How cool is that? Do you think that is cool how Ed Young pictures art as training a horse? As you can tell, the authors of the passage describe Ed Young as a “deeply thoughtful man.”

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The organizational structure is weak, and the introduction and conclusion only restate the first sentence of the prompt. There is weak analysis, some of which is literal (thiks art like as training a horse) and some that does not clearly explain why the authors think that Ed Young is a deeply thoughtful man (because he really thinks about his art and is well working, He also thinks about his drawings before he really does them, has nice brush strokes an always nice additude). Limited text references (“In what style should the characters be dressed?”) are present, and they are somewhat disconnected from the analysis. There are few transitions (Next, As you can tell) in this response, and they do little to link ideas. A few errors are present in spelling (additude, thiks), but they seldom interfere with meaning.
8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

In the passage, Author and Illustrator Ed Young, the authors might describe Ed Young as a deeply thoughtful man is because he always revisits his initial sketches and expands upon them. If you revisit and expand upon something that means you are smart enough to recheck your work. The authors might also think of him as a deeply thoughtful man because he seeks painstaking accuracy. If you seek painstaking accuracy that means you are deeply thoughtful. He is also deeply thoughtful because he sketches drawings before he draws it. This is like the time when my cousin Tanya Green was sketching her house and then she actually drew it.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak organizational structure is evident, and the response has no conclusion. Analysis of the text is inconsistent; one piece of analysis (If you revisit and expand upon something that means you are smart enough to recheck your work) weakly analyzes the meaning of the associated text reference (he always revisits his initial sketches and expands upon them), while the rest of the analysis is either stated without explanation (If you seek painstaking accuracy that means you are deeply thoughtful) or is irrelevant (This is like the time when my cousin). A few of the errors present in spelling (scetches, acualy) interfere with meaning.
The authors of the passage describe Ed Young as a “deeply thoughtful man”. Here are three details that support this statement.

One detail on how the author supports this statement is the author says that Ed Young believes that the creation of art involves much more than technician skill. It supports the statement because it involves the creation of art.

Another detail on how the author supports this statement is the author says that, “in calligraphy, as in life, Young believes that attitude is a prime importance. It supports the statement because it’s saying that art in calligraphy is a prime importance.

One last detail on how the author supports this statement is an example of Young’s emphasis is Lon Po Po. It supports this statement because it describes Young’s emphasis.

In conclusion, here are three details on how the author supports this statement.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. A weak organizational structure is evident, and the response lacks development. Attempts to analyze are insufficient as they are either confusing (because it involves the creation of art) or only paraphrase (art in calligraphy is a prime importance, because it describes Young’s emphasis) the text references provided instead of explaining the meanings contained in the text. A few transitions are used, but they do little to link ideas.
8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

I think that Ed Young is a deeply thoughtful man because Young said drawing is like writing and I agree. Young is a strong hearted man about drawing because he is an Author and an Illustrator.

This is why I think that Ed Young is a deeply thoughtful man.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. Minimal evidence of an organizational structure is present, and the response lacks development. Insufficient analysis is evident in this response. While the student attempts to draw an inference (Young is a strong hearted man about drawing because he is a Author and an Illustrator), it is ambiguous and does little to analyze how the authors support the statement that Ed Young is a deeply thoughtful man. There are insufficient references to the text (Young said drawing is like writing). Transitions are not used to link ideas. Errors are present in spelling and capitalization that, at times, interfere with meaning.
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.
9. Read the sentence.

“Don’t eat the cookies yet,” exclaimed Grandma to the children.

Which change in punctuation shows that Grandma was surprised to find the children eating her cookies?

A. Add a comma after Don’t.
B. Change the comma to a question mark after yet.
C. Change the comma to an exclamation mark after yet.
D. Add a comma after exclaimed.

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<td>Alignment</td>
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<tr>
<td>Answer Key</td>
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<tr>
<td>Depth of Knowledge</td>
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<tr>
<td>p-value A</td>
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<tr>
<td>p-value B</td>
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<tr>
<td>p-value C</td>
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<tr>
<td>p-value D</td>
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<tr>
<td>Option Annotations</td>
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10. Read the sentence.

Washington, D.C., is located on the Potomac river near the state of Maryland.

Which underlined word has a mistake in capitalization?

A. Potomac  
B. river  
C. state  
D. Maryland

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<tr>
<td>Answer Key</td>
<td>B</td>
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<td>p-value B</td>
<td>59% (correct answer)</td>
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<tr>
<td>p-value C</td>
<td>19%</td>
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<tr>
<td>p-value D</td>
<td>4%</td>
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**Option Annotations**
The student is asked to determine the underlined word that has a mistake in capitalization. Option B is the correct answer since “river” is part of a proper noun and should be capitalized. Option A is not correct since “Potomac” is part of a proper noun and should be capitalized. Option C is not correct since “state” is not a proper noun and should not be capitalized. Option D is not correct since “Maryland” is a proper noun and should be capitalized.
11. Which sentence contains the **most** specific details?

A. Bring everything you need on the field trip.
B. Bring a bag lunch and a warm jacket on the field trip.
C. Bring all the necessary things on the field trip.
D. Bring something to eat and something warm to wear on the field trip.

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<td><strong>Depth of Knowledge</strong></td>
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<tr>
<td><strong>p-value A</strong></td>
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<tr>
<td><strong>p-value B</strong></td>
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<td><strong>p-value C</strong></td>
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<td><strong>p-value D</strong></td>
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**Option Annotations**
The student is asked to determine which sentence conveys ideas most precisely. Option B is the correct answer since the sentence tells specific details of what type of meal and clothing to bring on the field trip. Option A is not correct since it does not give specific details of what to bring. Option C is not correct since it provides only vague information about what to bring. Option D is more specific than options A and C; however, it does not specify what type of lunch or clothing to bring.
12. Read the sentences.

(1) “Where is the colored pencils?” asked Mark.
(2) “In the closet are two boxes of pencils,” Mary answered.
(3) “The pencils in one box are brand-new,” Henry added.
(4) “There are crayons in the closet too,” Mary said.

Which sentence has an error in subject-verb agreement?

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

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**Item Information**

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<td>38% (correct answer)</td>
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<tr>
<td>p-value B</td>
<td>15%</td>
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<td>p-value C</td>
<td>24%</td>
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<tr>
<td>p-value D</td>
<td>23%</td>
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**Option Annotations**
The student is asked to determine the sentence that has an error in subject-verb agreement. Option A is the correct answer since “is” is incorrect; since the subject of “pencils” is plural, the verb “is” should be changed to “are” so that there is agreement. Option B is not correct since the verb “are” agrees with the plural subject “boxes.” Option C is not correct since the verb “are” agrees with the plural subject “pencils.” Option D is not correct since the verb “are” agrees with the plural subject “crayons.”
Change in Test Design

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2016–2017 school year. The writing prompt in this sampler is provided as an instructional resource. The writing prompt and all resources for the writing prompt in this item sampler are for instructional purposes. The 2018 ELA PSSA test will not include a mode-specific writing prompt.

WRITER’S CHECKLIST AND OPINION WRITING PROMPT

13. Think about the most important lesson you have learned in school. What made it the most important? Why is it more important than other lessons you have learned?

Write an essay for your teacher that states your opinion about what the most important lesson you have learned in school is and explains why. Be sure to use specific reasons and details to support your opinion.

Writer’s Checklist for the Opinion Writing Prompt

PLAN 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, your opinion on that topic, and what you want to write.
• 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 opinion on the topic.
• Support your opinion with details, examples, and reasons.
• Use a variety of sentence types.
• Organize your paper with an introduction, body, and conclusion.
• Use transitions to connect your ideas.

PROOFREAD after you write

☐ I stayed focused on the topic.

☐ I used reasons and examples to support my opinion.

☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.
Directions: On the following pages is the Opinion Writing Prompt.

13.

Think about the most important lesson you have learned in school. What made it the most important? Why is it more important than other lessons you have learned?

Write an essay for your teacher that states your opinion about what the most important lesson you have learned in school is and explains why. Be sure to use specific reasons and details to support your opinion.

Go to the next page to begin writing your response.
13. Opinion Writing Prompt
Final Copy

If you need additional space, please continue on the next page.
13. **Opinion Writing Prompt (cont.)**

Final Copy

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

STOP
Opinion Scoring Guideline

#13 Item Information

| Alignment | C.1.1 | Depth of Knowledge | 3 | Mean Score | 2.02 |

Assessment Anchor:

E04.C.1—Text Types and Purposes

Specific Eligible Content addressed by this item:

E04.C.1.1—Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<table>
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| 4     | • Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience  
• Effective order and organizational structure that support reasons and evidence  
• Substantial and relevant content that demonstrates a clear understanding of the purpose  
• Thorough elaboration with clearly presented reasons that are consistently supported with facts and details  
• Effective transitions that connect opinions and reasons  
• Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  
• Consistent control of sentence formation  
• Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning |
| 3     | • Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience  
• Logical order and organizational structure that support reasons and evidence  
• Adequate and relevant content that demonstrates an understanding of the purpose  
• Sufficient elaboration with clearly presented reasons that are supported with facts and details  
• Clear transitions that connect opinions and reasons  
• Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  
• Adequate control of sentence formation  
• Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning |
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| 2     | • Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience  
      • Inconsistent order and organizational structure that somewhat support reasons and evidence  
      • Inadequate, vague content that demonstrates a weak understanding of the purpose  
      • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details  
      • Inconsistent/limited transitions that somewhat connect opinions and reasons  
      • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety  
      • Inconsistent control of sentence formation  
      • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning |
| 1     | • Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience  
      • Minimal order and organizational structure  
      • Minimal content that demonstrates little or no understanding of the purpose  
      • Undeveloped opinion with little support; may be a bare list  
      • Minimal transitions that may or may not connect opinions and reasons  
      • Ineffective formal style with little control of language  
      • Minimal control of sentence formation  
      • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning |
Think about the most important lesson you have learned in school. What made it the most important? Why is it more important than other lessons you have learned?

Write an essay for your teacher that states your opinion about what the most important lesson you have learned in school is and explains why. Be sure to use specific reasons and details to support your opinion.

The most important lesson in school that I have learned is the units of capacity. Knowing how to measure teaspoons, tablespoons, cups, quarts, pints, and gallons would help me in cooking and baking. It would also help me if I had a garden and had to water my plants.

When you are baking, you need almost exactly the right measurement. If you put in too much sugar, it is too sweet and if you put too much salt, it is too salty. Knowing how to measure the units of capacity would help me in baking because if the recipe said to put in three teaspoons of salt, I would know what spoon to use when I measured the amount of salt. If I didn’t know how, I might put in three tablespoons of salt and that would make the whole recipe taste bad.

Another way knowing how to measure the units of capacity would help me is if I had a garden and had to water my plants just the right amount. If a plant needed exactly two cups of water a day, I would know how to measure exactly two cups of water so it wouldn’t dry up or drown in the water. If I didn’t know how to measure the units of capacity, my whole garden would be too wet or too dry.

Knowing how to measure units of capacity will help me in many different ways. It is more important than other lessons because I think it will help me the most when I grow up.

This response provides a sharp, distinct opinion that is introduced, developed, and concluded with evident awareness of task and audience (The most important lesson in school that I have learned is the units of capacity). Reasons and evidence for the opinion are effectively organized (When you are baking, you need almost exactly the right measurement, if I had a garden and had to water my plants just the right amount). Ideas are thoroughly elaborated with specific examples (three tablespoons of salt, two cups of water a day), and the substantial, relevant content demonstrates a clear understanding of purpose. Effective transitions (When, If I didn't) are used to connect opinions and reasons. Use of language is effectively controlled, and sentence types are varied. Sentence formation is consistently controlled, and errors in grammar do not interfere with meaning.
STUDENT RESPONSE

Response Score: 3 points

13. Think about the most important lesson you have learned in school. What made it the most important? Why is it more important than other lessons you have learned?

Write an essay for your teacher that states your opinion about what the most important lesson you have learned in school is and explains why. Be sure to use specific reasons and details to support your opinion.
The school's best lessons were not regular lessons. They were life lessons. My life lesson took place in 1st grade with Mrs. G. We had just started a rocks and minerals unit, and Mrs. G. read a book about rocks and minerals. We learned about boulders, sea rocks, and many more. After everything was set up, we looked through a microscope to see different kinds of rocks. Later, we sifted through rocks and were able to finally identify the without help. It was the most important lesson because I could tell you how to use a microscope after learning how to use one with Mrs. G. It is more important than any other lesson because we had a hands-on experience, and we were only in 1st grade! This was a life lesson for me no matter how long ago it was.

This response provides a clear opinion that is introduced, developed, and concluded with general awareness of purpose (The school's best lessons were not regular lessons. They were life lessons). There is a logical organizational structure that supports the reasons given for the opinion. Adequate, relevant elaboration develops and supports the opinion (We had just started a rocks and minerals unit, we looked through a microscope to see different kinds of rocks, I could tell you how to use a microscope after learning how to use one). Clear transitions (After, Later) are used to connect opinions and reasons. A formal style is maintained with appropriate control of language. There is adequate control of sentence formation, and while there are some spelling errors present (regular, microscopes), they seldom interfere with meaning.
STUDENT RESPONSE

Response Score: 2 points

13. Think about the most important lesson you have learned in school. What made it the most important? Why is it more important than other lessons you have learned?

Write an essay for your teacher that states your opinion about what the most important lesson you have learned in school is and explains why. Be sure to use specific reasons and details to support your opinion.
The most important lesson in school I’ve ever learned was division. I think division is the most important math subject for many reasons. The first reason is I need to know division because later in my life, I’m going to need to know how to split things into equal groups. The second reason is I think division is like putting a puzzle together. I think it is rather fun to do. The last reason why I think division is the best subject is I figured out how to do it in only about three days. I think division is the most important subject and I think you will too.
STUDENT RESPONSE

Response Score: 1 point

13. Think about the most important lesson you have learned in school. What made it the most important? Why is it more important than other lessons you have learned?

Write an essay for your teacher that states your opinion about what the most important lesson you have learned in school is and explains why. Be sure to use specific reasons and details to support your opinion.

The most important lesson is the math Because it help you with you mony. So when you go to the store they wot cheat you for your mony. And if the story keep cheat you for mony you have no more mony.

This response provides minimal evidence of an opinion that is introduced, developed, and concluded with little awareness of task, audience, and purpose. There is minimal order or evidence of an organizational plan. Minimal transitions are used, and they are ineffective. The opinion is underdeveloped as there is minimal content, demonstrating little understanding of purpose. There is an ineffective formal style and little control of language. Minimal control of sentence formation is demonstrated, and errors in grammar, usage, and spelling often interfere with meaning.
ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE

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TEXT-DEPENDENT ANALYSIS AND WRITING PROMPT

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ACKNOWLEDGEMENTS

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