



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2022–2023
Grade 6

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INTRODUCTION

General Introduction

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

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

Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions designed to assess the Pennsylvania Assessment Anchors and Eligible Content aligned to the PCS. 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 PCS-aligned Assessment Anchors and Eligible Content documents are posted on this portal:

- www.education.pa.gov [Hover over “Data and Reporting,” select “Assessment and Accountability,” and select “PSSA-PA System of School Assessment.” Then select “Assessment Anchors/Eligible Content” on the right side of the screen.]

What Is Included

This sampler contains stimulus reading passages with test questions, Conventions of Standard English questions, and a text-dependent analysis (TDA) prompt that have been written to align to the Assessment Anchors, which are based on the PCS. The sample test questions model the types of items that may appear on an operational PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors prior to being piloted in an embedded field test within a PSSA assessment and then used operationally on a PSSA assessment. Answer keys, scoring guidelines, and any related stimulus material are also included. Additionally, sample student responses are provided with each open-ended item to demonstrate the range of responses that students provided in response to these items.

Purpose and Uses

The items in this sampler may be used¹ as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the text-dependent analysis prompt question in this sampler. Educators may then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

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Item Format and Scoring Guidelines

The 2022 PCS-based PSSA has multiple types of test questions. For grade 6, the types of test questions are multiple-choice (MC) questions, evidence-based selected-response (EBSR) questions, and text-dependent analysis (TDA) prompts.

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

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

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

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

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

Refusal – Refusal to respond to the task

Non-scorable – In a language other than English, incoherent, illegible, insufficient, unrelated to the passage (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

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

The PSSA is delivered in a 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.

English Language Arts Item Type	MC	EBSR	TDA
Estimated Response Time (minutes)	1.5	3 to 5	45

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

English Language Arts Grade 6

This English Language Arts Sampler is composed of 2 passages, 6 passage-based MC questions, 1 EBSR question, 1 TDA prompt, and 4 Conventions of Standard English MC questions.

There are 2 passages in this booklet. The first passage is followed by 6 passage-based MC questions and 1 EBSR question. The second passage is followed by 1 TDA prompt. This booklet also contains 4 Conventions of Standard English MC questions.

Each question is accompanied by a table 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 TDA prompt is displayed with the item-specific scoring guideline 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 TDA prompt responses in both formats. A sample online response is noted by the symbol .

Item and Scoring Sampler Format

This sampler includes the test directions and scoring guidelines that appeared in previous PSSA English Language Arts assessments. Each MC item is followed by a table that includes the item alignment, the answer key, the depth of knowledge (DOK) level, the percentage² of students who chose each answer option, and a brief answer-option analysis or rationale. The EBSR item is followed by a table that includes the item alignment, the answer key to Part One of the item, the answer key to Part Two of the item, the DOK level, the mean student score, and a brief answer-option analysis for each part of the item. The TDA prompt is followed by a table that includes the item alignment, the DOK level, and the mean student score. Additionally, the *Text-Dependent Analysis Scoring Guideline* is combined with sample student responses representing two examples of each score point to form a practical item-specific scoring guide. The student responses in this item and scoring sampler are actual student responses; however, the handwriting has been changed to protect the students’ identities and to make the item and scoring sampler accessible to as many people as possible.

Example Multiple-Choice Item Information Table

Item Information	
Alignment	Assigned AAEC
Answer Key	Correct Answer
Depth of Knowledge	Assigned DOK
p-value A	Percentage of students who selected option A
p-value B	Percentage of students who selected option B
p-value C	Percentage of students who selected option C
p-value D	Percentage of students who selected option D
Option Annotations	Brief answer-option analysis or rationale

Example Evidence-Based Selected-Response Item Information Table

Item Information	
Alignment	Assigned AAEC
Answer Key: Part One	Correct Answer
Answer Key: Part Two	Correct Answer
Depth of Knowledge	Assigned DOK
Mean Score	Average Score
Option Annotations	Brief answer-option analysis or rationale

Example Text-Dependent Analysis Prompt Information Table

Alignment	Assigned AAEC	Depth of Knowledge	Assigned DOK	Mean Score	Average Score
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² All p-value percentages listed in the item information tables have been rounded.

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

On the following pages are the Reading passages and questions.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

Directions for Evidence-Based Selected-Response Questions:

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

For the evidence-based selected-response questions:

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

Directions for Text-Dependent Analysis (TDA) Prompts:

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

For the TDA Essay:

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

PASSAGE 1

Read the following passage about laughter. Then answer questions 1–7 in your answer booklet.

It Feels Good to Laugh

by Eric Messinger

No joke: Laughter is good for you.

At age 11, Jason is a very good student and an accomplished athlete. But one of his favorite talents has nothing to do with either school or sports: He loves to tell jokes.

“If the red house is made out of red bricks, and the blue house is made out of blue bricks, what’s the green house made out of?” he asks me.

“Green?” I wonder aloud, sensing that it’s probably a wrong answer.

“Glass!” he responds. “Get it? It’s a greenhouse, with plants and everything.”

Jason is a sixth grader in New York City. He tells all kinds of jokes, from silly ones with punch lines to others that have clever wordplays. “I like to make my friends laugh,” he says, “and sometimes I like telling jokes because it makes people feel better, like if someone’s a little sad.”

Jason may even be a better friend than he realizes. Making people laugh not only improves moods but may also improve health. Several studies have found that laughter has a positive effect. A good laugh boosts the cardiovascular system. That’s your heart and blood. It also helps the immune system, your disease fighters. Laughter may even help you withstand pain.

Health “Screenings”

News about laughter’s influence on the heart and blood system was announced by Dr. Michael Miller. He teaches at the University of Maryland School of Medicine. In his study, Miller had people watch two movies. One movie was very serious. The second was very silly. He then measured how much their blood vessels expanded after watching each kind of movie.

That is important information to know. When a blood vessel expands, it’s often a sign that certain chemicals are being released into the blood. Those chemicals help a person maintain a healthy heart. They prevent blood from clotting where it shouldn’t and arteries from becoming clogged with plaque. That’s a sticky substance that can build up on artery walls.

Miller found that when people watched a funny movie, their blood vessels expanded and blood flow increased. How much? As much as it would have if they had gone to the gym for a 15- to 30-minute workout.

“Laughter should not replace exercise, but it certainly should be part of a healthy lifestyle,” says Miller. “Everyone should try to get a good laugh in every day.”

Laugh to Feel Better

Like a multivitamin, laughter brings a range of health benefits into your daily life. Laughing boosts your immune system. Just look at the work of Dr. Lee Berk, of Loma Linda University in California.

He is, by the way, a friend of Hunter “Patch” Adams. If that name sounds familiar, it’s because Adams is a funny doctor who became so famous that a movie was made about him. His interactions with his patients were like comedy routines.

Berk doesn’t do bedside standup, but he does research humor. He has shown that laughing can lead to an increase in antibodies and other cells that fight bacteria, viruses, and other body “invaders.”

Other studies show that laughter might be helpful for people in hospitals. An organization called Rx Laughter (Rx is the medical abbreviation for “prescription”) sponsored a study about humor in the hospital. The results suggest that laughter might help children deal with painful medical treatments.

The study involved children between the ages of 8 and 14. The kids placed their hands in cold water for as long as they could while watching funny old TV shows, such as *I Love Lucy*. Guess what happened? The kids were able to withstand pain for a longer period of time when they were watching a funny video than when watching no video. Those who laughed more felt less pain.

“This means that humor can distract you from thinking about a painful procedure but also has the potential to make it seem less painful,” says Dr. Margaret Stuber, the main researcher for the study. She works at the University of California at Los Angeles.

Good Humor

As Stuber also points out, an “injection” of humor may even be good for your emotional health. Physical and emotional health are connected.

No one is saying that laughter can cure a horrible disease. But given how much anxiety health problems can cause, researchers like Stuber are looking closer at laughter. They think laughter can almost always play a helpful role in someone’s medical treatment. “Humor . . . allows you to take a step back and relax,” she says.

Some people seem funnier than others. But you know what? Most people can improve their sense of humor with a little practice. How? Here are some tips.

You Think You’re Funny?

- Look for humor all around you. Sometimes it is obvious, such as the jokes people tell. Other things are not necessarily intended to be funny but can be if you look at them in a slightly different way. Funny things can include newspaper headlines or something someone says that could be interpreted more than one way.
- At dinnertime, share the funny things you observed or heard during the day with the rest of your family.
- Set up a humor center at home, such as a bulletin board or the refrigerator, where you can post funny things you want to share.
- Read a joke book.
- If something makes you laugh, think about what would have made it even funnier.
- Take photographs or pictures from magazines and make up your own funny captions.

The tips are from Louis Franzini. He’s the author of *Kids Who Laugh: How to Develop Your Child’s Sense of Humor*.

Multiple-Choice Questions

1. How does the author support the argument that laughter affects the cardiovascular system?
- A. by noting that laughter can help people relax
 - B. by explaining that laughter causes antibodies to increase
 - C. by referring to a study that found that laughter reduces pain
 - D. by describing how blood vessels change when people laugh

Item Information	
Alignment	B-C.3.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	8%
p-value B	11%
p-value C	26%
p-value D	55% (correct answer)
Option Annotations	The student is asked to identify how the author supports the argument that laughter affects the cardiovascular system. Option D is the correct answer; certain chemicals are released into the blood, causing blood vessels to expand when people laugh. These chemicals “prevent blood from clotting where it shouldn’t and arteries from becoming clogged with plaque.” Option A is not correct; although laughter may lead to relaxation, relaxation is related to emotional health, and the passage does not link relaxation with cardiovascular health. Option B is not correct; although research suggests that laughter can “lead to an increase in antibodies” in cells that fight illness, these effects are not linked to cardiovascular health. Option C is not correct; although a study found that laughter may allow children to withstand pain for a longer period of time, withstanding pain is not linked to cardiovascular health.

2. Read the sentence from the passage.

“ ‘This means that humor can distract you from thinking about a painful procedure but also has the potential to make it seem less painful,’ says Dr. Margaret Stuber, the main researcher for the study.”

What does the word potential mean?

- A. detailed process
- B. possible ability
- C. practiced skill
- D. unfavorable quality

Item Information	
Alignment	B-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	6%
p-value B	84% (correct answer)
p-value C	7%
p-value D	3%
Option Annotations	The student is asked to use context clues to determine the meaning of “potential.” Option B is the correct answer since “potential” means “possible ability.” Options A, C, and D are incorrect since they are not the correct meaning of “potential” and do not make sense in the given context.

3. How does the section “Good Humor” contribute to the development of ideas in the passage?
- A. It restates information about laughter to emphasize its importance.
 - B. It builds on previous information about laughter with new information.
 - C. It offers information about laughter that challenges previous statements.
 - D. It provides a new point of view regarding the information about laughter.

Item Information	
Alignment	B-C.2.1.2
Answer Key	B
Depth of Knowledge	3
p-value A	36%
p-value B	32% (correct answer)
p-value C	10%
p-value D	22%
Option Annotations	The student is asked to analyze how the section “Good Humor” contributes to the development of ideas in the passage. Option B is the correct answer since it builds on previous information that laughter is good for one’s physical health by explaining how laughter may be good for emotional health and then linking emotional health to physical health. Option A is incorrect since this section provides new information; it does not restate previously discussed information. Option C is incorrect since the information provided in this section supports, rather than challenges, previously discussed information. Option D is incorrect since the section maintains the same point of view about laughter.

4. Read the sentence from the passage.

“As Stuber also points out, an ‘injection’ of humor may even be good for your emotional health.”

What is the meaning of the “injection” metaphor in the sentence?

- A. Feeling sad can be helped with medicine just like feeling sick can.
- B. A comedian can be as helpful to a sick person as a medical doctor can.
- C. Laughing is similar to a dose of medicine because it can improve health.
- D. People are happier when they are given medicine that makes them laugh.

Item Information	
Alignment	B-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 the meaning of the “injection” metaphor in the given sentence. Option C is the correct answer since humor is viewed as an “injection” or a type of medicine that is given to a person. Humor, like an “injection,” can have a beneficial role in the medical treatment a person receives. Options A, B, and D are incorrect since they do not support the meaning of the given metaphor or the content of the passage.

5. How does the information in the text box “You Think You’re Funny?” contribute to the development of ideas?
- A. It provides ways readers can develop opportunities for laughter.
 - B. It presents methods of preventing health problems with laughter.
 - C. It gives a short test for readers so they are able to tell how funny they are.
 - D. It offers a list of humorous resources that have been proven to improve health.

Item Information	
Alignment	B-C.2.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	60% (correct answer)
p-value B	12%
p-value C	6%
p-value D	22%
Option Annotations	The student is asked to analyze how the information in the text box contributes to the development of ideas. Option A is the correct answer since the bulleted sentences give tips for how people can integrate humor into their everyday lives. Option B is incorrect since the tips do not relate to preventing health problems. Option C is incorrect since the tips do not include a test. Option D is incorrect since the tips do not include resources for improving health.

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Evidence-Based Selected-Response Question

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

Part One

Based on the passage, which inference about laughing can **best** be made?

- A. It can be a social activity.
- B. It is as good for people as exercising.
- C. It can be learned.
- D. It is studied by using television shows.

Part Two

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

- A. “Other things are not necessarily intended to be funny but can be if you look at them in a slightly different way.”
- B. “At dinnertime, share the funny things you observed or heard during the day with the rest of your family.”
- C. “If something makes you laugh, think about what would have made it even funnier.”
- D. “Take photographs or pictures from magazines and make up your own funny captions.”

Item Information	
Alignment	B-K.1.1.1
Answer Key: Part One	A
Answer Key: Part Two	B
Depth of Knowledge	3
Mean Score	1.26
Option Annotations	<p>The student is asked to identify which inference about laughing can best be made and to select the sentence from the passage that best supports that inference.</p> <p>Part One: Option A is the correct answer since the passage provides information for how humor can be shared among people. For example, the passage tells how “Patch” Adams, a doctor, interacts with his patients using humor. In addition, the tips in the text box provide ways to share humor with others. Option B is incorrect since the passage states that “laughter should not replace exercise.” Option C is incorrect since the passage states that laughter is not a learned skill, but rather that it is inherent in all people. Option D is not correct; although television shows have been used to study the effects of laughter, the act of watching television isn’t necessarily a shared experience or social activity.</p> <p>Part Two: Option B is the correct answer since it supports the inference that laughing can be a social activity. Options A, C, and D are incorrect since they do not support the correct inference from Part One.</p>

Multiple-Choice Question

7. Which claim from the passage lacks supporting evidence?
- A. “Several studies have found that laughter has a positive effect.”
 - B. “No joke: Laughter is good for you.”
 - C. “The results suggest that laughter might help children deal with painful medical treatments.”
 - D. “Some people seem funnier than others.”

Item Information	
Alignment	B-C.3.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	9%
p-value B	21%
p-value C	12%
p-value D	58% (correct answer)
Option Annotations	The student is asked to identify the claim from the passage that lacks supporting evidence. Option D is the correct answer; although tips are provided to help people become funnier, no evidence is provided to support the claim that some people seem to be “funnier than others.” Options A, B, and C are all claims that are supported by evidence.

PASSAGE 2

Read the following passage about a family that tracks sea turtles. Then answer question 8 in your answer booklet.

On Sea Turtle Patrol

by Nancy Dawson

“Last call, Callie!” Gram jangles her keys as she heads out to the carport.

“Coming!” I yell, tossing off the covers. Outside my window the sky is awash with a predawn glow.

The trouble with tracking sea turtles is you have to get up early, every day. Today is my twenty-fifth day on patrol, which Gram says is probably a record for a twelve-year-old.

When Dad dropped me off at Gram’s here in Florida two days after school got out, who knew I would morph from a Cincinnati city kid into a turtle-obsessed beach volunteer? If I’m not out on the beach, I’m watching turtle videos or reading turtle books.

I pull on cargo shorts and my blue T-shirt, the one with baby turtles scrambling up the front and over the shoulders. I grab a banana off the kitchen counter and rush outside.

By the time Gram and I get to the beach, the sky glows pale yellow, with the sun peeking up over the edge of the horizon. I breathe in the salty air and lick the tangy taste off my lips. I stuff my flip-flops into my pockets and dig my toes into the white sand.

We walk along the water’s edge, looking for fresh turtle tracks, which scientists call “crawls.” The beachfront is lined with high-rise condos and hotels, but at this early hour no one’s out except two joggers running at the edge of the surf.

“Fresh crawl!” I call out, proud to see turtle tracks before Gram does. The crawl emerges straight out of the ocean, two long lines of depressions in the sand dug out by the turtle’s flippers.

“What kind of turtle? Which direction?” Gram demands.

I study the turtle crawl photos at the back of the clipboard before saying, “Loggerhead, incoming?” Loggerheads are the most common turtle on this stretch of Florida’s Gulf Coast. I hold my breath and wait for Gram’s verdict.

“Good call, Callie,” she says. She records the nest location, date, and time on her clipboard. She frowns down at the sand. “Where’s the outgoing crawl?”

I examine the sand. No outgoing crawl, which should be near the incoming tracks or even on top of them. Turtles can sometimes be disoriented by the bright lights of condos and hotels near the beach. Did this mama turtle lose her way?

Gram stuffs her clipboard into her backpack. “Come on, Callie, let’s follow her tracks.”

The crawl leads us above the high tide line, where the sand is dry and loose. Seagrass tickles my bare legs as we follow the tracks up the face of a sand dune. We reach the top of the dune, where I see . . .

A turtle! She's lying in a slight depression in the sand, motionless. Her eyes are wide open, glassy-brown and rimmed with salt crystals.

"Is she OK?" I ask Gram.

"I hope so. She's probably resting between bouts of digging out her egg chamber," Gram says. "Keep watching."

I do, but the turtle just lies there. She's about three feet long and has the large head and big, blunt jaws of a loggerhead. Her shell, flippers, and head are covered in a maze of reddish-brown geometric shapes, each outlined by thin white lines. Patches of green algae and gray barnacles cling to her shell.

"Gram, look! She's moving her back flippers." The turtle pushes her hind flippers like alternating paddles, scooping out sand from beneath her rear end. She digs and rests, digs and rests.

To lay her eggs, she has to dig a nest chamber two feet deep. And she's taking forever! By now the sun is full up. I know the turtle is in a trance, unaware of us or anything happening around her until she is done nesting. But still, we have to keep her safe.

"Look! Eggs!" Gram says, pulling my attention back to the turtle. Her stubby tail moves to one side as she pushes out round, white eggs, each the size of a Ping-Pong ball.

"Wow!" I whisper. I feel like I'm starring in a TV nature show. Only the turtle is the real star.

"Sea turtles have been coming ashore to lay their eggs for millions of years, all over the earth," Gram says, her voice filled with awe.

The turtle is still pushing out eggs, one by one. She'll lay about 120 before she's done. Then she'll return to the sea.

If she makes it back across the beach. Nighttime is turtle time, but someone forgot to tell this turtle. What if she's confused by the daylight and can't find the ocean? What if she ends up in a hotel parking lot and gets squashed by a car?

My stomach knots up and my brain is stuck on terrible turtle troubles. What can we do?

Gram's on her phone, recruiting other volunteers to come to our location, quick. "We'll try to help her get back to her ocean home," she says to me. "After that, it's up to her."

The turtle's just lying there again. I wonder if she's sick or injured. But then she flips sand into the air and scoots her body around to pack it down over the nest hole. She scatters loose sand on top to hide her nest from marauding raccoons and stray dogs. Then she turns and crawls toward the sea, never looking back.

We're on the move, too.

"Callie, you patrol the left side, keeping ten feet away and behind her. I'll take the right side. We need to keep people away from her and off her incoming tracks, which she'll follow back to the sea."

My side of the beach is empty except for a flock of shorebirds down by the water's edge.

I turn away from the birds and watch the turtle. One flipper-step at a time, she slowly drags her 300-pound body forward. No wonder female loggerheads come on land only four or five times a summer to lay eggs. They spend the rest of their lives gracefully swimming around in the ocean.

Gram points to two men jogging at the edge of the waves. “Stay with the turtle while I go talk to those guys,” she says.

After she goes I hear a yell down near the water. “Whooo-eee!” From the top of the dune, I spot two guys on bikes doing wheelies in the surf. They’re headed straight for the turtle tracks.

I start running, but my feet can’t get much traction on the loose sand. I’m moving, well, as slow as a turtle. When I get to the wet sand, the running is easier. “Stop!” I yell, flinging my arms out like a traffic cop.

I clear my throat and think back to my volunteer training: Introduce yourself. Turn bystanders into allies.

“I’m Callie. I’m not the beach police, but I am a trained turtle volunteer. We have a stranded sea turtle. Can you help?”

“Definitely!” the buddy says. “I’m Eric.” He points to the spiky-haired guy. “That’s Tyler. Last year in biology we adopted a turtle nest. We got to go dig it up three days after the turtles busted out, and we took inventory by counting the number of hatched eggs.”

I am so jealous, but all I say is, “Great!”

Eric scans the beach. “Turtle!” he whoops, pointing.

The turtle flops over the top of the sand dune and skids down its steep front. Then she waddles forward, pulling herself with her flippers.

A group of adults with three little kids in tow stream out of a condo.

“I’m going to go talk to those people,” I tell Eric and Tyler. “You guys please patrol along this side of the tracks. Anyone who comes along, ask them to stay ten feet back from the turtle and off her tracks.”

I run over to the approaching people and tell them about the sea turtle. They’re tourists from Iowa and really excited by the chance to see a turtle.

Eric and Tyler are standing guard beside the crawl, scanning the beach and watching the turtle’s slow progress. I spread the Iowa people out in a line next to them.

Gram and the joggers are lined up along the other side of the tracks. Some sea turtle volunteers have arrived and are working both sides, all in their official lime green “Sea Turtle Volunteer” T-shirts. I so want one of those T-shirts, but I can’t have one until I’m eighteen, old enough to be an official volunteer.

A crowd attracts a crowd, that’s what Gram always says. Suddenly we have about twenty or thirty people on each side of the tracks. They hold out their phones and take pictures of the turtle, of themselves, of the volunteers, and of me.

A woman stands apart, her eyes focused on the turtle. With her arms, she beckons the turtle forward, as though to say: Come on, you can do it!

And she can. I think. Only fifteen feet to go before the turtle will meet the edge of the incoming waves. All the official turtle volunteers are down by the water now, so I go there, too.

With a final thrust, the turtle meets an incoming wave. Water pours over her body. But then the wave whooshes out, leaving the turtle stranded in the wet sand. I want to run to her and push her forward, but I know not to. The volunteers spread out their arms to keep people back, so I do, too.

Another wave washes over the turtle, and then another, and then she is floating free. She glides under the water and is gone.

Everyone cheers and claps. A little kid yells, “Bye-bye turtle!” Strangers hug and cry, and I find my own cheeks are wet.

Gram puts an arm around my shoulders. “Good job, Callie. I’m proud of you.” We stand there, Gram and me, staring out at the infinite ocean.

My Best Turtle Patrol Day. Ever!

Text-Dependent Analysis Prompt

8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

**Writer's Checklist for the
Text-Dependent Analysis Prompt**PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

Text-Dependent Analysis Scoring Guideline

#8 Item Information

Alignment	A-K.1.1.3	Depth of Knowledge	3	Mean Score	1.82
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Assessment Anchor:

E06.A-K.1—Key Ideas and Details

Specific Assessment Anchor Descriptor addressed by this item:

E06.A-K.1.1.3—Describe how the plot of a particular story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Score	Description
4	<ul style="list-style-type: none"> • 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

Score	Description
3	<ul style="list-style-type: none"> • 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
2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

STUDENT RESPONSE

Response Score: 4 points

8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

In the selection, "On Sea Turtle Patrol," Nancy Dawson writes about two characters who have a strong relationship with each other. One of the characters, Gram, greatly influences Callie. Whether it is enjoying something together, giving her responsibility, or encouraging her, there are many ways Gram's actions influence Callie to result in a great theme.

In the selection, Gram encourages Callie by getting her into a new hobby. Gram and Callie are on the beach looking for sea turtles when Callie is "proud to see turtle tracks before Gram does." She is most likely proud of this because she knows that Gram has more experience than her. The reader can then infer that Gram has been doing it for a long time and recently got Callie into it too. This shows that Gram and Callie enjoy a hobby, looking for turtles, together. This has a big impact on Callie's life, thanks to Gram's influence.

GO ON 

There are also many other ways that Gram influences Callie and one of them is that she gives her responsibility. When Gram and Callie found a sea turtle, Gram told Callie to "patrol the left side." This tells the reader that Gram gives Callie responsibility. With responsibility you have to mature which is very important in life. Gram allows Callie to take responsibility early in life which will help her in the long run. With this great influence, Callie will continue to take responsibility and mature even more. Gram's influence will really help Callie.

Although Gram already does a lot of things for Callie and is a great role model, there is still another way that Gram influences her. As Callie is talking about a crowd she says, "that's what Gram always says." Gram most likely teaches Callie many life lessons in their day to day talk and because of this, the reader can infer that Callie looks up to Gram. In that day to day talk Gram encourages her saying, "Good job Callie. I'm proud of you." The reader can infer that she does this often, allowing for Callie to know to never give up. That is an important influence and great lesson to learn.



In the selection Gram has a great, but positive influence on Callie. Gram's actions result in great lessons for Callie and a great theme for the reader. Remember to do what you love and stick with it. Anybody would be lucky to have some one in their life like Gram.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The focus (*Gram, greatly influences Callie*) is supported by a strong organizational structure. The introduction provides strong, inferential ideas centered around how Gram influences Callie (*enjoying something together, giving her responsibility, or encouraging her*). In the first body paragraph, a well-chosen text reference and quote support the key idea that *Gram encourages Callie by getting her into a new hobby (Gram and Callie are on the beach looking for sea turtles when Callie is "proud to see turtle tracks before Gram does")*. The student then clearly analyzes the nature of Gram's influence, highlighting the interrelationship between the two characters (*She is most likely proud of this because she knows that Gram has more experience; Gram has been doing it for a long time . . . got Callie into it; This shows that Gram and Callie enjoy a hobby, looking for turtles, together*). The student's thoughts are synthesized, (*This has a big impact on Callie's life*). The second and third body paragraphs effectively develop other ideas surrounding Gram's influence on Callie (*she gives her responsibility; "patrol the left side"; Callie is talking about a crowd she says, "that's what Gram always says"; In that day to day talk Gram encourages her saying, "Good job Callie. I'm proud of you"*). The student provides insightful analysis by explaining and elaborating on the positive influence that Gram has on Callie (*with responsibility you have to mature; will help her in the long run . . . and mature even more; life lessons in their day to day talk; Callie looks up to Gram; allowing for Callie to know to never give up*). An effective use of precise language and vocabulary (*two characters who have a strong relationship, responsibility, in the long run, mature, encouraging her, big impact on Callie's life*) is consistent throughout the response. The few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points



8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

Throught the passage, the bond between Gram and Callie is shown in many different ways. Since both characters are committed to being beach patrol volunteers, their character traits consist of many similarities. This passage showcases how Gram influences Callie.

The text states, “Fresh crawl!” I call out, proud to see turtle tracks before Gram does.” I infer, Gram is Callies idol. Since Gram and Callie both admire sea turtles, Callie would like to be just like her Gram. I think that because of the lack of differences between the two, Callie sees little to no flaws in her Gram. Since she saw the fresh crawl before her Gram, Callie most likely feels accomplished. Gram influences Callie by letting her Follow in her (Gram’s) own footsteps.

The author wrote, “A crowd attracts a crowd, that’s what Gram always says. Suddenly we have about twenty or thirty people on each side of the tracks.” This evidence shows, Callie listens attentivly to what Gram says. Even though Gram is not right there by Callies side at the moment, she uses Grams words to her own advantage. Gram influences Callie not only with her words, but with how she says them. Since Callie looks up to Gram, she believes and trusts what Gram says and does.

The passage shows, “Gram puts an arm around my shoulders. “Good job, Callie. I’m proud of you.” We stand there, Gram and me, staring out at the infinite ocean. My Best Turtle Patrol Day. Ever!” In my opinion, when Gram told Callie how good she did, it touched her heart. To have someone you admire tell you how proud they are of you must feel amazing for Callie. Not only did Gram believe in Callie, but Callie believed in herself. This day was truly the best day for Callie, all because of her Gram.

In conclusion, the way Gram influences Callie is clear to spot. After all that they have done together, I believe that this bond is truly unbreakable. The relationship between Gram and Callie is too strong to ever take for graned.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure effectively supports the student's focus. The introduction identifies a controlling idea (*the passage showcases how Gram influences Callie*) and establishes the depth of Gram's and Callie's relationship (*the bond between Gram and Callie is shown in many different ways; both characters are committed to being beach patrol volunteers, their character traits consist of many similarities*). Thorough analysis of how Gram influences Callie is supported through inference and opinion (*Gram is Callie's idol; Callie would like to be just like her Gram; because of the lack of differences between the two, Callie sees little to no flaws in her Gram; Callie most likely feels accomplished; letting her follow in her [Gram's] own footsteps; Callie listens attentively to what Gram says; she uses Gram's words to her own advantage; she believes and trusts what Gram says; This day was truly the best day for Callie*). The inferences and opinions connect to substantial, well-chosen text references and quotes which are appropriately integrated into the analysis (*" 'Fresh crawl!' " I call out, proud to see turtle tracks before Gram does"; "A crowd attracts a crowd, that's what Gram always says. Suddenly we have about twenty or thirty people on each side of the tracks"; "Gram puts an arm around my shoulders, "Good job, Callie. I'm proud of you" . . . My Best Turtle Patrol Day. Ever!"*). The student's thorough analysis of explicit and implicit meanings from the text leads to a logical conclusion (*Not only did Gram believe in Callie, but Callie believed in herself*). The concluding paragraph demonstrates both strong organization and thorough analysis by reiterating the bond between Gram and Callie and explaining the extent of the influence that Gram has on her granddaughter (*the way Gram influences Callie is clear to spot. After all that they have done together, I believe that this bond is truly unbreakable*). An effective use of language and vocabulary (*are committed, many similarities, showcases, lack of differences, truly unbreakable*) is employed throughout to explain how Gram influences Callie. The few spelling errors present (*Thought, committed, attentively, graned*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

In the story, “One Sea Turtle Patrol,” the character Gran influences her granddaughter Callie throughout the story.

To begin with, the passage tells a story about a girl and her grandmother volunteering to help sea turtles. In this story, Gran is influencing Callie during an encounter with a sea turtle by encouraging her when she was doing well. She also influences Callie by helping, her become more independant. In the passage it states, “... puts an arm around my shoulders. ‘Good job Callie. I’m proud of you.’” This proves that Gran is using both body language and encouraging words to influence Callie. By putting an arm around Callie, Gran portrays a calm attitude, which could be infered as congragulating Callie. And by saying that she is proud of Callie and telling her that she did good, Gran is encouraging Callie to do just as well at their next patrol. The text also states, “‘What kind of turtle? Which direction?’ Gran demanded.” The can infer that Gran is encouraging Callie to be more independant, ant to figure out the answers herself. This influences Callie to learn about what she is doing by doing it herself. And by asking Callie questions, she will then be able to learn and be more confident about her voulonteer work.

In conclusion, Gran influences Callie through encouraging words, body language, and asking questions.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure clearly integrates the student’s analysis surrounding how Gram influences Callie with sufficient, relevant text. The student begins by drawing an inference (*Gran is influencing Callie during an encounter with a sea turtle by encouraging her when she was doing well . . . helping, her become more independant*). Relevant details in a quote support the student’s idea (“... puts an arm around my shoulders. ‘Good job Callie. I’m proud of you’”). Clear analysis of implicit meanings from the text further clarifies the interrelationship between the two main characters (*This proves that Gran is using both body language and encouraging words to influence Callie; Gran potrays a calm attitude, infered as congragulating; by asking Callie questions; and be more confident about her voulonteer work*). An additional quote (“‘What kind of turtle? Which direction?’ Gran demanded”) connects to an inference drawn by the student (*Gran is encouraging Callie to be more independant, ant to figure out the answers herself*), thus furthering the development of the student’s ideas. Additional elaboration extends the analysis (*by asking Callie questions, she will then . . . learn and be more confident*). The conclusion clearly sums up the interrelationship between Gram and Callie (*Gran influences Callie through encouraging words, body language, and asking questions*). An appropriate use of transitions throughout the response links the student’s ideas (*In the story, To begin with, In conclusion*). The spelling errors present (*infered, congragulating, independant, ant, voulonteer*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points

8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

In the passage On Sea Turtle Patrol the two main characters Callie and Gram work together with some help to come up with a solution to help save a struggling turtle find it's way. In doingso; Gram influences Callie in meny ways.

One way in which Gram influenced her was when the passage states "Today is my twenty-fifth day on patrol, which Gram says is prodadly a record for a twelve-year-old." This shows that Gram is influencing Callie by showing to be kind and make others feel good. Gram dose this to Callie by Complimenting her and making her feel good by acting impressed and proud of her that she has worked so hard.

Gram also influences Callie by making her push herself to get better. Gram dose this by asking "What kind turtle? Which direction?" I can see gram is trying to influence her and teaching her to not take the easy way out.

"Good call, Callie, she says. She records the nest



location, date, and time on her clipboard.” This sentence has lots of influences on Callie. Gram is showing kindness and responsibility. She also shows honesty. Gram shows Callie kindness by complimenting her on her call. She showed responsibility by recording the information needed. One can conclude that she said “Good call...” because she was impressed with Callie, and maybe could not have made that call herself. This shows honesty.

One other way Grams influences Callie is when she says “Sea turtles have been coming ashore to lay their eggs for millions of years, all over the earth, Gram says, her voice filled with awe.” I know that she is trying to tell Callie to stay calm because they know what they are doing. She tells Callie this hoping she will remain calm.

As you can see Grams influenced Callie in many ways. She showed her honesty, responsibility, how to make the best decision, and kindness. All of these character traits are very important in life. These basic skills will help Callie later on in life. Now you can see that Gram was influencing Callie in many ways.



STUDENT RESPONSE

Response Score: 2 points



8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

At first when Callie's dad dropped her off at Gram's house she was a Cincinnati city kid. Two days later she was a turtle obsessed beach volunteer. This shows that Gram influenced her with her own love for turtles. Their relationship can grow now that they love doing the same thing. When Callie saw crawl and could tell what kind of turtle it was before Gram did Gram had more respect for her. At the end of the story Callie got people to help save the turtle and when she did Gram was proud of her progress. Callie couldn't have saved the turtle if Gram hadn't influenced her to become a beach volunteer and go through volunteer training. You have to get up early to turtle watch. Gram influenced Callie by making her want to get up early to turtle watch.

This response inconsistently addresses parts of the task, demonstrating partial analytic understanding of the text. An abrupt introduction includes text details that describe Callie's change upon visiting Gram (*when Callie's dad dropped her off at Gram's house she was a Cincinnati city kid. Two days later she was a turtle obsessed beach volunteer*). A weak inference is drawn to explain Gram's influence on Callie (*Gram influenced her with her own love for turtles*). The inference is extended without including specific text support (*Their relationship can grow now that they love doing the same thing*). In the next sentence, a text reference (*When Callie saw crawl and could tell what kind of turtle it was before Gram did*) is explained with a weak inference (*Gram had more respect for her*) but lacks the clear analysis needed to adequately explain Gram's influence on Callie. Vague text references demonstrate a weak development that inconsistently supports the focus of how Gram influences Callie (*At the end of the story Callie got people to help save the turtle and when she did Gram was proud of her progress. Callie couldn't have saved the turtle if Gram hadn't influenced her to become a beach volunteer; Gram influenced Callie by making her want to get up early to turtle watch*). No concluding paragraph is provided to organize the essay or offer insight about the text. Transitions are used in a mechanical manner to link ideas (*This shows that*) or advance the storyline (*At the end of the story*). An inconsistent use of precise language and domain-specific vocabulary is evident throughout the response (*love doing the same thing, got people to help, get up early*). Few errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation.

STUDENT RESPONSE

Response Score: 2 points

8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

Gram influences Callie by telling her good job. In the passage, "On Sea Turtle Patrol", it says, "Gram puts an arm around my shoulders. "Good job Callie." Gram is telling her she can do good things to help the turtles and making her push herself to do more thing that need hard work and detication. In the story it says, "Gram stuffs her clipboard into her backpack. "Come on, Callie, let's follow her tracks. Gram is telling her to never give up on some thing and making her feel like she is a good turtle helper that can help save the turtles. Gram was inflencing Callie to do a great work to save the turtles.

This response inconsistently addresses parts of the task, demonstrating partial analytic understanding of the text. The organizational structure is weak and inconsistently supports the focus of analyzing how Gram influences Callie. Vague text ("Good job Callie") weakly supports the student's idea that *Gram is telling her she can do good things to help the turtles*. Another quote supports a weak inference ("*Gram stuffs her clipboard into her backpack. "Come on, Callie, let's follow her tracks. Gram is telling her to never give up on some thing and making her feel like she is a good turtle helper that can help save the turtles*"). The concluding sentence also contains a weak inference that characterizes how Gram influences Callie (*to do a great work to save the turtles*). In this response, the student has gone beyond a literal interpretation of the text; however, analysis is inconsistent and only somewhat supports the student's ideas. Imprecise language (*good things, do more thing, some thing*) is evident throughout the response. Errors present in usage and spelling (*detication, inflencing*) do not interfere with meaning but detract from the response.

STUDENT RESPONSE

Response Score: 1 point

8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

The relation ship between Gram and Callie is very close. They like turtles and in the story they found turtle tracks, they followed them and found a turtle. Under the turtle there was her eggs, she put them in a nest made of loose sand.

They wanted to make sure nothing happens to the turtles so they warned people. They ran into two boys named Eric and Tyler. that volunteered. They already experienced turtles so they were happy. That shows the relationship with Gram, Callie, and turtles.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. The first sentence of the introduction provides a weak inference that simply characterizes Gram and Callie's relationship, without analyzing how Gram influences Callie (*relationship between Gram and Callie is very close*). The weak inference is followed by literal descriptions of what Gram and Callie do together to help the turtles (*they found turtle tracks, . . . there was her eggs; they warned people; They ran into two boys*). The summarizing details do not go beyond a literal interpretation of the text. Another very weak inference (*They like turtles*) addresses a similarity between Gram and Callie, but does not develop their interrelationship. The majority of the response consists of a literal and incomplete retelling of the story. Few transitions link ideas within the response, and there is little use of precise language. Some errors are present in sentence formation (two comma splices) and usage (*was for were*); however, these do not interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



8. The passage focuses on the relationship between Gram and Callie. Write an essay analyzing how Gram influences Callie. Use evidence from the passage to support your response.

In the passage “on sea Turtle Patrol” Gram influences Callie by going to gaw down to her place in Flordia and she works at a turtle place. and

And there is a turtle on land and the long head turtle digs a hole and layed 120 eggs. And the turtle needed to go back into the water so callie tried to get it back in the water. So callie tried to help and these two boys were ridding their bicks and callie stopped them and asked if they wanted to help and they said yes so all these people came over to help.

In conclusion that is what th passage “On Sea Turtle Patrol” is about.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. The organizational structure is minimal. The introductory paragraph begins by repeating part of the task (*Gram influences Callie*). The student then attempts to explain how Callie enters into the action and provides the setting of the story (*by going to gaw down to her place in Flordia and she works at a turtle place*). This weak introduction is followed by a minimal retelling of what happens during the rest of the story with no analysis of how Gram influences Callie (*And there is a turtle on land; the turtle needed to go back into the water so callie tried to get it back in the water; so all these people came over to help*). The conclusion further indicates that the student is simply retelling the story without analyzing how Gram influences Callie (*that is what th passage “On Sea Turtle Patrol” is about*). The response does not go beyond a literal interpretation of the text. Errors are present in spelling (*gaw* for *go*, *Flordia*, *ridding*, *bicks* for *bikes*, *conclusion*) and capitalization (*intermittent*, *callie*); the errors present sometimes interfere with meaning.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF STANDARD ENGLISH QUESTIONS

Directions:

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

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

9. Read the paragraph from a story.

(1) My family first met Leo, our sweet little dog, on an ordinary day last fall. (2) It was a crisp October morning, and the gentle breeze was refreshing. (3) My brother and I walked up to the gate of the dog park and let ourselves in. (4) A dog came toward us.

Which revision of sentence 4 **best** uses details to describe what is happening?

- A. A nice puppy of average size happily walked toward us.
- B. A friendly puppy that we had not seen before hurried toward us.
- C. A plump little puppy with thick gray fur wagged its tail as it trotted toward us.
- D. A wonderful little puppy with a lot of fur seemed very excited as it ran toward us.

Item Information	
Alignment	D.2.1.5
Answer Key	C
Depth of Knowledge	2
p-value A	16%
p-value B	26%
p-value C	40% (correct answer)
p-value D	18%
Option Annotations	The student is asked to identify the sentence that best uses descriptive details. Option C is the correct answer since this sentence contains the most precise and descriptive words, such as “plump,” “thick,” “gray,” “wagged,” and “trotted.” Options A, B, and D are incorrect since they do not use vivid verbs and adjectives and are not as descriptive.

10. Which sentence is correctly punctuated?

- A. The small town, of Hailey, sits deep in a valley.
- B. It is (certainly reasonable) to expect guests to arrive on time.
- C. We will, of course, be referring to people by their titles.
- D. I quickly opened (my umbrella) just as it started raining.

Item Information	
Alignment	D.1.2.1
Answer Key	C
Depth of Knowledge	2
p-value A	27%
p-value B	13%
p-value C	43% (correct answer)
p-value D	17%
Option Annotations	The student is asked to identify the sentence that is correctly punctuated. Option C is the correct answer since it uses commas appropriately to set off a parenthetical element. Option A is incorrect since no commas should be used in this sentence. Options B and D are incorrect since parentheses should not be used in these sentences.

11. Read the paragraph.

(1) When I visited my aunt in Kansas, she told me that we were going to hear an orchestra play a concert. (2) I imagined us listening quietly to music in a grand building in a city, so I was surprised when my aunt drove along country roads to a pasture far from the city. (3) The “concert hall” was a large white tent in the middle of the pasture. (4) The talented musicians played beautiful music as we felt the warm breezes against our faces and the cool grass underneath our blanket spread on the ground. (5) My favorite part was when a herd of cattle in a nearby field wandered up to the fence and sang along in gentle moos. (6) It wasn’t a rock concert, but it was an experience that rocked my world.

Which revision **best** emphasizes tone in the paragraph?

- A. Add quotation marks around the phrase my aunt in sentence 2.
- B. Replace the period with an exclamation mark in sentence 3.
- C. Add quotation marks around the phrase herd of cattle in sentence 5.
- D. Replace the period with an exclamation mark in sentence 6.

Item Information	
Alignment	D.2.1.4
Answer Key	D
Depth of Knowledge	2
p-value A	7%
p-value B	12%
p-value C	14%
p-value D	67% (correct answer)
Option Annotations	The student is asked to identify which revision of punctuation best emphasizes the tone of the paragraph. Option D is the correct answer since the addition of an exclamation point would emphasize the tone of excitement that is established in the paragraph. Options A and C are incorrect since quotation marks are not needed around the given phrases and would not reflect the tone of the paragraph. Option B is incorrect since this sentence, being merely descriptive, does not warrant an exclamation point.

12. Read the paragraph.

(1) Nick, Jasmyn, Dale, and the younger cousins, gathered along the sidewalk in front of the apartment. (2) Near the sidewalk sat a bucket of light blue, pink, green, and yellow chalk. (3) Nick and Jasmyn felt that they were getting too old for “Chalk Walk Saturdays,” but they still enjoyed the yearly tradition. (4) Besides, helping the eager and energetic younger cousins with their drawings was great fun. (5) Watching as they made important decisions about chalk colors, looked for inspiration about what to draw, and wrinkled their brows in concentration brought delight to the older cousins.

Which revision corrects the punctuation error in the paragraph?

- A. Remove the comma after cousins in sentence 1.
- B. Add a comma after yellow in sentence 2.
- C. Add a comma after eager in sentence 4.
- D. Remove the comma after colors in sentence 5.

Item Information	
Alignment	D.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	57% (correct answer)
p-value B	7%
p-value C	18%
p-value D	18%
Option Annotations	The student is asked to identify the sentence that corrects the punctuation error in the paragraph. Option A is the correct answer since the final comma after “cousins” is not needed. Option B is incorrect since no comma is needed after “yellow.” Option C is incorrect since no comma is needed after “eager.” Option D is incorrect since the comma after “colors” is needed to separate items in a series.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

Multiple-Choice and Evidence-Based Selected-Response Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	B-C.3.1.1	D	2	8%	11%	26%	55%
2	B-V.4.1.1	B	2	6%	84%	7%	3%
3	B-C.2.1.2	B	3	36%	32%	10%	22%
4	B-V.4.1.2	C	2	8%	11%	76%	5%
5	B-C.2.1.2	A	3	60%	12%	6%	22%
6	B-K.1.1.1	Part One: A Part Two: B	3	Mean Score: 1.26			
7	B-C.3.1.1	D	2	9%	21%	12%	58%
9	D.2.1.5	C	2	16%	26%	40%	18%
10	D.1.2.1	C	2	27%	13%	43%	17%
11	D.2.1.4	D	2	7%	12%	14%	67%
12	D.1.2.3	A	2	57%	7%	18%	18%

Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	A-K.1.1.3	4	3	1.82

ACKNOWLEDGEMENTS

“It Feels Good to Laugh” by Eric Messinger from *Current Health 1*, Apr 2006 ,Vol. 29, Issue 8.
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“On Sea Turtle Patrol” by Nancy Dawson from *Cricket*, May/June 2015, Vol. 42, Issue 8.
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PSSA Grade 6 English Language Arts Item and Scoring Sampler

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