



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2015–2016
Grade 3

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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 assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators to use in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

Pennsylvania Core Standards (PCS)

This sampler contains examples of test questions and stimulus passages that are aligned to the new Pennsylvania Core Standards-based 2013 PSSA Assessment Anchors and Eligible Content. The Mathematics, Reading, and Writing PSSA transitioned to PCS-based operational Mathematics and English Language Arts assessments starting with the spring 2015 PSSA.

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

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

What Is Included

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

Purpose and Uses

The passages with test questions, non-passage based standalone questions, and mode-specific writing prompts in this sampler may be used as examples for creating assessment items at the classroom level. The sampler may also be copied and used as part of a local instructional program.¹ In addition, classroom teachers may find it beneficial to have students respond to the test questions in this sampler. Educators can use the sampler as a guide to score the responses independently or together with colleagues within a school or district.

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

Item Format and Scoring Guidelines

The PCS-based PSSA has multiple types of test questions. For grade 3, the types of test questions are Multiple-Choice questions (MC), Evidence-Based Selected-Response questions (EBSR), Short-Answer questions (SA), and mode-specific Writing Prompts (WP).

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

Evidence-Based Selected Response: Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a Literature or Informational Text passage. In Part One, which is similar to a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his/her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

Short Answer: Each of this type of test question includes a short response space in which the student composes an answer based on the passage the student has read. An SA test question may include multiple tasks, and the student may be asked to provide a brief explanation. Each SA test question is scored using an item-specific scoring guideline based on a 0–3-point scoring guideline. In this sampler, every item-specific scoring guideline is combined with examples of student responses representing each score point to form a practical, item-specific scoring guide. This sampler also includes the *General Description of Scoring Guidelines for Short-Answer Questions* used to develop the item-specific guidelines. The general description of scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

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 writing prompt. There are two response pages in the paper-and-pencil format and up to 3000 characters in the online format. A writing prompt is based on a specific mode of writing and may ask the student to write an opinion essay, an informative/explanatory essay, or a narrative essay. Each writing prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

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

The PSSA is delivered in traditional paper-and-pencil format as well as in an online format. The estimated time to respond to a test question is the same for both methods of test delivery. The following table shows the estimated response time for each item type.

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


Item Type	MC	EBSR	SA	WP
Estimated Response Time (in minutes)	1.5	3 to 5	5	30

English Language Arts Grade 3

This English Language Arts Sampler is composed of 4 passages, 31 multiple-choice questions, 6 evidence-based selected-response questions, 2 short-answer questions, 18 standalone multiple-choice questions, and 3 mode-specific writing prompts.

There are four passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions and an evidence-based selected-response question. The second passage is followed by a set of passage-based multiple-choice questions, an evidence-based selected-response question, and a three-point short-answer question. The third passage is followed by a set of passage-based multiple-choice questions, 2 evidence-based selected-response questions, and a three-point short-answer question. The fourth passage is followed by a set of multiple-choice questions and evidence-based selected-response questions. This booklet also contains 12 standalone multiple-choice questions and 3 mode-specific prompts.

Each question is preceded by the Assessment Anchor and Eligible Content coding. The correct answer is indicated by an asterisk (*). Each question is followed by a brief analysis or rationale. Each short-answer question and prompt is displayed with an item-specific scoring guideline or mode-specific scoring guideline and examples of student responses with 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 short-answer question responses and mode-specific writing prompt responses in both formats. A sample online response is noted by the symbol, .

Section 1

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 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 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 booklet.

Directions for Short-Answer Questions:

Some questions will require you to write your response.

For the short-answer questions:

- Be sure to read each short-answer question carefully.
- You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- You may look back at the passage to help you answer the question.
- Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

**GENERAL DESCRIPTION OF SCORING GUIDELINES
FOR READING SHORT-ANSWER QUESTIONS**

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

PASSAGE 1

Read the following poem about enjoying words. Then answer questions 1 through 7.

Words Free As Confetti

by Pat Mora



Come, words, come in your every color.
I'll toss you in storm or breeze.
I'll say, say, say you,
taste you sweet as plump plums,
bitter as old lemons.
I'll sniff you, words, warm
as almonds or tart as apple-red,
feel you green
and soft as new grass,
lightwhite as dandelion plumes,
or thorngray as cactus,
heavy as black cement,
cold as blue icicles,
warm as abuelita's¹ yellowlap.
I'll hear you, words, loud as searoar's
purple crash, hushed
as gatitos² curled in sleep,
as the last goldlullaby.
I'll see you long and dark as tunnels,
bright as rainbows,
playful as chestnutwind.
I'll watch you, words, rise and dance and spin.

¹ abuelita (ah-bweh-LEE-tah)—grandmother

² gatitos (ga-TEE-toce)—kittens

I'll say, say, say you
in English,
in Spanish,
I'll find you.

Hold you.
Toss you.
I'm free too.
I say *yo soy libre*³,
I am free
free, free,
free as confetti⁴.

³ yo soy libre (YO SOY LEE-breh)—I am free

⁴ confetti—small bits of colored paper thrown during a parade

MULTIPLE-CHOICE QUESTIONS**E03.A-V.4.1.2**

1. The speaker uses the following lines to make a comparison about words.

and soft as new grass,
lightwhite as dandelion plumes,

The lines are used to show that the speaker sees words as

- (A) alive.
- (B) useful.
- * (C) gentle.
- (D) successful.

The student is asked to determine the meaning behind a comparison. The words “*soft*” and “*lightwhite*” indicate that words can be gentle, making Option C the correct answer. There is no textual support for Options A, B, or D.

E03.A-V.4.1.1

2. Read the line from the poem.

bright as rainbows,

Which meaning of bright is used in the line?

- (A) smart
- * (B) filled with color
- (C) shiny
- (D) filled with happiness

The student is asked to identify the correct meaning of a multi-meaning word from context. Option B is the correct answer since this choice makes the most sense in context. Options A, C, and D do not make sense in the context of the given line.

E03.A-K.1.1.1

3. Read the line from the poem.

I'll watch you, words, rise and dance and spin.

What is the speaker doing?

- Ⓐ swimming
- * Ⓑ reading
- Ⓒ running
- Ⓓ painting

The student is asked to understand a given line from the poem. Option B is the correct answer since the poem is about words. Reading relates to words and, therefore, makes the most sense. Options A, C, and D do not relate to actions performed by the speaker in the poem.

E03.A-V.4.1.2

4. Which two words from the poem are **most** alike in meaning?

- Ⓐ grass – plumes
- Ⓑ bright – dark
- * Ⓒ bitter – tart
- Ⓓ rise – spin

The student is asked to identify two words that are most alike in meaning. Option C is the correct answer since "bitter" and "tart" are synonyms. Option B contains antonyms. Options A and D contain words that are not related at all.

E03.A-C.2.1.1

5. The words “I,” “I’ll,” and “I’m” reveal that the poem is told by
- Ⓐ a grandmother explaining her own opinions.
 - Ⓑ a speaker revealing the thoughts of other characters.
 - Ⓒ a grandmother telling about her experiences.
 - * Ⓓ a speaker sharing personal feelings.

The student is asked to understand the point of view in the poem. Option D is the correct answer since it corresponds with the examples of first-person point of view given in the stem. Options A and C are not correct since the grandmother is not the speaker. Option B is not correct since third-person point of view is not used in the poem.

E03.A-K.1.1.2

6. Which description **best** tells what happens in the poem?
- * Ⓐ The speaker describes parts of nature experienced through the different senses. The speaker compares words to different features of nature. The speaker feels free.
 - Ⓑ The speaker feels free. The speaker visits the sea and sees flowers. The speaker feels the breeze.
 - Ⓒ The speaker describes things seen in the neighborhood. The speaker likes spending time with the grandmother smelling almonds. The speaker feels free.
 - Ⓓ The speaker feels free. The speaker feels grass and tastes plums. The speaker sees cactus plants.

The student is asked to recount the events in the poem. Option A is the correct answer since it recounts the major events in the correct order. Options B and D contain minor events in the incorrect order. Option C contains incorrect events.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION**E03.A-K.1.1.2**

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

Part One

What would be another good title for this poem?

- Ⓐ Having a Celebration
- Ⓑ Making Up New Words
- Ⓒ Words Floating on a Breeze
- * Ⓓ My Life Through Words

Part Two

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

- Ⓐ “I’ll say, say, say you,”
- * Ⓑ “playful as chestnutwind.”
- Ⓒ “I’m free too.”
- * Ⓓ “or thorngray as cactus,”

The student is asked to select another title for the poem to show understanding of the central message and select details from the poem that support this message.

Part One: Option D is the correct answer since the speaker shares his or her experiences in nature through descriptions using words. Options A, B, and C are not supported by information in the poem.

Part Two: Options B and D are the correct answers since they relate words to the speaker’s experiences with nature. Options A and C do not relate to the speaker’s experiences in nature.

PASSAGE 2

Read the following passage about a family in the late 1800s. Then answer questions 8 through 18.

The Door in the Ground

by Laura Ingalls Wilder

The dim wagon track went no farther on the prairie, and Pa stopped the horses.

When the wagon wheels stopped turning, Jack dropped down in the shade between them. His belly sank on the grass and his front legs stretched out. His nose fitted in the furry hollow. All of him rested, except his ears.

All day long for many, many days, Jack had been trotting under the wagon. He had trotted all the way from the little log house in Indian Territory, across Kansas, across Missouri, across Iowa, and a long way into Minnesota. He had learned to take his rest whenever the wagon stopped.

In the wagon Laura jumped up, and so did Mary. Their legs were tired of not moving.

“This must be the place,” Pa said. “It’s half a mile up the creek from Nelson’s. We’ve come a good half-mile, and there’s the creek.”

Laura could not see a creek. She saw a grassy bank, and beyond it a line of willow-tree tops, waving in the gentle wind. Everywhere else the prairie grasses were rippling far away to the sky’s straight edge.

“Seems to be some kind of stable over there,” said Pa, looking around the edge of the canvas wagon-cover. “But where’s the house?”

Laura jumped inside her skin. A man was standing beside the horses. No one had been in sight anywhere, but suddenly that man was there. His hair was pale yellow. His eyes were so pale that they looked like a mistake. Jack growled.

“Be still, Jack!” said Pa. He asked the man, “Are you Mr. Hanson?”

“Yah,” the man said.

Pa spoke slowly and loudly. “I heard you want to go west. You trade your place?”

The man looked slowly at the wagon. He looked at the mustangs, Pet and Patty. After a while he said again, “Yah.”

Pa got out of the wagon, and Ma said, “You can climb out and run around, girls, I know you are tired, sitting still.”

Jack got up when Laura climbed down the wagon wheel, but he had to stay under the wagon until Pa said he might go. He looked out at Laura while she ran along a little path that was there.

The path went across short sunny grass, to the edge of the bank. Down below it was the creek, rippling and glistening in the sunshine. The willow trees grew up beyond the creek.

Over the edge of the bank, the path turned and went slanting down, close against the grassy bank that rose up like a wall.

Laura went down it cautiously. The bank rose up beside her till she could not see the wagon. There was only the high sky above her, and down below her the water was talking to itself. Laura went a step farther, then one more step. The path stopped at a wider, flat place, where it turned and dropped down to the creek in stair-steps. Then Laura saw the door.

The door stood straight up in the grassy bank, where the path turned. It was like a house door, but whatever was behind it was under the ground. The door was shut.

In front of it lay two big dogs with ugly faces. They saw Laura and slowly rose up.

Laura ran very fast, up the path to the safe wagon. Mary was standing there, and Laura whispered to her, “There’s a door in the ground, and two big dogs—” She looked behind her. The two dogs were coming.

Jack’s deep growl rolled from under the wagon. He showed those dogs his fierce teeth.

“Those your dogs?” Pa said to Mr. Hanson. Mr. Hanson turned and spoke words that Laura could not understand. But the dogs understood. One behind the other, they slunk over the edge of that bank, down out of sight.

Pa and Mr. Hanson walked slowly away toward the stable. The stable was small and it was not made of logs. Grass grew on its walls and its roof was covered with growing grasses, blowing in the wind.

Laura and Mary stayed near the wagon, where Jack was. They looked at the prairie grasses swaying and bending, and yellow flowers nodding. Birds rose and flew and sank into the grasses. The sky curved very high and its rim came neatly down to the faraway edge of the round earth.

When Pa and Mr. Hanson came back, they heard Pa say: “All right, Hanson. We’ll go to town tomorrow and fix up the papers. Tonight we’ll camp here.”

“Yah, yah!” Mr. Hanson agreed.

Pa boosted Mary and Laura into the wagon and drove out on the prairie. He told Ma that he had traded Pet and Patty for Mr. Hanson’s land. He had traded Bunny, the mule-colt, and the wagon-cover for Mr. Hanson’s crops and his oxen.

He unhitched Pet and Patty and led them to the creek to drink. He put them on their picket-lines and helped Ma make camp for the night. Laura was quiet. She did not want to play and she was not hungry when they all sat eating supper by the campfire.

“The last night out,” said Pa. “Tomorrow we’ll be settled again. The house is in the creek bank, Caroline.”

“Oh, Charles!” said Ma. “A dugout. We’ve never had to live in a dugout yet.”

“I think you’ll find it very clean,” Pa told her. “It will be snug for winter, and that’s not far away.”

“Yes, it will be nice to be settled before snow flies,” Ma agreed.

“It’s only till I harvest the first wheat crop,” said Pa. “Then you’ll have a fine house and I’ll have horses and maybe even a buggy. This is great wheat country, Caroline! Rich, level land, with not a tree or a rock to contend with. I can’t make out why Hanson sowed such a small field. It must have been a dry season, or Hanson’s no farmer, his wheat is so thin and light.”

Beyond the fire-light, Pet and Patty and Bunny were eating grass. They bit it off with sharp, pulling crunches, and then stood chewing it and looking through the dark at the low stars shining. They switched their tails peacefully. They did not know they had been traded.

Laura was a big girl, seven years old. She was too big to cry. But she could not help asking, “Pa, did you have to give him Pet and Patty? Did you, Pa?”

Pa’s arm drew her close to him in a cuddly hug.

“Why, little half-pint,” Pa said. “Pet and Patty like to travel. They are little ponies, Laura, and plowing is too hard work for them. They will be much happier, traveling out west. You wouldn’t want to keep them here, breaking their hearts on a plow. Pet and Patty will go on traveling, and with those big oxen I can break up a great big field and have it ready for wheat next spring.

“A good crop of wheat will bring us more money than we’ve ever had, Laura. Then we’ll have horses, and new dresses, and everything you can want.”

Laura did not say anything. She felt better with Pa’s arm around her, but she did not want anything except to keep Pet and Patty and Bunny, the long-eared colt.

MULTIPLE-CHOICE QUESTIONS**E03.A-K.1.1.1**

8. Which sentence from the passage tells why Pa had to trade the horses, Pet and Patty?
- Ⓐ “He unhitched Pet and Patty and led them to the creek to drink.”
 - Ⓑ “ ‘Yes, it will be nice to be settled before snow flies,’ Ma agreed.”
 - Ⓒ “Beyond the fire-light, Pet and Patty and Bunny were eating grass.”
 - * Ⓓ “ ‘They are little ponies, Laura, and plowing is too hard work for them.’ ”

The student is asked to identify a sentence from the passage that supports an action from the passage. Option D is the correct answer since Pa needs animals that can plow a field, and plowing would be too difficult for such small animals. Options A and C relate to the ponies but do not answer the question of why Pa trades the ponies. Option B does not relate to the ponies at all.

E03.A-V.4.1.1

9. The meaning of the suffix “-ly” helps the reader know the word “loudly” means
- * Ⓐ in a loud way.
 - Ⓑ one who is loud.
 - Ⓒ less loud.
 - Ⓓ not loud.

The student is asked to identify the meaning of a given word with a given suffix. Option A is the correct answer since “*loudly*” means “*in a loud way*.” Options B, C, and D are not correct since they give meanings for the suffix “-ly” that are not correct.

E03.A-K.1.1.1

10. Which sentence from the passage shows that Pa planned to buy the land before bringing his family?

- * Ⓐ “ ‘This must be the place,’ Pa said.”
- Ⓑ “ ‘Seems to be some kind of stable over there,’ said Pa . . .”
- Ⓒ “ ‘We’ll go to town tomorrow and fix up the papers.’ ”
- Ⓓ “ ‘It’s only till I harvest the first wheat crop,’ said Pa.”

The student is asked to identify a sentence from the passage that supports the idea that Pa planned to buy the land before bringing his family. Option A is the correct answer since it shows that Pa has an idea of the land’s location. Options B, C, and D do not relate to Pa’s planning to buy the land before he brought his family.

E03.A-V.4.1.2

11. Read the sentence from the passage.

There was only the high sky above her, and down below her the water was talking to itself.

What does the phrase “talking to itself” mean about the water?

- * Ⓐ It is noisy.
- Ⓑ It may be dangerous.
- Ⓒ It is moving swiftly.
- Ⓓ It would be fun for swimming.

The student is asked to interpret a phrase from the passage. Option A is the correct answer since “noisy” is a quality that talking can have. Options B, C, and D are not supported by the context of the given sentence.

E03.A-V.4.1.1

12. Read the sentence from the passage.

This is great wheat country, Caroline! Rich, level land, with not a tree or a rock to contend with.

Which meaning of the word level is used in the sentence?

- Ⓐ filled to a height even with the rim of a container
- * Ⓑ having no part taller than another
- Ⓒ to raise or lower to a particular position
- Ⓓ to speak truthfully and openly

The student is asked to identify the meaning of a given multi-meaning word by using the context of the sentence. Option B is the correct answer since “*having no part taller than another*” makes sense within the context of the sentence. Options A, C, and D are not supported by the context of the sentence.

E03.A-K.1.1.3

13. Read the sentences from the passage.

But she could not help asking, “Pa, did you have to give him Pet and Patty? Did you, Pa?”

How does Laura’s sadness lead to the next event in the passage?

- Ⓐ Pet and Patty munch on grass under the stars.
- * Ⓑ Pa explains that ponies like to travel and cannot work on a farm.
- Ⓒ Pet and Patty go down to the creek for a drink.
- Ⓓ Pa describes what they will be able to buy after their first wheat crop.

The student is asked to understand how the given character’s feeling of sadness leads to the next event in the passage. Option B is the correct answer. Laura tells Pa that she is upset over him selling their ponies. He then tells Laura that the ponies are too small to work on a farm. Options A and C do not relate to Laura’s feelings of sadness and occur prior to Laura’s communicating her feelings to her father. Option D occurs after Laura tells Pa about her feelings; however, it does not relate to the next event of Pa’s telling Laura why he sold the ponies.

E03.A-V.4.1.2

14. Which two words from the passage are **most** alike in meaning?

- Ⓐ turned – trotted
- Ⓑ climbed – sank
- Ⓒ stopped – drove
- * Ⓓ spoke – whispered

The student is asked to identify two words that are most alike in meaning. Option D is the correct answer since “*spoke*” and “*whispered*” relate to speech. Options A, B, and C contain words that are not related in action or function.

E03.A-C.2.1.1

15. What would the reader most likely know if Hanson were telling about the events?

- Ⓐ how big the farm on the prairie is
- Ⓑ what Pa thinks about Hanson
- * Ⓒ what Hanson thinks about the trade
- Ⓓ how long the family has been traveling

The student is asked to understand what the reader would know if Hanson were telling the events in the passage. Option C is the correct answer because it refers to Hanson’s direct experience. Options A, B, and D do not refer to events in the passage that the reader would know only through Hanson’s point of view.

E03.A-K.1.1.2

16. What description **best** recounts the passage?

- Ⓐ A man moves his family to a prairie. They use two ponies to work hard growing wheat. They are able to earn more money than they ever had before.
- Ⓑ A family moves near a creek. A girl and her dog enjoy playing in the grass near the creek. She is glad to have two new ponies.
- Ⓒ A man moves his family to a new place. They buy a house and two ponies. The daughter spends all of her time riding the ponies along the side of the creek.
- * Ⓓ A family moves to a prairie. The father trades much of what they own to get a house, crops, and oxen. The daughter is sad because their two ponies are traded.

The student is asked to recount the events in the passage. Option D is the correct answer since it recounts the main events of the plot in the correct order. Options A, B, and C contain information that is not contained in the passage.

EVIDENCE-BASED SELECTED-RESPONSE QUESTION**E03.A-K.1.1.2**

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

Part One

What lesson does Laura learn in the passage?

- Ⓐ Children should never wander off on their own.
- * Ⓑ We should do what is best for those we love, even if it makes us sad.
- Ⓒ Even if you know you can't win, you should always try to do your best.
- Ⓓ There's no place like home.

Part Two

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

- Ⓐ Two big dogs lie in front of a door in the ground.
- * Ⓑ Pa explains that ponies like to travel and cannot work on a farm.
- Ⓒ Laura looks around and goes down by the creek.
- Ⓓ Pa and Hanson talk with one another and then make trades.

The student is asked to identify the lesson that Laura learns in the passage and to select one detail from the passage that best supports this lesson.

Part One: Option B is the correct answer since Pa has done the right thing for the ponies even though he knows it will make the family sad. Options A, C, and D are not supported by information in the passage.

Part Two: Option B is the correct answer since Pa explains to Laura why he has sold the ponies. Options A, C, and D do not relate to the message of the passage.

3-POINT SHORT-ANSWER SCORING GUIDELINE

Question #18

Assessment Anchor:

E03.A-K.1–Key Ideas and Details

Specific Eligible Content addressed by this item:

E03.A-K.1.1.3–Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.

Scoring Guide:

Score	Description
3	The response is a clear, complete, and accurate explanation of how the interaction between the family and Mr. Hanson lead to other events in the passage. The response includes relevant and specific information from the passage.
2	The response is a partial explanation of how the interaction between the family and Mr. Hanson lead to other events in the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal explanation of how the interaction between the family and Mr. Hanson lead to other events in the passage. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

3-POINT SHORT-ANSWER STUDENT RESPONSES

E03.A-K.1.1.3 Response Score: 3

18. How does the interaction between the family and Mr. Hanson lead to other events in the passage? Use information from the passage to support your answer.

The interaction between the family and Mr. Hanson lead to other events in many ways. The family needs somewhere to live and Mr Hanson needs ponies so he can move. If Pa didn't trade the ponies, the family would have no place to live but not having the ponies made the girl very sad. For example, she asked Pa "Did you have to give him pet and Patty?" If Pa didn't traded the wagon cover for crops, the family would probly die in the winter without food or money. Even tho no one really likes it there at first, Pa tells them things are going to get better after he grows his own crops.

The response is a clear, complete, and accurate explanation of how the interaction between the family and Mr. Hanson leads to other events in the passage ("The family needs somewhere to live and Mr Hanson needs ponies so he can move"). The response includes relevant and specific information from the passage ("For example, she asked Pa 'Did you have to give him pet and Patty?'" and "Pa tells them things are going to get better").

E03.A-K.1.1.3 Response Score: 2



18. How does the interaction between the family and Mr. Hanson lead to other events in the passage? Use information from the passage to support your answer.

Pa and Mr. Hanson traded the ponies for Mr. Hanson's land, then the people talk about what it's going to be like in their new house. The mom isn't happy about living in the ground but Pa promises to build her a new house after he grows wheat.

The response is a partial explanation of how the interaction between the family and Mr. Hanson leads to other events in the passage (*"people talk about what it's going to be like in their new house"*). The response includes limited information from the passage (*"the mom isn't happy about living in the ground but Pa promises to build her a new house"*).

E03.A-K.1.1.3 Response Score: 1

18. How does the interaction between the family and Mr. Hanson lead to other events in the passage? Use information from the passage to support your answer.

Mr. Hansen needed ponys so he could move so Pa traded them for a big house that was dug in the ground.

The response is a minimal explanation of how the interaction between the family and Mr. Hanson leads to other events in the passage (“Mr. Hansen needed ponys so he could move”) and includes little information from the passage (“Pa traded them [ponies] for a big house”).

E03.A-K.1.1.3 Response Score: 0

18. How does the interaction between the family and Mr. Hanson lead to other events in the passage? Use information from the passage to support your answer.

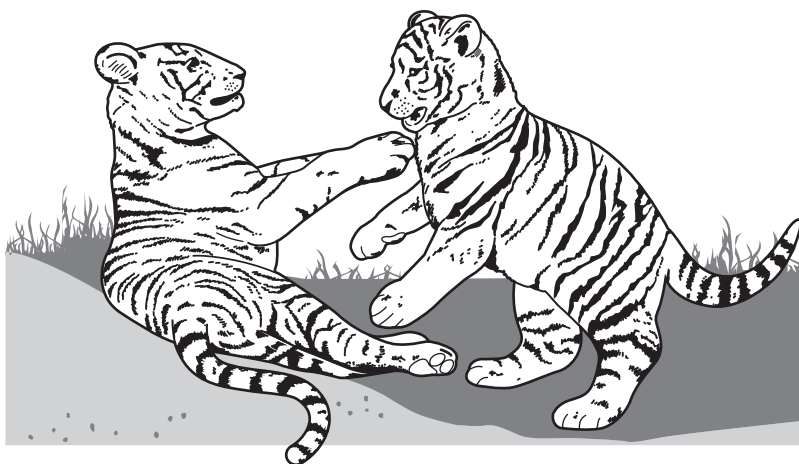
There was a door in the ground and to big dogs.

The response is composed of information which is totally irrelevant to the task of explaining how the interaction between the family and Mr. Hanson leads to other events in the passage.

PASSAGE 3

Read the following passage about animals playing. Then answer questions 19 through 29.

Animals at Play



by Aline Alexander Newman

Splash! Limbs flailing, a rhesus monkey takes a flying leap from a mangrove tree into a tropical pond. Then gurgle, glub—under it goes, as another monkey dive-bombs onto his head. Like human kids fooling around in a backyard pool, monkeys play for hours. So do bears, dolphins, tigers, and foxes!

These animals aren't feeding, hunting, defending their territory, or traveling. They're playing—meaning they're doing something simply for fun. But animal play is not a waste of time or energy. Scientists think play may be as important as food and sleep. Why? It promotes brain development and health. It lets animals (and kids) explore their surroundings and invent new behaviors. And it helps them adapt to a changing world.

Clueless Bear

Bear cubs born to more playful mothers stand the best chance of survival. This discovery was made by research biologist Robert Fagen, of Fairbanks, Alaska, who spent ten summers studying brown bears on Alaska's Admiralty Island. "We know

that’s true,” says Fagen. “But we don’t yet know why.” Cowboy, one of Fagen’s study bears, grew up as an only cub. His mom liked to wrestle and play, which provided enough playtime for a while. But when Cowboy turned three, he began searching for younger playmates.

The trouble was that Cowboy was clueless about how to make friends. Whenever he encountered another cub in the forest, Cowboy would roar and act as if he were going to attack. “He was just trying to be friendly,” says Fagen. “But he was misunderstood. When his bluff-charge didn’t work, Cowboy would dig a hole in the ground to curl up in. He’d look totally miserable.”

One day Cowboy tried a new approach. He began following another bear. The stranger zigged and zagged trying to lose him. But Cowboy stayed on his tail. For two days the bears paced like boxers in a ring. Then they staged a pretend fight. After that the playful Cowboy wasn’t lonely anymore. By summer’s end, he had rounded up ten bear buddies who hung out together year after year. One of those “buddies,” a honey-colored female, became his mate.

Together Time

Other animals also play in groups. In Botswana, in Africa, Chris Johns, a National Geographic wildlife photographer, spotted a litter of African wild dogs acting rowdy. The pups played games like tug-of-war for hours.

In addition to helping an animal find a mate and bond with a group, social play serves as a testing ground. “Already those pups were starting to determine who will be the alpha male and alpha female (the pack leaders),” says Johns. At the same time, they were building muscles and developing the speed and agility necessary to catch impalas and outrun lions.

Half a world away, writer Gary Paulsen was racing sled dogs in Alaska. One day, while resting his team, he spent almost an hour lying on top of a ridge and peering down at a herd of “ice-skating” bison! One after another, each bison backed partway up the hill, pawed the ground like a charging bull, and galloped toward a frozen lake. When it hit the ice, the bison would lift its tail and lock its knees. Then it would zip across the slippery surface—spinning in circles. After slowing to a stop, the bison bellowed loudly, slid back to shore—and did it all over again.

Surprising Playmates

Most of the time cheetahs play with cheetahs and monkeys play with monkeys.

But not always. Play between species may be rare in the wild, but it happens. Roger Payne, director of the Whale Conservation Institute in Lincoln, Massachusetts, says sea lions often play in the wake left by a passing whale. But once he saw a sea lion pup diving and rolling behind a whale that was lying perfectly still—except for whipping up waves with her tail. “It looked like the whale was creating currents for the benefit of the pup,” says Payne.

Toy Story

Lots of animals play with toys. Large parrots called keas play catch with sticks, roll snowballs, and swing on swings. Bottlenose dolphins blow underwater bubble rings, and then spin and flip their bubble toys with their fins.

Do all animals play? Nobody knows for sure, but the evidence that many species do is convincing. While play behavior in insects, most birds, reptiles, and amphibians may be questionable, there is little doubt that chimpanzees, elephants, and other mammals with large, well-developed brains play.

One thing’s for sure. Whether you wrestle, swim, or figure skate, you’re not alone. Somewhere other animals are doing it, too!

Just for dog laughs!

Everybody knows dogs bark and growl. But animal behaviorist Patricia Simonet of Lake Tahoe, Nevada, recently discovered that dogs also laugh when they play. Dog laughs are so high-pitched that some of the sound is beyond the range of human hearing. Simonet heard the entire sound of laughter on tapes made with special recording equipment. She found that dogs laugh while playing and also laugh to invite each other to play.

MULTIPLE-CHOICE QUESTIONS**E03.B-V.4.1.1**

19. The suffix “-less” helps the reader know that the word “clueless” means

- Ⓐ made of clues.
- * Ⓑ without clues.
- Ⓒ one who has clues.
- Ⓓ state of having clues.

The student is asked to identify the meaning of a given word with a given suffix. Option B is the correct answer since the suffix “-less” means “without.” Options A, C, and D are not the correct meanings of “clueless.”

E03.B-V.4.1.1

20. What does the word miserable mean as used in the passage?

- Ⓐ kind
- * Ⓑ sad
- Ⓒ relaxed
- Ⓓ afraid

The student is asked to determine the meaning of “miserable” by using context clues. Option B is the correct answer since “sad” is the correct meaning of “miserable.” Options A, C, and D are not the correct meaning of “miserable.”

E03.B-V.4.1.2

21. Read the sentence from the passage.

By summer’s end, he had rounded up ten bear buddies who hung out together year after year.

What does the phrase “rounded up” mean?

- Ⓐ ignored
- Ⓑ changed
- * Ⓒ gathered
- Ⓓ watched

The student is asked to determine the meaning of the phrase “rounded up.” Option C is the correct meaning of the phrase and makes sense in context. Options A, B, and D do not make sense in the given context.

E03.B-K.1.1.3

22. Which sentence from the passage **best** describes the effect of Cowboy following another bear?

- Ⓐ “Cowboy, one of Fagen’s study bears, grew up as an only cub.”
- Ⓑ “But when Cowboy turned three, he began searching for younger playmates.”
- * Ⓒ “After that the playful Cowboy wasn’t lonely anymore.”
- Ⓓ “One day Cowboy tried a new approach.”

The student is asked to identify the effect of Cowboy following another bear. Option C is the correct answer. “After that the playful Cowboy wasn’t lonely anymore” describes the relationship between these two events. Options A, B, and D do not relate to the given event.

E03.B-C.3.1.1

23. Read the sentences from the passage.

His mom liked to wrestle and play, which provided enough playtime for a while. But when Cowboy turned three, he began searching for younger playmates.

What point is the author making with the details in these sentences?

- * Ⓐ Bear cubs are very active and need to play.
- Ⓑ Mother bears take good care of their cubs.
- Ⓒ Mother bears are very protective of their cubs.
- Ⓓ Bear cubs are too busy to play games.

The student is asked to identify the author's point using details from the passage. Option A is the correct answer. Cowboy began looking for young playmates since he was very active and needed more play time than his mother could give him. Option B is supported by the passage but is not the point the author is making with these sentences. Options C and D are not supported by information in the passage.

E03.B-K.1.1.1

24. Which detail from the passage explains why animals play?

- Ⓐ "But animal play is not a waste of time or energy."
- * Ⓑ "It promotes brain development and health."
- Ⓒ "Play between species may be rare in the wild, but it happens."
- Ⓓ "Whether you wrestle, swim, or figure skate, you're not alone."

The student is asked to identify an explicit detail from the passage that explains why animals play. Option B is the correct answer since it is explicitly stated in the text why animals play. Options A, C, and D relate to animal play but do not answer the question.

E03.B-C.2.1.1

25. Which point of view is used in the passage?

- (A) first person through writer Gary Paulsen
- (B) third person through a scientist who studies only mammals
- (C) first person through director Roger Payne
- * (D) third person through someone interested in animal behavior

The student is asked to explain the point of view used in the passage. Option D is the correct answer. Option B is incorrect since there is no evidence that the author is a scientist. Options A and C are incorrect since the word "I" is not used in the passage.

E03.B-C.3.1.3

26. Which idea in the passage does the text box about dog laughter support?

- (A) Animals often defend their territory.
- (B) Animals use play to practice hunting.
- * (C) Animals have many types of play behaviors.
- (D) Animals like to explore their surroundings.

The student is asked to identify an idea from the passage that is supported by information in the text box. Option C is the correct answer since the text box discusses how dog laughter is an example of animal play. Animal play is the central idea of the passage. Options A, B, and D do not relate to the topic of dog laughter in the passage.

EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS**E03.B-V.4.1.1**

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

Part One

Read the sentence from the passage.

And it helps them adapt to a changing world.

What does the word adapt mean?

- Ⓐ to break apart
- Ⓑ to listen closely
- Ⓒ to run from
- * Ⓓ to fit in

Part Two

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

- Ⓐ “it helps”
- Ⓑ “simply for fun”
- Ⓒ “waste of time”
- * Ⓓ “changing world”

The student is asked to determine the meaning of “*adapt*” and to choose the phrase from the passage that supports this meaning.

Part One: Option D is the correct answer since it makes sense in the given context. Options A, B, and C do not make sense in context.

Part Two: Option D is the correct answer since “*changing world*” helps the reader understand that “*adapt*” means to be able to adjust. Option A does not allow the reader to determine the precise meaning of “*adapt*.” Options B and C do not relate to the meaning of “*adapt*.”

E03.B-K.1.1.2

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

Part One

What is the main idea of the passage?

- * Ⓐ Play helps animals in many important ways.
- Ⓑ Play allows animals to find food to eat.
- Ⓒ Play helps animals in leaping from trees.
- Ⓓ Play allows animals to have fun with toys.

Part Two

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

- * Ⓐ “It promotes brain development and health.”
- Ⓑ “His mom liked to wrestle and play, which provided enough playtime . . .”
- * Ⓒ “At the same time, they were building muscles . . .”
- Ⓓ “Whether you wrestle, swim, or figure skate, you’re not alone.”

The student is asked to determine the main idea of the passage and to select details from the passage that support the main idea.

Part One: Option A is the correct answer since this is what the passage is mainly about. Options B and C do not relate to information in the passage. Option D relates to information in the passage but is not the main idea.

Part Two: Options A and C are the correct answers since they support how play helps animals. Option B is a detail from the passage about one bear and does not directly relate to the main idea. Option D is a summary statement and does not directly support the main idea.

3-POINT SHORT-ANSWER QUESTION

E03.B-K.1.1.3

29. How does the description of the “ice-skating” bison support the idea that animals play in groups? Use information from the passage to support your answer.

3-POINT SHORT-ANSWER SCORING GUIDELINE

Question #29

Assessment Anchor:

E03.B-K.1–Key Ideas and Details

Specific Eligible Content addressed by this item:

E03.B-K.1.1.3–Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Scoring Guide:

Score	Description
3	The response is a clear, complete, and accurate explanation of how the description of the “ice-skating” bison supports the idea that animals play in groups. The response includes relevant and specific information from the passage.
2	The response is a partial explanation of how the description of the “ice-skating” bison supports the idea that animals play in groups. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal explanation of how the description of the “ice-skating” bison supports the idea that animals play in groups. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

3-POINT SHORT-ANSWER STUDENT RESPONSES**E03.B-K.1.1.3 Response Score: 3**

29. How does the description of the “ice-skating” bison support the idea that animals play in groups? Use information from the passage to support your answer.

The description of ice-skating bison supports the idea that animals play in groups by showing how some bison play together. It showed how they played on some ice so that I could understand that bison play together just like tigers and the clueless bear Cowboy. For example it said “one after another, each bison backed partway up the hill, pawed the ground like a charging bull and galloped toward a frozen lake”. Then they skate on ice! Then it said they would bellow loudly and do it all again because it’s fun to play together.

The response is a clear explanation of how the description of the “ice-skating” bison supports the idea that animals play in groups (“*It showed how they played on some ice . . . just like tigers and the clueless bear Cowboy*” and “*they would bellow loudly and do it all again because it’s fun to play together*”). The response includes relevant and specific information from the passage (“*one after another, each bison backed partway up the hill, pawed the ground like a charging bull and galloped toward a frozen lake*”).

E03.B-K.1.1.3 Response Score: 2

29. How does the description of the “ice-skating” bison support the idea that animals play in groups? Use information from the passage to support your answer.

The bison in the story are running down a hill and sliding on a frozen pond. They took turns just like we do on the playground! And they “bellow” which sounds like they are having fun playing on the frozen lake together.

The response is a partial explanation of how the description of the “ice-skating” bison supports the idea that animals play in groups (“They took turns just like we do” and “they are having fun playing on the frozen lake together”). The response includes limited information from the passage (“The bison . . . are running down a hill and sliding on a frozen pond” and “they ‘bellow’”).

E03.B-K.1.1.3 Response Score: 1

29. How does the description of the “ice-skating” bison support the idea that animals play in groups? Use information from the passage to support your answer.

The bison slipping on some ice and then they bellows!

The response relates minimally to the task (“bison slipping on some ice and then they bellows”).

E03.B-K.1.1.3 Response Score: 0

29. How does the description of the “ice-skating” bison support the idea that animals play in groups? Use information from the passage to support your answer.

My dog Charlie cant
laugh Hes just
a dog!!!

The response is totally irrelevant.

PASSAGE 4

Read the following passage about a person who lived near a volcano. Then answer questions 30 through 39.

It Rained Cement

by Megan Clements

When I moved to Quito, Ecuador, in the 1990s, the last thing I expected to see was an erupting volcano.

I had read a lot about Quito. But I hadn't come across anything about Guagua Pichincha, an active volcano a few miles west of the city. I didn't even know it existed . . . until 1999, when it was about to erupt.

Guagua Pichincha had not erupted for a hundred years. But now magma was making its way to the surface, and the pressure was causing earthquakes.

In the city, we did not feel the earthquakes very often. But scientists were able to detect them. Some of the tremors shook nonstop for six hours. Guagua Pichincha was about to erupt.

On the morning of September 3, 1999, I saw a huge plume of ash shoot from the volcano. The mushroom-shaped cloud rose to a height of more than three miles. As the ash settled, it covered the city in a thin layer. Even cities miles away from Quito were blanketed in ash.

What had set off this eruption?

The answer was water. As the magma came closer to the surface, it heated rainwater in the ground. The water boiled. As the water turned into steam, the steam caused so much pressure that weak spots in the surface finally gave way and exploded.

One way to understand this type of eruption is to think of shaking a bottle of soda and then popping off the lid. Expanding gas in the soda creates so much pressure that it explodes out of the bottle, taking the soda with it.

The ash from Guagua Pichincha shot out with so much force that it traveled for miles before it settled. The finer ash hung in the air.

Volcanic ash is different from the ash left over from a wood fire. Volcanic ash is made up of tiny bits of lava. The eruption blasts the bits into the air while they are still hot, and they cool as separate particles, forming a fine dust.

This dust can clog the works of an engine or any other machine that needs air. Cars, buses, and even airplanes could not run in Quito for days.

Worse, the air could carry ash into a person's lungs, permanently damaging them. Schools were closed. People who had to leave home wore masks that protected their lungs.

A Cleansing Rain

One day, dark rain clouds rolled toward Quito. I thought, *What a relief to have the air finally clean!* I was looking forward to the time when I could walk outside without wearing a bulky mask over my nose and mouth.

I had an appointment in 10 minutes. I had to walk, of course, since no cars or buses were running. As the clouds neared the city, I strapped on my mask.

When the rain started to fall, the water looked normal until I looked down. The water wasn't clear. It was gray. My clothes had little drops of wet ash on them. The rain was cleaning the air as I had hoped. But it was dropping the ash as a watery mess.

I walked faster. The rain fell harder. Before I knew it, I was wet from head to toe. The surprising part was that when I finally found shelter, the thin, ashy rainwater started to harden. I could move my clothes and my hair into any form and they would stay. It was as if the sky had rained cement!

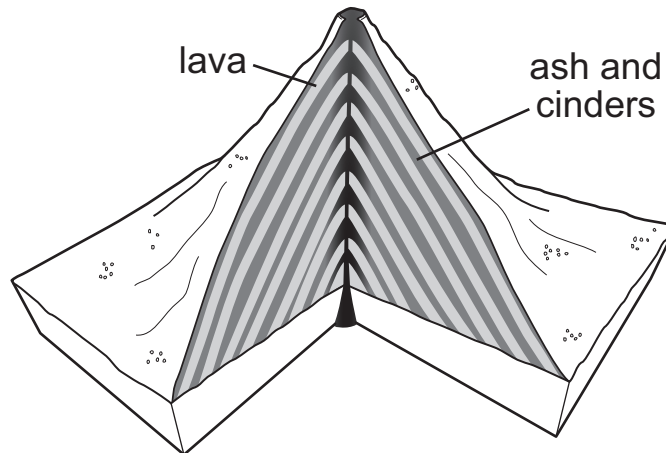
Minor eruptions of steam and ash continued for months. I never thought I would get used to the sight of a volcano erupting, but it became commonplace for the people of Quito.

By the year 2000, Guagua Pichincha finally rested again. I will never forget the huge clouds of ash rising from the mountains behind us. And I will always remember to stay out of the rain after a volcano erupts.

Inside the Volcano

Guagua Pichincha is a kind of volcano called a composite cone. It's a mountain built up by two kinds of eruptions. One spews volcanic ash and cinders. The other kind sends thick lava flowing over the ash and cinders. Each time the volcano has one of these major eruptions, it grows taller, with more layers of cinders or fluid lava or both. The eruption in 1999 was less violent than either of those types. Mostly, it ejected volcanic ash into the air.

The volcano now stands 4,784 meters (15,695 feet) above sea level. That's taller than 12 Empire State Buildings stacked on top of one another and about only half as tall as Mount Everest, the world's highest mountain.



MULTIPLE-CHOICE QUESTIONS**E03.B-C.3.1.1**

30. How are the first three paragraphs under the heading “A Cleansing Rain” organized?

- Ⓐ order of importance
- * Ⓑ sequence of events
- Ⓒ comparison and contrast
- Ⓓ question and answer

The student is asked to determine how the events are organized in the first three paragraphs under “A Cleansing Rain.” Option B is the correct answer since these paragraphs focus on the author’s experience as she walks outside, and it begins to rain. Phrases such as “in 10 minutes” and “when the rain started” are evidence that sequential order is being used as a way to organize the paragraphs. Options A, C, and D do not correctly label the organization of these three paragraphs.

E03.B-V.4.1.1

31. Read the sentences from the passage.

On the morning of September 3, 1999, I saw a huge plume of ash shoot from the volcano. The mushroom-shaped cloud rose to a height of more than three miles.

Which word from the sentences **best** helps the reader know the meaning of the word plume?

- Ⓐ huge
- Ⓑ shoot
- * Ⓒ cloud
- Ⓓ height

The student is asked to determine which word from the given sentences helps the reader understand the use of the word “plume.” Option C is the correct answer since a “cloud” is similar in appearance to the “plume” of ash described in the sentences. Options A, B, and D are not as helpful in helping the student understand the use of the word “plume.”

E03.B-V.4.1.2

32. Read the sentence from the passage.

Even cities miles away from Quito were blanketed in ash.

What does the phrase “blanketed in ash” mean?

- Ⓐ The cities were kept warm by ash.
- * Ⓑ The cities were covered with ash.
- Ⓒ The cities spread out from Quito in many directions.
- Ⓓ The cities needed help from the people of Quito.

The student is asked to determine the meaning of the phrase “*blanketed in ash*.” Option B is the correct meaning of the phrase since a quality of a blanket is to cover an area, as the ash covered the cities. Options A, C, and D do not make sense in the given context.

E03.B-V.4.1.1

33. Read the sentence from the passage.

The eruption blasts the bits into the air while they are still hot, and they cool as separate particles, forming a fine dust.

What does the word particles mean as used in the passage?

- Ⓐ warm gas
- Ⓑ watery clouds
- * Ⓒ tiny pieces
- Ⓓ round spots

The student is asked to determine the meaning of “*particles*” using context clues. Option C is the correct answer since this phrase reflects the meaning of “*particles*.” The word “*bits*” from the sentence helps the reader know that Option C is the appropriate choice. Options A, B, and D are not the correct meanings for “*particles*.”

E03.B-K.1.1.1

34. How does the author feel when she first sees the rain clouds coming toward Quito?

- * Ⓐ comforted
- Ⓑ amused
- Ⓒ puzzled
- Ⓓ curious

The student is asked to determine how the author feels when she first sees the rain clouds coming toward Quito. Option A is the correct answer since the author states, "I thought, *What a relief to have the air finally clean!*" Options B, C, and D are not supported by information in the passage.

E03.B-K.1.1.1

35. What does the author mean by saying, "It was as if the sky had rained cement"?

- * Ⓐ The fallen ash hardened on her clothes and hair.
- Ⓑ The volcano caused ash to fly into the sky.
- Ⓒ The sky looked like the color of cement.
- Ⓓ The rain was falling very hard.

The student is asked to make an inference about the meaning of a given sentence. Option A is the correct answer. The author states that, "*The surprising part was that when I finally found shelter, the thin, ashy rainwater started to harden. I could move my clothes and my hair into any form and they would stay.*" These sentences support Option A. Options B, C, and D are not supported by information in the passage.

E03.B-C.3.1.3

36. What does the illustration in the text box help the reader understand?

- Ⓐ what causes volcanoes to erupt
- Ⓑ what types of volcanoes exist
- Ⓒ how tall volcanoes are
- * Ⓓ how some volcanoes form

The student is asked to determine what the illustration in the text box helps the reader understand. Option D is the correct answer since the graphic shows the different layers that form in one type of volcano. Options A, B, and C are not supported by the illustration.

E03.B-K.1.1.3

37. Based on the passage, what is the relationship between volcanoes and earthquakes?

- Ⓐ Earthquakes cause volcanoes to erupt.
- Ⓑ Earthquakes are stronger when volcanoes erupt.
- * Ⓒ Magma coming to the surface of a volcano can cause earthquakes.
- Ⓓ Water boiling inside a volcano lessens the effects of earthquakes.

The student is asked to determine the relationship between volcanoes and earthquakes. Option C is the correct answer since the passage directly states this fact. Option A is incorrect since the passage states that volcanic eruptions cause earthquakes; earthquakes do not cause volcanic eruptions. Options B and D are not supported by information in the passage.

EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS**E03.B-C.2.1.2**

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

Part One

Which information can be found in the text box?

- Ⓐ how Guagua Pichincha is like the Empire State Building
- * Ⓑ what type of volcano Guagua Pichincha is
- Ⓒ how often Guagua Pichincha erupts
- Ⓓ where Guagua Pichincha is located

Part Two

Which phrase from the text box supports the answer in Part One? Choose **one** answer.

- * Ⓐ “composite cone”
- Ⓑ “eruption in 1999”
- Ⓒ “ejected volcanic ash”
- Ⓓ “taller than 12 Empire State Buildings”

The student is asked to determine the information that can be found in the text box and to select the phrase from the text box that supports this information.

Part One: Option B is the correct answer since both the text and the diagram in the box give details about the type of volcano that Guagua Pinchincha is. Option A is not correct since the text box gives the height of the volcano in relation to the Empire State Building. Option C is incorrect since the text box does not tell how often the volcano erupts; it only tells when the last eruption was. Option D is incorrect since the text box does not tell where the volcano is located.

Part Two: Option A is the correct answer since this phrase describes what type of volcano Guagua Pinchincha is. Options B, C, and D do not support the correct answer in Part One.

E03.B-K.1.1.2

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

Part One

What is a main idea of the passage?

- (A) Volcanoes do not regularly erupt.
- (B) Volcanoes do not usually erupt in or near cities.
- (C) An erupting volcano often causes earthquakes.
- * (D) An erupting volcano can cause serious problems.

Part Two

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

- (A) “Guagua Pichincha had not erupted for a hundred years.”
- (B) “In the city, we did not feel the earthquakes very often.”
- * (C) “Cars, buses, and even airplanes could not run in Quito for days.”
- * (D) “People who had to leave home wore masks that protected their lungs.”

The student is asked to determine a main idea of the passage and to select the details that support this main idea.

Part One: Option D is the correct answer since the passage mainly describes how volcanoes cause earthquakes, create flying ash and dust that clog machines and affect the health of people, and cause rain that brings down hardened ash. Option A is a misinterpretation of a statement the author makes about Guagua Pichincha not erupting for a hundred years. Options B and C are not supported by information in the passage.

Part Two: Options C and D are the correct answers since these options support the problems that earthquakes can cause. Options A and B do support the correct answer in Part One.

ACKNOWLEDGEMENTS

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Section 2**Directions:**

On the following pages are the Language questions and the writing prompts.

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 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 booklet.

STANDALONE MULTIPLE-CHOICE QUESTIONS**E03.D.1.1.1****40.** Read the sentence.

On Saturday we thought the grass looked really tall.

Which word describes the grass?

- Ⓐ thought
- Ⓑ looked
- Ⓒ really
- * Ⓓ tall

Students are asked to analyze the sentence to determine which word describes the grass. Students need to understand the way each word functions in the sentence and determine which word functions as an adjective of "grass." Option A, "thought," and Option B, "looked," both function as verbs in the sentence. Option C, "really," functions as an adverb in the sentence. Option D, "tall," is the correct answer because it functions as an adjective and describes the grass.

E03.D.1.1.1**41.** Read the sentence.

The playful kitten quickly jumped on the ball of string.

Which underlined word is being used as a noun in the sentence?

- Ⓐ playful
- Ⓑ quickly
- Ⓒ jumped
- * Ⓓ string

The student is asked to identify which word is used as a noun. Option A, "playful," is an adjective modifying "kitten." Option B, "quickly," is an adverb modifying "jumped." Option C, "jumped," is the verb in the sentence. Option D, "string," is used as a noun and therefore is the correct answer.

E03.D.1.1.2

42. Which underlined word should be changed to correct the mistake?

- Ⓐ Bill welcomed the visitors to his school.
- Ⓑ Ann found two pennies lying on the floor.
- Ⓒ The musician owned two guitars and three banjos.
- * Ⓓ We put on our coats and scarfs before going outside.

The student is asked to identify which underlined plural noun is spelled incorrectly. In Option A, "visitors" is the correct way to spell the plural of *visitor*. In Option B, "pennies" is the correct way to spell the plural of *penny*. In Option C, "banjos" is the correct way to spell the plural of *banjo*. In Option D, "scarfs" is not the correct way to spell the plural of *scarf*, and therefore, Option D is the correct answer.

E03.D.1.1.3

43. Read the sentence.

We listened as Mary explained her _____ about how long we should practice for the program.

Which word **best** completes the sentence?

- Ⓐ liberty
- Ⓑ mood
- * Ⓒ opinion
- Ⓓ opportunity

Students are asked to review each answer option to determine which word correctly completes the sentence. Students may think that Options A, B, and D are possible answers because they are nouns that could be placed in the sentence as a direct object; however, none of the options complete a sentence in a way that makes sense. Option C is the correct answer because it is the only option that, when added, completes a sentence that makes sense.

E03.D.1.1.4

44. Read the sentences.

It began to rain just as we got to my friend's house. When we ringed the doorbell, my friend came to the door right away to make sure we did not get wet.

Which underlined word should be changed to correct a mistake?

- (A) began
- (B) got
- * (C) ringed
- (D) came

Students are asked to review each underlined verb to determine which has been formed incorrectly. Students need to understand how to form and use irregular verbs. Each option is an irregular verb, and one is used incorrectly. For Option A, students must determine whether "began" is the correct form of the verb *to begin* in the context of this sentence. Students who are not proficient in this skill may think "began" should be *begun*. Similarly, some students may think Option B, "got," is the incorrectly formed verb and that it should be *get* or *gotten*. Others may think Option D, "came," should be *come*. However, options A, B, and D represent the correct verb form. Option C is the correct answer because "ringed" is not the past-tense form of the verb *to ring*. This irregular verb should be written as *rang*.

E03.D.1.1.5

45. Read the paragraph.

A frog lives in my neighbor's pond. Yesterday I watched it jump into the water. It made a small splash. Tomorrow I take my brother to the pond to show him the frog.

Which underlined verb should be changed to correct the mistake in verb tense?

- Ⓐ lives
- Ⓑ watched
- Ⓒ made
- * Ⓓ take

The student is asked to determine which simple-tense verb is used incorrectly in the paragraph. Option A, "lives," is used to correctly express an action or condition in present time and is therefore not the correct answer. Option B, "watched," is used to correctly express an action in past time ("Yesterday") and is therefore not the correct answer. Option C, "made," is used correctly to express an action in past time (this action also took place "Yesterday") and is therefore not the correct answer. Option D, "take," is incorrectly used to express an action in future time ("tomorrow") and is therefore the correct answer.

E03.D.1.1.6

46. Read the sentence.

Dave and John was told that they could bring their new books
1 2 3
to class with them.
4

Which part of the sentence has a mistake?

- * (A) part 1
- (B) part 2
- (C) part 3
- (D) part 4

Students are asked to analyze the sentence to determine which part of the sentence contains an error. Students need to know to look for errors in spelling, capitalization, punctuation, grammar, or usage. Students may think Option B, part 2 of the sentence, contains an error in pronoun-antecedent agreement. Others may think Option C, part 3 of the sentence, contains a usage error (*their/there* and *new/knew*). Some students may think Option D, part 4 of the sentence, contains an error in pronoun-antecedent agreement. Option A, part 1 of the sentence, is the correct answer because it contains an error in subject-verb agreement (“*was*” should be *were*).

E03.D.1.1.7

47. Read the sentence.

She was able to wake up _____ than the rest of the children.

Which word or words correctly complete the sentence?

- * Ⓐ earlier
- Ⓑ earliest
- Ⓒ more earlier
- Ⓓ most earliest

Students are asked to review the answer options to determine the word or words that correctly complete the sentence. Students need to know how to form and use comparative and superlative adverbs. Option B is a superlative adverb that would not correctly complete the sentence. Option C shows an incorrect use of a comparative adverb. Option D shows an incorrect use of a superlative adverb. Option A is the correct answer because the comparative adverb correctly completes the sentence.

E03.D.1.1.8

48. Read the sentence.

It just started raining, _____ we can't go outside to play.

Which word correctly completes the sentence?

- Ⓐ or
- * Ⓑ so
- Ⓒ but
- Ⓓ for

Students are asked to determine the coordinating conjunction that correctly completes the sentence. Options A, C, and D do not correctly complete the sentence. In these cases, the conjunctions "or," "but," and "for" do not connect the two clauses in a way that reflects their logical relationship. Option B, "so," is the correct answer because it correctly connects the ideas in the sentence by suggesting that the group the narrator is a part of cannot play outside because of the rain.

E03.D.1.1.9

49. Read the information.

I love my pet puppy Peanut.

Peanut sometimes worries me.

Choose the correct way to write the information as a compound sentence.

- Ⓐ Although I love my pet puppy Peanut, sometimes she worries me.
- Ⓑ Because she sometimes worries me, I love my pet puppy Peanut.
- * Ⓒ I love my pet puppy Peanut, but sometimes she worries me.
- Ⓓ With all the worry that she causes me, I still love my pet puppy Peanut.

Students are asked to choose the correct way to write the information as a compound sentence. Students need to analyze each answer option to determine which option demonstrates the correct way to write the information as a compound sentence. Both Options A and D correctly write the information, but both options are examples of complex sentences because they contain dependent clauses that precede, in these examples, independent clauses. Option D, while being a correct way to write the information, is an example of a simple sentence. Option C is the only option that demonstrates the correct way to write the information as a compound sentence.

E03.D.1.2.1

50. Which sentence has a mistake in capitalization?

- Ⓐ We enjoyed reading the play If You Give a Mouse a Cookie.
- Ⓑ Our class loudly sang the song “It’s a Small World” at the show.
- Ⓒ My favorite chapter in the book is called “First Day of Spring.”
- * Ⓓ I read the book Two little Trains three times already today.

Students are asked to analyze each sentence to identify which option contains a capitalization error. Students need to know how to apply capitalization appropriately. For Option A, students need to know how to correctly capitalize words in a title of a play. Option B requires that students know how to capitalize words in a title of a song, and for Option C students need to know how to capitalize words in the title of a chapter of a book. The titles in Options A, B, and C are correctly capitalized and correctly leave the article “a” and the preposition “of” lowercase. Option D is the correct answer because the word “*little*” in the book title should be capitalized.

E03.D.1.2.2

51. Which sentence uses commas correctly?

- Ⓐ I live at 500 Grant Avenue, Harrisburg Pennsylvania.
- Ⓑ My friend lives at 2020, South River Street, Erie Pennsylvania.
- Ⓒ I must travel to 124 North Center Street Johnstown, Pennsylvania.
- * Ⓓ She works at 6226 West Forest Road, Pittsburgh, Pennsylvania.

Students are asked to analyze each sentence to determine which sentence correctly uses commas. Students need to know how to use commas in an address. Option A is missing a comma between the city and the state. Option B has an extra comma after "2020" and is also missing a comma between the city and the state. Option C is missing a comma after "Street." Option D is the correct answer because it uses commas correctly. This option has a comma after "Road" and a comma between the city and the state.

E03.D.1.2.3

52. Which sentence is punctuated correctly?

- Ⓐ He said "My new kitten loves to roll in the grass."
- Ⓑ He "said My new kitten loves to roll in the grass."
- * Ⓒ He said, "My new kitten loves to roll in the grass."
- Ⓓ "He said, My new kitten loves to roll in the grass."

Students are asked to analyze each option to determine which sentence is correctly punctuated. Students need to understand how to use commas and quotation marks in dialogue. Option A is missing a comma after "said." Option B is missing a comma after "said" and has incorrectly placed the first quotation mark. Option D has also placed the first quotation mark incorrectly. Option C is the correct answer because the comma and quotation marks are used correctly.

E03.D.1.2.4

53. Which sentence has an apostrophe mistake?

- Ⓐ All three islands' beaches are made up of black sand.
- Ⓑ The captain's busy crew raised the sails in a hurry.
- * Ⓒ All the workers' loaded their tools on the truck.
- Ⓓ The parade's first group was a marching band.

Students are asked to analyze each option to determine which sentence has an apostrophe mistake. Students need to know how to form possessives using apostrophes. Option A uses an apostrophe correctly because "islands'" is plural and shows possession. Options B and D use apostrophes correctly because the words "captain's" and "parade's" are singular and show possession. Option C is the correct answer because the word "workers'" should be plural but not possessive, so it should not have an apostrophe.

E03.D.1.2.5

54. Which underlined word should be changed to correct the spelling mistake?

- Ⓐ The students walked down the hallway.
- Ⓑ The rabbit hopped through the meadow.
- Ⓒ Ann will take her new book home to read.
- * Ⓓ Mark will raize his hand before speaking.

The student is asked to identify a mistake in spelling. Options A, B, and C are spelled correctly. In Option D, the letter "z" is used instead of the letter "s" in the word "raize," and thus the spelling is incorrect.

E03.D.1.2.5

E03.D.1.2.6

55. Read the sentence.

On Wednesday our neighbor invited us to the school picnic.

Which underlined word in the sentence is spelled wrong?

- Ⓐ Wednesday
- Ⓑ neighbor
- Ⓒ school
- * Ⓓ picnic

Students are asked to review the underlined words to determine which word is spelled incorrectly. Students may select Option A if they think “*Wednesday*” should be spelled *Wensday*, *Wedsday*, or *Wendsday*. Likewise, students may select Option B if they think “*neighbor*” should be spelled *neibor*, *neighber*, or *neihber*. Students may select Option C if they think “*school*” should be spelled *skool*, *scool*, or *schule*. Option D is the correct answer because “*picnik*” should be spelled *picnic*.

E03.D.2.1.1

56. Read the sentences from a story.

(1) Bill decided that drinking a hot cup of cinnamon tea would be a nice way to get warm. (2) He filled the teapot with cold water and then placed it on the stove. (3) While he was waiting for the water to boil, he opened the box of tea and breathed in the scent of cinnamon. (4) Not long after, steam came out of the teapot noisily.

Choose the **most** descriptive way to revise sentence 4.

- Ⓐ Not long after, some steam got out of the teapot very loudly.
- * Ⓑ Not long after, steam sprayed from the teapot with a loud whistle.
- Ⓒ Not long after, there was steam and a loud noise from the teapot.
- Ⓓ Not long after, steam went in the air from the teapot with a loud sound.

The student is asked to choose the most descriptive way to revise a sentence. Option A uses a vague and imprecise verb, "got out of," and adds the word "very" to intensify meaning, but the sentence lacks descriptive detail. Option B, the correct answer, uses a strong verb, "sprayed," and sensory language, "loud whistle." Option C uses vague language: "there was steam and a loud noise." Option D is longer but not descriptive, using a vague verb, "went," and vague noun phrase, "loud sound."

E03.D.2.1.1

57. Read the sentences from a story.

(1) Jessie and her dad built a box for bluebirds. (2) Bluebirds made a nest inside the box. (3) The baby birds _____.

Choose the **most** descriptive phrase to complete sentence 3.

- * Ⓐ chirped loudly
- Ⓑ were very loud
- Ⓒ made a lot of noise
- Ⓓ had some different sounds

The student is asked to select the most descriptive phrase to complete a sentence. Option A is the correct answer, with the vivid verb "chirped" and the descriptive adverb "loudly." Option B uses the word "loud" but has a weak verb, "were." Option C focuses on the amount of noise, but lacks descriptive detail. Option D uses a weak verb, "had," and vague description, "some different sounds."

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Section 3

Directions: On the following pages are the Opinion, Informative/Explanatory, and Narrative Writing Prompts.

E03.C.1.1

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.

Opinion Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Think about which part of the school day you think is best. Maybe it is lunch or recess. Maybe it is a class, such as reading or math. Why do you think this is the best part of the school day?

Write an essay for your teacher that states your opinion about what is the best part of the school day and explains why. Use details and reasons to support your opinion.



**Opinion Writing Prompt (continued)
Final Copy**

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



OPINION WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E03.C.1–Text Types and Purposes

Specific Eligible Content addressed by this item:

E03.C.1.1–Write opinion pieces on topics or texts, supporting a point of view with reasons.

Opinion Scoring Guidelines:

Score Point	Description
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • 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 • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • 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 • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • 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 • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning

Score Point	Description
1	<ul style="list-style-type: none"> • 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 • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

OPINION WRITING PROMPT STUDENT RESPONSES

E03.C.1.1 Response Score: 4



Think about which part of the school day you think is best. Maybe it is lunch or recess. Maybe it is a class, such as reading or math. Why do you think this is the best part of the school day?

Write an essay for your teacher that states your opinion about what is the best part of the school day and explains why. Use details and reasons to support your opinion.

Dear Mr. Goodman when we have social studies in class it is the best, even better than lunch or recess. You make class fun and intresting. And we learn a lot.

My favorite project was the one about famous people in history. When you dressed up as Benjamin Franklin you really looked like him. No other teacher ever dressed up this year. This showed our class what we could do for our project. You had lots of posters of Franklin telling about all his discoveries like finding about electricity by flying a kite. This was way better than anything we did last year.

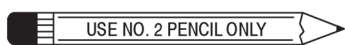
I chose to study Albert Einstein because he was smarter than anyone and I like to read about science. I found a really good white wig and mustache so I could look like him for our wax museum project.

In your class we get to show others what we learn when we do projects. What I liked most about the famous people project was dressing up in costume and acting like that person for our wax museum. It is fun to stand still until someone walked by and then you start talking as if you are that the famous person. Your Ben Franklin was the best but I felt good about my Einstein also. My parents told me they liked it when I talked about how smart Einstein was.

You make school so much fun and you are the best teacher in the world!

A sharp, distinct opinion is introduced (*"social studies in class it is the best"*), developed, and concluded (*"you are the best teacher in the world!"*) with evident awareness of task, purpose, and audience. This response has an effective organizational structure (*"My favorite project," "I chose to study," "we get to show others"*) that supports reasons and evidence. Elaboration is thorough with clearly presented reasons (*"No other teacher ever dressed up this year," "I chose to study Albert Einstein because he was smarter"*). The reasons and opinions are connected (*"This showed our class," "What I liked most"*). There is consistent control of sentence formation. A few errors are present in grammar, usage, spelling, and punctuation. These errors do not interfere with meaning.

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**Opinion Writing Prompt
Final Copy**

The best part of the school day is specialist. This is when we go to music, gym, art, or media center. We go to a different specialist each day. I like going to them.

Music is with Dr. Brown. She is fun. Sometimes we sing funny songs. Sometimes we play different drums. We are learning a new song with actions. We will sing it for the whole school at the spring concert. The song is about rain and the actions are neat. That is why music is great.

Gym is with Mr. Kingston. He makes us stretch our muscles. The best days are when we go on the climbing wall and if you get to the top you touch the goldin Ring. I touched it last week for the first time. Now you know why I think gym is great.

Art is with Ms. K. She is strict. I used to like art but that was with Mrs. Smith. She was nice. I like when we get to free draw.

If you need additional space, please continue on the next page.

GO ON 



Opinion Writing Prompt (continued)
Final Copy

I don't like when we have to use crayons, because sometimes I mess up. Ms. K sometimes lets us use pencils to draw. That is why I like art.

Media center is where you get books. If you lose a book you have to pay for it or you can't get a new book. My last book got lost and costed me 6 dollers. That is a lot of money for a kid. I have a baseball book to read. It is good, it has Babe Ruth. That is why media center is super.

Those are the specialists and I like those the best.

There is a sharp, distinct opinion introduced that *"The best part of the school day is specialist."* The response has an effective organizational structure that supports the evidence (*"Music," "Gym," "Art," "Media"*). There is substantial and relevant content provided for each of the areas that demonstrates a clear understanding of the purpose. Thorough elaboration with clearly presented reasons is consistently supported with facts and details (*"spring concert," "goldin Ring," "6 dollers"*). The reasons and opinions are connected (*"That is why," "The best days are when," "Now you know why"*). There is consistent control of sentence formation. A few errors are present in grammar, usage, spelling, and punctuation; however, the errors do not interfere with meaning.

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



E03.C.1.1 Response Score: 3



Think about which part of the school day you think is best. Maybe it is lunch or recess. Maybe it is a class, such as reading or math. Why do you think this is the best part of the school day?

Write an essay for your teacher that states your opinion about what is the best part of the school day and explains why. Use details and reasons to support your opinion.

Miss Daltons class is my favorite. She helps me to do everything I can to get good grades. I play sports after school so I can get behind expecially if we had a soccer game and I had no time to do my homework. She checks what I have done and what I still need to do and marks it on my planner. I like that and so does my mom becuase sometimes I completly forget about my school work. Mrs. Dalton helps me when I don't understand something.

We do fun projects in her class. Once she put us in groups and we had to pick a story book to read and tell to the rest of the class. Our group did the Pied piper. We read the story then we talked about what happened to the characters and where it happened. Then we wrote our own story about the piper story. My group decided to write a play and we took parts. I was Pied piper so I got to play my recorder for our play.

Having Miss Dalton's class right after lunch makes it a lot easier to come in from the playground. This is why she is my favorite teacher.

There is a clear opinion ("*Miss Daltons class is my favorite.*") that is introduced, developed, and concluded with general awareness of task, purpose, and audience. This response provides adequate and relevant content ("*She helps me to do everything,*" "*She checks what I have done,*" "*We do fun projects*") that demonstrates an understanding of the purpose. Elaboration is sufficient with clearly presented reasons. The writer concludes the response with a summary statement ("*This is why she is my favorite teacher.*"). A few errors are present in grammar, usage, spelling (*expecially, becuase, completly*), and punctuation. These errors do not interfere with meaning.

E03.C.1.1 Response Score: 3



Think about which part of the school day you think is best. Maybe it is lunch or recess. Maybe it is a class, such as reading or math. Why do you think this is the best part of the school day?

Write an essay for your teacher that states your opinion about what is the best part of the school day and explains why. Use details and reasons to support your opinion.

Reading is the best part of the day. I like to read. I read lots of books. Right now I am reading a book called Spy School. It is really cool. It is about a boy who goes to a spy school. His parents don't know it is a spy school and he lerns tons of spy thnks. It is a cool book. We have a partner reading time which is kinda like a book club. We meet two times a week and talk about a few chaptrs. We decide how many more chapters to read fur the net time we meat. We also have budy reading with the 5 gradrs. I like when the big kids come down and read with us. My budy is Ally She is really fun! The other days we do silent reading. That is when most of us read by ourselv. Our teacher meets with small groups of us to teach us reading stuff. I read green dot books right now but I want to read silver dot books. The silver dot book I want to read the most is called Radience. The cover has a cool picture on it. My budy Ally read it and liked it, We also write post it notes with new words or qeshions when we are reading. Those are ll my reasons why reading is the best part of the day. What is the best part of your day?

There is a clear opinion (*"Reading is the best part of the day"*) that is introduced, developed, and concluded with general awareness of task, purpose, and audience. The writer provides adequate and relevant content (*"two times a week," "5 gradrs," "green dot books"*) that demonstrates an understanding of the purpose. Sufficient elaboration is clearly presented in logically grouped segments about the book he or she is currently reading, partner reading, buddy reading, and independent reading. The writer concludes the response with both a summary statement (*"Those are [a]ll my reasons"*) and audience awareness (*"What is the best part of your day?"*). There is adequate control of sentence formation, and some errors are present in spelling (*"lerns," "thnks," "chaptrs," "fur" vs. for, "net" vs. next, "budy," "gradrs," "ourselv," "qeshions"*), grammar, and usage (*"kinda" vs. kind of, "meat" vs. meet, "[a]ll my reasons" vs. all of my reasons*).



Opinion Writing Prompt
Final Copy

I think reces is best. I like being out side. I hate waiting in line for the swings. It is great when there is no line. the swings are my favorite. Kids that get in truble have to sit on the bench. One time I cut in line at the swing. I had to sit on the loench I was mad. There are swings, hula hoops, balls, climbr, big field, 4 skware. I like swings best.

The student states the opinion that "reces is best" and develops the idea with a concentration on swings. The response lacks an organizational structure; however, the opinions and reasons are somewhat connected ("when," "One time"). There is inadequate content that demonstrates a weak understanding of the purpose, and the response is underdeveloped. The reader only learns about the swings and the bench for recess until a bare list is included toward the end of the response ("swings, hula hoops, balls, climbr, big field, 4 skware"). Errors are present in spelling ("reces," "truble," "skware") and the "and" is missing in the list cited above.

If you need additional space, please continue on the next page.



E03.C.1.1 Response Score: 1



Opinion Writing Prompt
Final Copy

Lunch is the best! I love to eat. Pizzad is my first pick. I dlsö like italiun dunkrs like bread stiks from Cornor Pizza by my hous.

The student states the opinion that "Lunch is the best!" However, this idea is only introduced in this brief response; the opinion is undeveloped with little support. The minimal content ("italiun dunkrs like bread stiks from Cornor Pizza by my hous") demonstrates little awareness of task and purpose. There is minimal order and organizational structure. The response lacks a conclusion. Errors are present in sentence formation and spelling.

If you need additional space, please continue on the next page.



E03.C.1.2

Writer's Checklist for the Informative/Explanatory 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 and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

- I stayed focused on the topic.
- I used specific details to support my ideas.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Informative/Explanatory Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

If you had to explain to a younger person how to do something that you or someone you know does well, what would it be? It could be something that is done at school, at home, or in your community.

Write an essay for a younger person that explains how to do something that you or someone you know does well. Use details and examples to support your explanation.

INFORMATIVE/EXPLANATORY WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E03.C.1–Text Types and Purposes

Specific Eligible Content addressed by this item:

E03.C.1.2–Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory Scoring Guidelines:

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that develop a topic • Substantial and relevant content that demonstrates an understanding of the purpose • Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details • Effective transitions that connect ideas and concepts • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate order and organizational structure that develop a topic • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details • Clear transitions that connect ideas and concepts • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat develop a topic • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details • Inconsistent/limited transitions that somewhat connect ideas and concepts • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning

Score Point	Description
1	<ul style="list-style-type: none"> • Minimal topic 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 writing with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

INFORMATIVE/EXPLANATORY WRITING PROMPT STUDENT RESPONSES

E03.C.1.2 Response Score: 4



If you had to explain to a younger person how to do something that you or someone you know does well, what would it be? It could be something that is done at school, at home, or in your community.

Write an essay for a younger person that explains how to do something that you or someone you know does well. Use details and examples to support your explanation.

Bella when I was in first grade mom taught me how to scramble eggs so that I could make my own breakfast before I left for morning swim practice. So, I am going to explain to you now how to make scrambled eggs.

First make sure the counter is wiped and clean. Then get out a bowl and pan big enough for all the ingredients. You also need a measuring cup and spoons and a spatula.

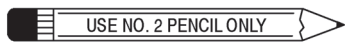
Next you have to get out the ingredients. The eggs milk and butter are in fridge. You also need salt and pepper. I never use the pepper.

First you crack the eggs on the side of the bowl. This takes practice because shells can fall in the bowl and then its messy getting them out. Add milk and a little salt. Now mix it by stirring until it is mixed. Then you turn on the stove to heat the pan. Pour the eggs in the pan without spilling. Stir the eggs slowly until it looks like scrambled eggs. Dish the eggs up on a plate. If you are really hungry or don't feel like doing dishes eat it right out of the pan but just don't tell mom.

You did it Bella! Enjoy eating your very first scrambled eggs.

A sharp, distinct topic is introduced (“*So, I am going to explain to you now how to make scrambled eggs.*”), developed, and concluded (“*Enjoy eating your very first scrambled eggs.*”) with evident awareness of task, purpose, and audience. This response demonstrates effective order and organizational structure in the explanation of making scrambled eggs. Transitions are effective (“*First make sure;*” “*Then get out a bowl;*” “*Next you have to;*” “*Now mix it*”). Content is relevant, demonstrating an understanding of the purpose. Consistent control of sentence formation is demonstrated, and there are a few errors in grammar, usage, spelling, and punctuation (“*Bella when I was*”). These errors do not interfere with meaning.

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Informative/Explanatory Writing Prompt
Final Copy

My mom and dad say I do lots of things really well. I'm especially good at playing sports. I think I am best at playing tennis I have played since I was 4 years old and started taking lessons when I was 5. If I had to explain something to a younger person I'd explain how to play tennis.

First you need your tennis gear. You must wear gym shoes, so you can run fast. You need a tennis racket. My racket is dark blue. Some places give you a racket. That may cost money but I don't remember how much. You play with yellow tennis balls. Your coach will have some. Or you can buy them at a sports goods store like Dick's.

Second, you need to listen to the coach, because he will teach you how to do it right. You have to hit the ball with the racket. You don't hit the ball with your hand. You don't kick the ball. There is a net in the middle. You want to get the ball over the net. When I started I hit the net a lot that is why I practice. I practice a lot.

If you need additional space, please continue on the next page.





**Informative/Explanatory Writing Prompt (continued)
Final Copy**

so I don't hit the net. Now I can get the ball over the net. I hit balls into the wall in our parking lot. I sometimes miss I sometimes get bored, but usually tennis is fun. The younger person might like it too.

That is why you need a racket and to learn to play tennis. I play tennis. well

A sharp, distinct topic is introduced (“tennis”), developed, and concluded with evident awareness of task and audience (“explain something to a younger person”). The writer establishes why he or she is knowledgeable enough to explain how to do tennis well (“lessons”). An effective organizational structure is introduced (“tennis gear,” “listen to the coach,” “practice”), and transitions connect ideas and concepts (“First,” “Second,” “When,” “Now”). Content is substantial and relevant, demonstrating an understanding of the purpose. Consistent control of sentence formation is demonstrated, and there are few errors in grammar, usage, spelling, and punctuation.

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



E03.C.1.2 Response Score: 3



If you had to explain to a younger person how to do something that you or someone you know does well, what would it be? It could be something that is done at school, at home, or in your community.

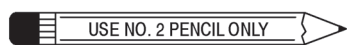
Write an essay for a younger person that explains how to do something that you or someone you know does well. Use details and examples to support your explanation.

I am going to tell you how to make an excellent club house. I know because Tyler Connor and me wanted a club house. We didn't know how to make one but my mom showed us how to make a tent with a blanket.

To make a club house you need a back yard with a tree and a fence on the other side to tie the rope for the blanket to make your tent. Tie the rope super tight. Now throw the blanket over the rope. Then fold the sides of the blanket out to make a tent and hold it down with big rocks.

Last put up a poster with the name for your club house. Enjoy!

A clear topic is introduced, developed, and concluded with general awareness of the task of explaining how to make a clubhouse. Adequate order and organizational structure develop the topic. Elaboration is sufficient ("*you need a back yard with a tree and a fence,*" "*Tie the rope super tight,*" "*Then fold the sides of the blanket out,*" "*hold it down with big rocks.*"). Transitions are clear (*but, Now, Then, Last*) and connect ideas and concepts. There are a few errors in grammar, usage, spelling, and punctuation; errors do not interfere with meaning.



Informative/Explanatory Writing Prompt
Final Copy

Something I do well is gymnastics I have been doing gymnastics since I was 3 years old. My sister does gymnastics. Her name is Tonya. My name is Becky. We do gymnastics at Rising Starship I am going to tell you who to do gymnastics well, so pay attention.

First you need to stretch or warm up. My favorite stretch is the butterfly. Next you run around the blue mat. It is bouncy. On the mat you do flips to music. It is important to remember you're ruleen. We also do bars, balance beam and I will learn to vault soon!

So that is how you do gymnastics. Make sure you listen to your coach to stay safe and to learn.

A clear topic is introduced ("gymnastics"), developed, and concluded with general awareness of the task of explaining to a younger person what you need to do ("I am going to tell you who [how] to do gymnastics well."). Clear transitions connect ideas and concepts ("First," "Next," "also," "So"). There is sufficient elaboration with clearly presented information, which is supported with facts ("doing gymnastics since I was 3 years old," "Rising Starship"), examples ("blue mat," "bouncy"), and concrete details ("favorite stretch is the butterfly"). There is adequate control of sentence formation. While some errors are present in grammar, usage ("you're" vs. your), spelling ("attention," "butterflie," "ruleen," "beem," "valt"), and punctuation, the errors do not interfere with meaning.

If you need additional space, please continue on the next page.

GO ON

E03.C.1.2 Response Score: 2



If you had to explain to a younger person how to do something that you or someone you know does well, what would it be? It could be something that is done at school, at home, or in your community.

Write an essay for a younger person that explains how to do something that you or someone you know does well. Use details and examples to support your explanation.

I can spell really well I am the best speller in my class. I get a hundred on every spelling test every week. I practice my spelling words every day. If you use flash cards. You can learn to spell. Maybe you can practice with me. If you are lucky you can do the Spelling Bee. I won my class spelling Bee. That is why I spell really well.

A topic is introduced ("*spelling*") with limited awareness of the task of explaining how to spell to a younger person. The response is underdeveloped. The mention of practicing and flash cards does not explain how they will help. Ideas are somewhat connected ("*If you,*" "*That is why*"). Inconsistent control of sentence formation is demonstrated; there is a fragment ("*If you use flash cards*"), and the response opens with a run-on ("*I can spell really well I am the best speller in my class*"). Adequate control of grammar, usage, spelling, and punctuation is demonstrated; however, this alone is not enough to warrant a higher score for this brief response.



Informative/Explanatory Writing Prompt
Final Copy

Play Pokemon white. I have it on my DS. It is really cool. I got it last ye - for ~~my~~ my burth day. I chose Liypup. I fought Lenora and I beated her and that was hard and I want to go home and pley it now

There is a minimal topic introduced ("Pokemon white"). There is little awareness of task, purpose, and audience. There is no explanation of how to play the game; there is instead only minimal content that demonstrates little understanding of the purpose ("I chose Liypup. I fought Lenora"). Minimal control of sentence formation is demonstrated ("I fought... and I beated... and that... and I want"). Errors are present in grammar, usage, spelling, and punctuation ("burth day," "fighted," "beated").

If you need additional space, please continue on the next page.



E03.C.1.3

Writer's Checklist for the Narrative 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 subject and the story you want to write.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your story.

FOCUS while you write

- Stay with the same point of view.
- Use descriptive details in your story. Include dialogue, if appropriate.
- Use a variety of sentence types.
- Tell your story so it has a clear beginning, middle, and end.

PROOFREAD after you write

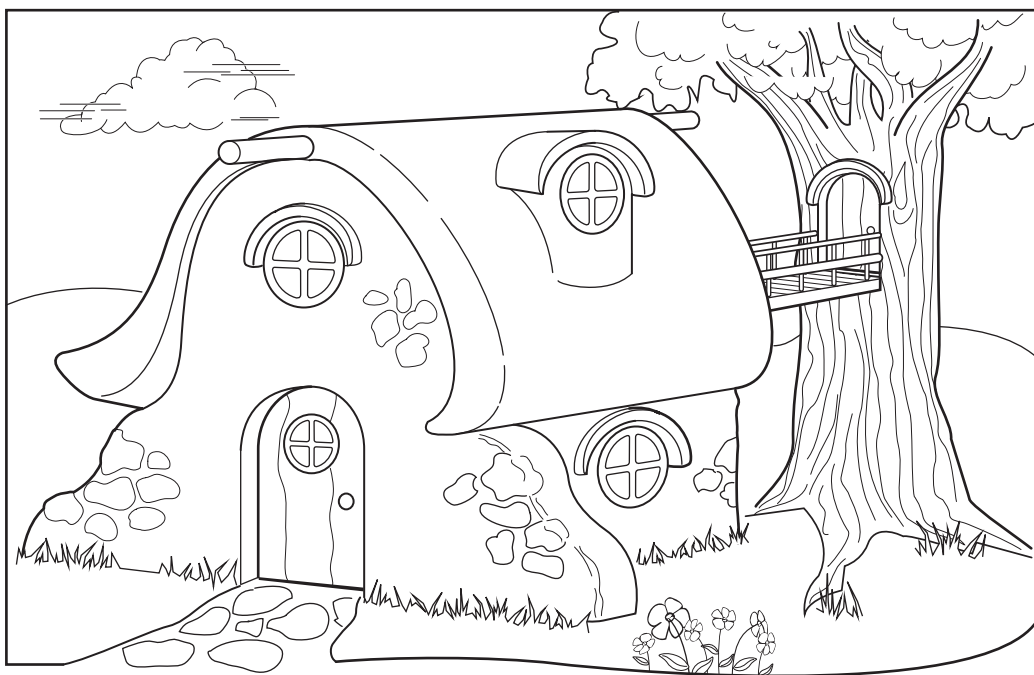
- I stayed with the same tone and point of view.
- I used descriptive details in my story.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Narrative Writing Prompt

You will have at least 30 minutes to plan, write, and proofread your response to this prompt:

Look at the picture of a house. What would it be like to visit a friend who lives at this house? Think about what you might do, who else might be there, and what might happen.

Write a story for your teacher about an adventure you could have visiting a friend at this house. Make sure your story has a beginning, middle, and end.





**Narrative Writing Prompt (continued)
Final Copy**

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



NARRATIVE WRITING PROMPT—4-POINT MODE-SPECIFIC SCORING GUIDELINE

Assessment Anchor:

E03.C.1–Text Types and Purposes

Specific Eligible Content addressed by this item:

E03.C.1.3–Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Narrative Scoring Guidelines:

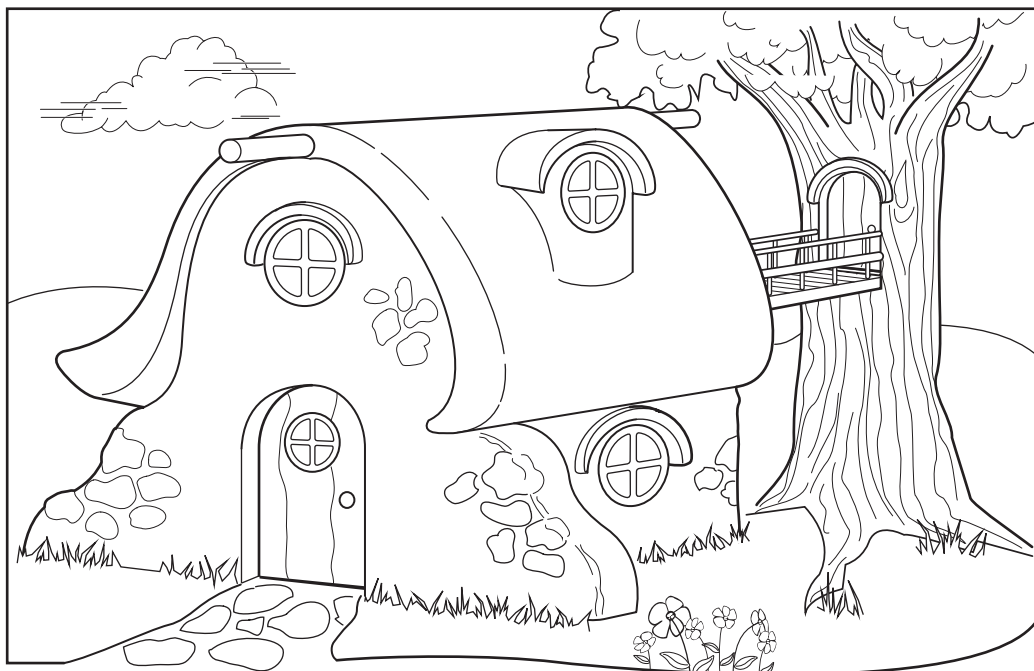
Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning

Score Point	Description
1	<ul style="list-style-type: none"> • Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

NARRATIVE WRITING PROMPT STUDENT RESPONSES**E03.C.1.3 Response Score: 4**

Look at the picture of a house. What would it be like to visit a friend who lives at this house? Think about what you might do, who else might be there, and what might happen.

Write a story for your teacher about an adventure you could have visiting a friend at this house. Make sure your story has a beginning, middle, and end.



My friend Sally lives with her granny in a small little house on our street. Sally and her granny don't have a lot but she makes the best cookies to sell. They have this huge tree in their back yard with a door. There is a little bridge from Sally's window to the tree but the door is locked and Sally's granny said she lost the key. We were sure there was a treasure behind that door and we kept pestering her for the key.

Finally we decided one evening that we were going to find the key and solve the mystery. When Sally's granny went to bed we searched for that key everywhere. We opened every drawer and then Sally shouted "Got it!" She held out a rusty key.

We tippy toed across the little bridge and stood in front of the door. "What if a mean old troll lives there?" Sally asked. "Don't be silly the tree is not that big" I said. Nervously she stuck the key in the lock. We slowly opened the door expecting something and then we were so disapointed. We just stared at the tree trunk.

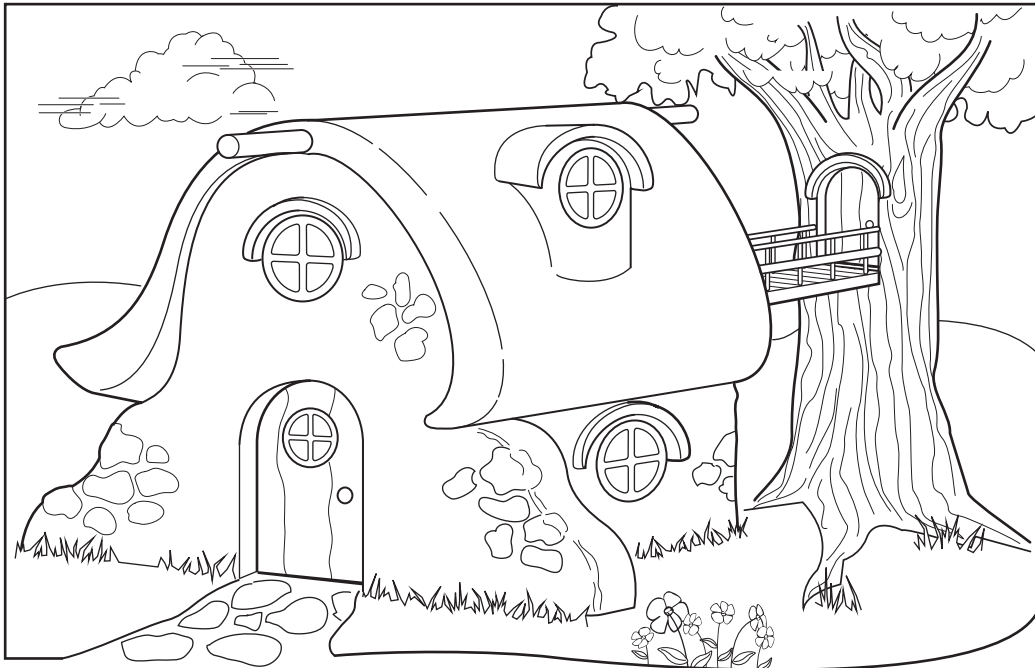
The next day Sally's granny told us Sally's grandpa made the door and planned to make a little room but could not finish it. Too bad that we could not find a treasure!

This response provides a distinctly established situation about a tree with a locked door that orients the reader and introduces the narrator and the characters. There is an effective narrative pattern that sequences the events ("*we were going to find the key,*" "*we searched,*" "*tippy toed across the little bridge,*" "*We just stared at the tree trunk.*") and provides a conclusion. There is effective use of narrative techniques, including dialogue, to develop the events. The response demonstrates consistent control of sentence formation and effective use of transitions (*but, and, Finally, then*). Few errors are present in grammar, usage, spelling, and punctuation. These errors do not interfere with meaning.

E03.C.1.3 Response Score: 4

Look at the picture of a house. What would it be like to visit a friend who lives at this house? Think about what you might do, who else might be there, and what might happen.

Write a story for your teacher about an adventure you could have visiting a friend at this house. Make sure your story has a beginning, middle, and end.



This is a story about visiting my friend Ethan at a house in the woods. Ethan is 8. I am 8 too. Ethan and I met on the playground. His house is just like my house but it has one special thing a secret door into a tree.

Ethan and I crossed the bridge. We were quite and tryd not to make noise. We tryd the door it was not locked. We went in. the walls had lights and we could see. We walked in and there were steps up and steps down. "Which way should we go" I asked. Ethan whesperd down."

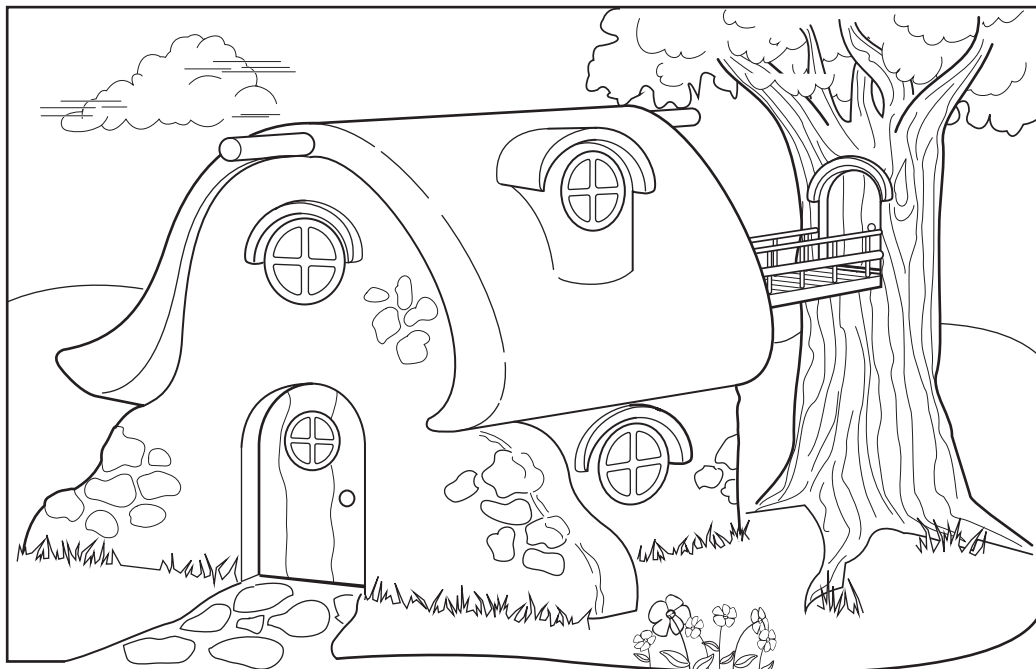
We went down. About half way down I fell. Boom. It was loud and I bumped Ethan. We both fell all the way to the bottom. BOOM BOOM BOOM. "Shhhh" said Ethan "I said sorry". We herd a noiz. We stoped talking. "Who is there" a vois said lowdr. Then we saw it. A great big...squirrel. "Who are you" we asked. "Who are you" asked the squirrel. Ethan said "I live in the house by this tree." The squirrel said "I am the cookie maker" "Would you like a cookie?" the squirrel asked? "Yes" we both said at the same time. The cookie was warm and yummy. "Thank you" I said. "Thank you" said Ethan. We had fun with the squirrel. Next time we will try to go up the steps. Wondr what is up the steps?

A distinctly established situation orients the reader to the story about a house with a "secret door into a tree" and introduces the narrator and characters (his friend Ethan and a squirrel). There is an effective narrative pattern that sequences events. The response begins with the characters going through a door, discovering steps, and making a choice (up or down). The response continues as they tumble down the steps, meet a squirrel, and enjoy cookies. The response has a clever conclusion ("Next time we will try to go up the steps. Wondr what is up the steps?"). There is thorough elaboration and effective use of narrative techniques, including dialogue, dialogue tags ("whesperd"), and sound effects ("BOOM"). Consistent control of sentence formation is demonstrated, and some errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

E03.C.1.3 Response Score: 3

Look at the picture of a house. What would it be like to visit a friend who lives at this house? Think about what you might do, who else might be there, and what might happen.

Write a story for your teacher about an adventure you could have visiting a friend at this house. Make sure your story has a beginning, middle, and end.



Every Saturday I visit my friend Ellie. She lives in the woods and Ellie is my best friend. She lives there because she likes to be in the woods away from noise.

I leave home early when the birds start singing. When I get close to Ellie's house the trees get taller and taller and closer and closer to me. Finally I see Ellie's tiny little house. It always fun that Ellie's front door opens right when I get there. Somehow Ellie always knows when I get there. She always yells "you are here!"

When I eventually get to Ellie's front door we go upstairs to her bedroom. Then we climb out her window and walk over the wooden bridge to the big tree in the back. I say "what is our plans today?" I always want to go to the pond and play with tadpoles. They are so slimy and stinky but I like to hold them in my hand.

Every day is an adventure with Ellie. I just have to remember to go back home in time for lunch.

This response provides a clearly established situation ("*Every Saturday I visit my friend Ellie. She lives in the woods*") that orients the reader. There is a narrative pattern that generally sequences the events and provides a conclusion ("*Every day is an adventure with Ellie. I just have to remember to go back home in time for lunch.*"). Elaboration is sufficient to support the storyline ("*when the birds start singing," "trees get taller and taller," "tiny little house," "slimy and stinky*"). There is adequate use of narrative techniques, including dialogue and repetition ("*taller and taller," "closer and closer*"), to develop experiences and events. Errors in grammar, usage, spelling, and punctuation do not interfere with meaning.

Narrative Writing Prompt
Final Copy

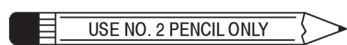
Hi! My name is Sara and I am going to tell you and adventure I had with my best friend Annie. It was a bright sunny day and I rode my shiny red bike over to Annie's house. Her house is attached to a tree. We have always bugged her mom about the door on the tree and today was the day we were going to find out what was behind the door.

When I got to Annie's house her Mom gave us a folded up note and said "Girls here is your first clue on your scavenger hunt to find the key to the door on the tree." "Awesome" we replied. I opened the first note and read it out loud to Annie "What is round and lets you see the outside?" "A window!" Annie said. We ran to the window but didn't find a note. We ran to another window and there it was! The next note led us outside to the flowers. The third note led us to the bridge. Then we had to go look under her bed. We got tired but we finally found the key. "Sarah time to go home" said her mom. "Oh no" we both said. We will have to open the door tomorrow.

If you need additional space, please continue on the next page.



A clearly established situation about having a scavenger hunt to get the key orients the reader and introduces the narrator (Sara) and the characters (Annie and Annie's mom). There is a narrative pattern that generally sequences events and provides a conclusion (*"We will have to open the door tomorrow"*). Sufficient elaboration supports the storyline (*"We have always bugged her mom . . . today was the day," "gave us a folded up note," "read it out loud"*). There is adequate use of narrative techniques to develop experiences and events (*"we replied," "We ran to the window but didn't find a note"*). There is adequate control of sentence formation. Some errors are present in grammar, usage, spelling, and punctuation.

Narrative Writing Prompt
Final Copy

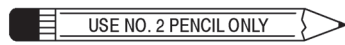
My adventur at this house. My freind
has a big bed room in the tree. It is really
cool and all made out of wood and I like
to go there and we play there. We play
games and do fun pyrat stuff like sword
fight or look for Tresor. Some times the
Tresor is out in the gardin and we dig in
the gardin. And we have snak then
my Mom calls and I have to go
home. That alway make me sad.

There is a situation (playing at a friend's house) that orients the reader and introduces the characters ("My freind," "my Mom"). A weak narrative pattern sequences the events with limited use of transitions ("We play," "have snak then my Mom calls and I have to go home"). There is weak elaboration that somewhat supports the storyline ("made out of wood"). There is inconsistent control of sentence formation as the writer over-coordinates and creates run-on sentences. Errors are present in grammar, usage, spelling, and punctuation.

If you need additional space, please continue on the next page.



E03.C.1.3 Response Score: 1



Narrative Writing Prompt
Final Copy

the picture of the house. A story
for your teacher. An advintr I cld
hav at a friend house. The house is
stuk to a tree. It has windo and door
and roof and walk and flowr and grass
and look nice and I go there to play
wif mi frend

There is minimal evidence of a situation and/or theme, with only the topic of a house. A narrative pattern is not established, and there are no events beyond "I go there to play wif mi frend". This brief response does attempt to describe a setting ("the picture") in a listed manner; however, this does not support a storyline. There is minimal control of sentence formation, since there are fragmented and run-on sentences. There are many errors present in grammar, usage, spelling, and punctuation.

If you need additional space, please continue on the next page.



PSSA Grade 3 English Language Arts Item and Scoring Sampler

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