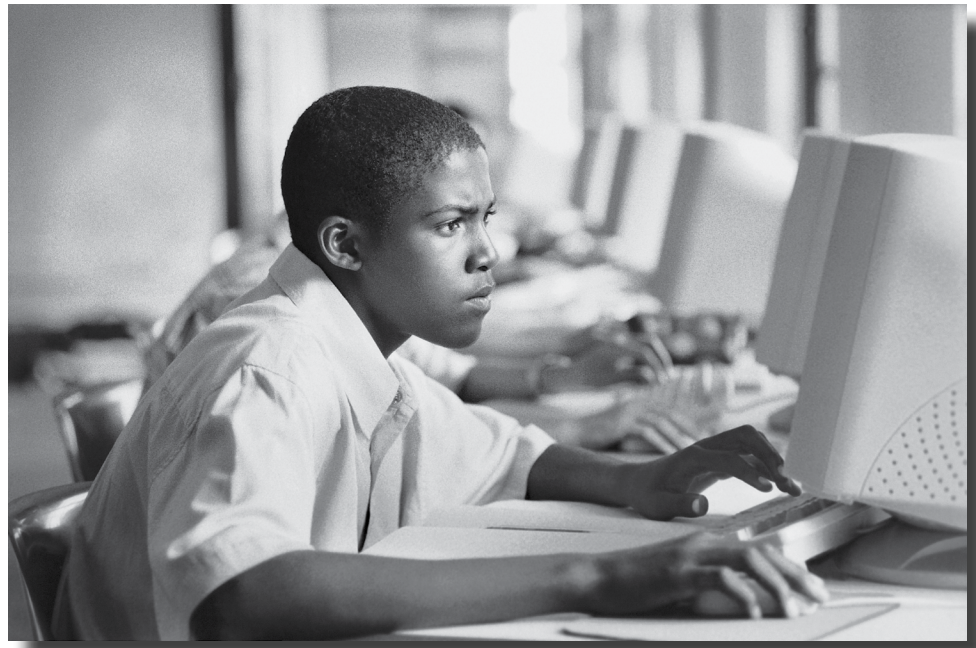




pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2019–2020
Grade 7

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INTRODUCTION

General Introduction

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

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

Pennsylvania Core Standards (PCS)

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

The 2014 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- www.education.pa.gov [Roll over 'DATA AND REPORTING' in the dark blue bar across the top of the page. Select 'ASSESSMENT AND ACCOUNTABILITY.' Click on the link that reads 'Pennsylvania System of School Assessment (PSSA).' Then click on 'Assessment Anchors/Eligible Content!']

What Is Included

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

Purpose and Uses

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

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

Item Format and Scoring Guidelines

The 2019–2020 PCS-based PSSA has multiple types of test questions. For grade 7, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, and Text-Dependent Analysis (TDA) prompts.

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

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

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

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

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

Refusal – Refusal to respond to the task

Non-scorable – In a language other than English, incoherent, illegible, insufficient, unrelated to the passage, or consisting solely or almost solely of text copied from the passage

Off Topic – Makes no reference to the item or passage but is not an intentional refusal

Copied – Consists of text copied from the item and/or test directions

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

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

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


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

English Language Arts Grade 7

This English Language Arts Sampler is composed of 2 passages, 6 passage-based multiple-choice questions, 1 evidence-based selected-response question, a text-dependent analysis prompt, and 4 Conventions of Standard English multiple-choice questions.

There are 2 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 text-dependent analysis prompt. This booklet also contains 4 Conventions of Standard English multiple-choice questions.

Each question is accompanied by a chart that contains the Assessment Anchor and Eligible Content coding, answer key(s), depth of knowledge, and testing data. Each question is followed by a brief analysis or rationale. The text-dependent analysis prompt is displayed with the item-specific scoring guidelines and examples of student responses with scores and annotations at each scoring level.

The PCS-based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis prompt responses in both formats. A sample online response is noted by the symbol .

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

On the following pages are the Reading passages and questions.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

Directions for Evidence-Based Selected-Response Questions:

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

For the evidence-based selected-response questions:

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

Directions for Text-Dependent Analysis (TDA) Prompts:

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

For the TDA Essay:

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

PASSAGE 1

Read the following passage about taste buds. Then answer questions 1–7.

Good Taste

by Jeanne Miller

Who doesn't love sweets? From a creamy ice cream cone to a healthy, ripe banana, we all love that indescribable yummy sweet taste. But how do we sense sweetness?

A lot happens on your tongue when you take that first bite of a sweet, ripe banana. As you chew, your saliva breaks the fruit down into separate molecules. They float into your taste buds, which sit on the little bumps you can see on your tongue. Under a microscope, a taste bud looks like an onion with a small opening at the top. The bud has taste cells in it that contain different kinds of receptors—structures that receive and attach to specific substances. When a food molecule from the banana drops into the taste bud, it fits into its matching receptor, like a key into a lock. This starts a process that sends a signal to the brain, which then tells you there is something sweet on your tongue.

Your mouth contains about 10,000 taste buds. Each has receptors for all five tastes: sweet, sour, bitter, salty, and something called umami (pronounced OO-MOM-ee). A Japanese scientist identified the taste of umami, which we find in meat broth, aged cheese, and many other savory foods. Most foods spark reactions in more than one kind of receptor. For example, a tomato has molecules of sweetness, sourness, saltiness, and umami. As the tomato ripens, the balance changes. There's less sour, more sweet, and more umami.

You might not think a banana is so sweet, but it has more than one kind of natural sugar, and all these sugars fit neatly into the sweet receptors on your tongue. Dr. Karen Yee, a molecular physiologist at the Monell Chemical Senses Center in Philadelphia, explains, "Receptors have their own shape. For the molecule to fit into it, it has to conform to that shape. So a sugar molecule fits into a sweet receptor, whereas a bitter type of molecule has a different shape and doesn't quite fit into that receptor."

Sensing Sweetness

Our understanding of taste has advanced rapidly in the last ten years. One breakthrough was the discovery that sweet receptors in some mammals combine two proteins, labeled T1R2 and T1R3. If either part is missing, the receptor won't respond to sweet molecules. Cats don't have the T1R2 protein and so they have no interest in sweet foods.

The mouth is not the only place where we have mechanisms to detect sweet molecules. Other parts of our digestive system recognize sugars using sensors unlike the receptors in the mouth. Our body turns food we eat into a simple sugar called glucose. "Glucose is really the energy source for our body," says Yee. In our intestines are sensors called glucose transporters that make it possible for glucose to travel into our bloodstream from the digestive organs and from the bloodstream into our cells for use as fuel. Another type of sweet sensor, called a potassium ion channel, allows the pancreas, a gland behind the stomach, to control the level of glucose in the blood.

A Taste Puzzle

Yee's colleagues at Monell used a set of mice that had no T1R3 receptor and then tested their ability to taste sweetness. Yee says, "What they found was that it didn't totally eliminate sweet sensing. The sensation was depressed but, with higher concentrations of sweetness, the mice were able to taste it." This result contradicted what the researchers thought they knew. With just half a T1 receptor, the mice should not have been sensitive to sweet tastes. The Monell team devised another experiment to explore the mystery.

Their new study found that sweet-sensing taste cells in the mouth contain more than just the T1 receptors. The researchers found that these taste cells also had glucose transporters and potassium ion channels like those in other parts of the body. This explained why the mice without functioning T1 receptors could still taste sweetness, though at a much reduced level.

Have you ever eaten something very sugary, such as a piece of pecan pie, and felt as though you couldn't look at another sweet dessert? The Monell scientists suggest that perhaps the potassium ion channel in your tongue's sweet taste cells are acting the way they would in the pancreas. Sensing the overload of calories, they signal that no more are needed.

Why Are Sweet Foods So Appealing?

Our earliest ancestors could not be sure of their food supply. Hunting and gathering took energy, and finding calorie-rich foods helped them survive. It's no wonder taste preferences for humans are partly related to genetics. We've inherited these preferences to varying degrees, whether they're useful for us or not.

They can be useful during times of rapid growth. Compared to adults, children like sweeter foods. Monell scientist Dr. Danielle Reed found a connection between periods of bone growth in young people and their desire for very sweet foods. As bone growth slows and the need for extra calories declines, so does fondness for highly sweet foods. Teens eventually come to prefer lower levels of sweetness in what they eat.

Our hunting-and-gathering ancestors didn't always have sweet fruits at their disposal. In their quest for calories, it would have been useful for them to be able to detect sweetness at low levels in starchy plants. A recent study suggests that sensitivity to sweetness varies with a population's location. It appears that people living in the tropics tend to be less able to taste sweetness at low concentrations compared to people in higher latitudes. A possible explanation is that most plants with really high levels of sugar come from the tropics and even people with low sensitivity to sweet tastes would be attracted to them. Outside the tropics, people might need a greater sensitivity to sugars to find energy-rich food plants appetizing.

Tricking the Taste Buds

Imagine squeezing a lemon into your mouth and thinking it's lemonade. That's what happens if you chew a "miracle berry" before squeezing the lemon. The fruit of a shrub that grows in West Africa, the berry contains a protein that affects the taste buds. In the presence of acid, this protein, miraculin, binds to the sweet receptors on your tongue. It causes any sour thing you eat or drink to taste miraculously sweet. A tomato turns into tomato candy, and unsweetened cranberry juice becomes cranberry punch. The effect lasts for about an hour.

In Africa, people have used it for centuries to sweeten sour food and drinks. In Japan, it's popular among people with diabetes because it allows them to have sweets without the damage sugar would cause. There are cafes in Japan that serve a miracle berry followed by low-calorie, sour desserts that, under the influence of miraculin, taste like any sugar-laden treat.

A team of chefs in Chicago is experimenting with the berries. One of them uses the berry to make his homemade sugar-free pancake syrup seem like maple syrup. They see miraculin as a tool for reducing world hunger. If it were available in large enough quantities, it could make plants that are unpleasantly sour seem tasty to people who need the calories.

Japanese scientists are working on creating lettuce and tomatoes that produce the miraculin protein. If they're successful, it could be the route to a cheap worldwide supply.

There's More to the Tongue Than Meets the Eye

Our tongues play a key role in our survival. First they make eating enjoyable by recognizing good tastes. They also guard us against eating unsafe food by recognizing bad tastes. They move our food around our mouths and push it into a place for swallowing. But they might have greater responsibilities that we're not aware of. Perhaps some of the sweet sensors found in the taste cells aid in moving glucose into the bloodstream. Perhaps other sensors make eating a sugary food less enjoyable once our glucose levels are high enough.

Yee says, "We think of the tongue as a tasting thing, but it might play a more complex role. It's much more complicated than just sensing sweet or salty or bitter or sour. We're hoping that what we learn might help in controlling obesity and diabetes. But much still needs to be discovered."

Multiple-Choice Questions

1. Which word is a synonym for the word savory?
- A. common
 - B. unhealthy
 - C. flavorful
 - D. inexpensive

Item Information	
Alignment	B-V.4.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	7%
p-value B	7%
p-value C	82% (correct answer)
p-value D	4%
Option Annotations	The student is asked to identify a synonym for “savory.” Option C is the correct answer since “flavorful” means the same as “savory.” Options A, B, and D are not correct since they are not synonyms for “savory.”

2. How has discovering the properties of the protein miraculin affected people?
- A. It led people to try growing the plant that produces the protein in colder climates.
 - B. It helped people explain how the sense of taste developed over time.
 - C. It led people to find ways of using the protein to make sour foods taste sweet.
 - D. It helped people understand how taste buds work.

Item Information	
Alignment	B-K.1.1.3
Answer Key	C
Depth of Knowledge	2
p-value A	7%
p-value B	15%
p-value C	60% (correct answer)
p-value D	18%
Option Annotations	The student is asked to analyze how discovering the properties of miraculin has affected people. Option C is the correct answer since the protein is being used to help sour foods taste sweet. Option A is not correct since the plant actually grows natively in a warm climate; there is no textual evidence to suggest that the plant is being grown in colder climates. Option B is not correct since the passage does not mention a connection between the berry and the development of our sense of taste. Option D is not correct since the passage does not indicate that this protein helps people understand how taste buds function.

3. Which detail from the passage **best** supports the claim that the tongue senses tastes through more than just T1 receptors?
- A. the fact that cats lack T1R2 receptors
 - B. the study with mice that lack T1R3 receptors
 - C. the fact that T1 receptors help detect sweet foods
 - D. the discovery of two types of T1 receptors

Item Information	
Alignment	B-C.3.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	12%
p-value B	31% (correct answer)
p-value C	23%
p-value D	34%
Option Annotations	The student is asked to determine which detail from the passage best supports the claim that the tongue senses tastes through more than just T1 receptors. Option B is the correct answer since sweet-sensing taste cells have glucose transporters as well as potassium ion channels, which helped the mice to detect sweetness. Option A is not correct since cats being unable to taste sweet things is not related to the given claim. Option C is not correct since it does not support the given claim that the tongue senses tastes through more than just T1 receptors. Option D is not correct since the discovery of two types of T1 receptors does not relate to the given claim.

4. Read the sentence from the passage.

“Have you ever eaten something very sugary, such as a piece of pecan pie, and felt as though you couldn’t look at another sweet dessert?”

What is the purpose of the author’s word choice in the sentence?

- A. to introduce an unexplained problem
- B. to make an argument that persuades the reader
- C. to give an example that connects with the reader
- D. to emphasize the unhealthy qualities of certain foods

Item Information	
Alignment	B-C.2.1.3
Answer Key	C
Depth of Knowledge	2
p-value A	15%
p-value B	8%
p-value C	67% (correct answer)
p-value D	10%
Option Annotations	The student is asked to determine the purpose of the author’s word choice in the given sentence. Option C is the correct answer; by giving the reader a common example through the use of “pecan pie,” the author is able to give the readers something they can relate to in everyday life. Option A is not correct since the sentence does not “introduce an unexplained problem.” Option B is not correct since the function of the sentence is not to persuade the reader. Option D is not correct; although sweet foods like desserts may not be entirely healthy, the purpose of the sentence is not to emphasize this concept.

5. How does the section “Why Are Sweet Foods So Appealing?” fit into the development of the author’s ideas?
- A. It shows that children tend to like sweet foods more than adults do.
 - B. It offers an explanation for the origin of human sensitivity to sweets.
 - C. It explains specific workings of taste cells in different parts of the body.
 - D. It highlights a difference in the sense of taste between humans and animals.

Item Information	
Alignment	B-C.2.1.2
Answer Key	B
Depth of Knowledge	2
p-value A	20%
p-value B	55% (correct answer)
p-value C	19%
p-value D	6%
Option Annotations	The student is asked to analyze how the given section fits into the development of the author’s ideas. Option B is the correct answer since it provides a biological explanation for why our ancestors needed to be able to detect sweetness at low levels in order to survive. Option A is not correct since children preferring sweet foods does not directly relate to why sweet foods were appealing to our ancestors. Options C and D are not correct since they do not relate to the biological development of humans’ affinity for sweet foods.

Evidence-Based Selected-Response Question

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

Part One

Which statement **best** represents central ideas of the passage?

- A. Children tend to like sweet foods more than adults do, and the human body turns food into sugars.
- B. A tomato has molecules of several different tastes, and umami is one kind of taste.
- C. Different taste molecules fit perfectly into certain receptors on the tongue, and a banana's sugar molecules fit into sweet receptors.
- D. Different receptors on the tongue help people to taste different things, and the ability to taste sweetness helps people eat what they need.

Part Two

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

- A. "When a food molecule from the banana drops into the taste bud, it fits into its matching receptor, like a key into a lock. This starts a process that sends a signal to the brain, which then tells you there is something sweet on your tongue."
- B. "Our understanding of taste has advanced rapidly in the last ten years. One breakthrough was the discovery that sweet receptors in some mammals combine two proteins, labeled T1R2 and T1R3."
- C. "Monell scientist Dr. Danielle Reed found a connection between periods of bone growth in young people and their desire for very sweet foods. As bone growth slows and the need for extra calories declines, so does fondness for highly sweet foods."
- D. "They see miraculin as a tool for reducing world hunger. If it were available in large enough quantities, it could make plants that are unpleasantly sour seem tasty to people who need the calories."

Item Information	
Alignment	B-K.1.1.2
Answer Key: Part One	D
Answer Key: Part Two	A, C
Depth of Knowledge	3
Mean Score	1.6
Option Annotations	<p>The student is asked to determine the central ideas of the passage and to select evidence from the passage that supports those central ideas.</p> <p>Part One: Option D is the correct answer. The passage discusses how the body is able to detect sweet, sour, salty, and umami tastes; the passage also explains how the ability to taste sweetness has allowed people to get enough calories for energy. Options A, B, and C are details in the passage, not central ideas.</p> <p>Part Two: Options A and C are the correct answers. Option A is correct since this evidence shows how food fits into a matching receptor, allowing people to taste a certain flavor. Option C is correct since the ability to taste sweetness allows children to consume the needed number of calories during peak bone growth. Options B and D do not support the central ideas from Part One.</p>

Multiple-Choice Question

7. What is the author’s main purpose in the passage?
- A. to explain how the sense of taste works
 - B. to compare different types of taste receptors
 - C. to argue that the human sense of taste has changed over time
 - D. to show that the scientific understanding of taste is incomplete

Item Information	
Alignment	B-C.2.1.1
Answer Key	A
Depth of Knowledge	3
p-value A	74% (correct answer)
p-value B	10%
p-value C	6%
p-value D	10%
Option Annotations	The student is asked to determine the author’s main purpose in the passage. Option A is the correct answer since the passage explains in detail the biology of how the sense of taste functions. The information under the headings further divides the information into historical, biochemical, and the applied science aspects of taste. Option B is not correct since the passage does not compare the different taste receptors. Option C is not correct since the author’s intent is not to persuade but to inform; in addition, the author does not suggest that our sense of taste has changed over time. Option D is not correct; although the passage does mention that “much still needs to be discovered,” it is not the author’s main purpose to show that “scientific understanding of taste is incomplete.”

PASSAGE 2

Read the following passage about travelers in a snowstorm. Then answer question 8.

The Two Gifts

by Lilian Gask

A heavy snowstorm was raging, and great soft flakes fell through the air like feathers. By the side of the roadway sat a poor old woman, her scanty clothing affording but poor protection from the icy blast of the wind. She was very hungry, for she had tasted no food that day, but her faded eyes were calm and patient, telling of an unwavering trust in providence. Perhaps, she thought, some traveler might come that way who would take compassion on her, and give her alms¹; then she could return to the garret² that she called “home,” with bread to eat and fuel to kindle a fire.

The day drew in, and still she sat and waited. At last a traveler approached. The thick snow muffled every sound, and she was not aware of his coming until his burly figure loomed before her. Her plaintive voice made him turn with a start.

“Poor woman,” he cried, pausing to look at her very pityingly. “It is hard for you to be out in such weather as this.” Then he passed on, without giving her anything; his conscience told him that he ought to have relieved her, but he did not feel inclined to take off his thick glove in that bitter cold, and without doing this he could not have found a coin.

The poor woman was naturally disappointed, but she was grateful for his kind words. By and by another traveler appeared. This one was driving in a splendid carriage, warmly wrapped in a great fur cloak. As he caught sight of the poor creature by the roadside, he felt vaguely touched by the contrast of his own comfort with her misery. Obeying a sudden impulse, with one hand he let down the carriage window and signed to his coachman to stop, and with the other felt in his pocket. The poor old woman hurried up to the carriage, a thrill of hope bringing a tinge of color to her pale and withered cheeks.

“How terribly cold it is!” exclaimed the rich man, and as he took his hand from his pocket and held out a coin to her, he noticed that instead of silver he was about to give her a piece of gold.

“Dear me! That is far too much,” he cried, but before he could return it to his pocket, the coin slipped through his fingers and fell in the snow. A rough blast of wind made his teeth chatter, and pulling up the window in a great hurry, with a little shiver he drew the fur rug closely round him.

“It certainly was too much,” he murmured philosophically, as the carriage rolled on, “but then I am very rich and can afford to do a generous action now and then.”

When his comfortable dinner was over, and he was sitting in front of a blazing fire, he thought once more of the poor old woman.

¹ alms—money

² garret—attic or small room beneath a roof

“It is not nearly so cold as I thought,” he remarked as he settled himself more comfortably in his deep arm-chair. “I certainly gave that old woman too much. However, what’s done, is done, and I hope she will make good use of it. I was generous, very generous indeed, and no doubt will be rewarded.”

Meanwhile the other traveler had also reached his journey’s end; and he too had found a blazing fire and good dinner awaiting him. He could not enjoy it, however, for he was haunted by the remembrance of that bent and shrunken figure in the waste of snow, and felt very remorseful for not having stopped to help her. At last he could bear it no longer.

“Bring another plate,” he said, calling the servant to him. “There will be two to dine instead of one. I shall be back soon.”

Saying this, he hurried through the darkness to the spot where he had left the old woman; she was still there, feebly searching amongst the snow.

“What are you looking for?” he asked.

“I am trying to find a piece of money, which a gentleman threw me from his carriage window,” she told him falteringly, scarcely able to speak from cold and hunger. It was no wonder, he thought, that she had not found it, for her hands were numbed and half frozen.

“I am afraid you will never find it now,” he said. “But come with me,” he added consolingly. “I will take you to my inn, where there is a bright fire and a good dinner waiting for both of us. You shall be my guest, and I will see that you have a comfortable night’s lodging.”

The poor old woman could scarcely believe her good fortune, as she tremblingly prepared to follow her new friend. Noticing that she was lame, he took her arm, and with slow and patient steps led her to the hotel.

Text-Dependent Analysis Prompt

8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.



Text-Dependent Analysis Scoring Guideline

#8 Item Information

Alignment	A-K.1.1.2	Depth of Knowledge	3	Mean Score	1.93
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Assessment Anchor:

E07.A-K.1—Key Ideas and Details

Specific Assessment Anchor Descriptor addressed by this item:

E07.A-K.1.1.2—Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Score	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score	Description
2	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

STUDENT RESPONSE

Response Score: 4 points

8. In the passage "The Two Gifts," one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

the theme of this passage is to help those in need while also being selfless. The second traveler was selfish and although he was extremely wealthy; he thought one golden coin was too much. "... he noticed that instead of silver he was about to give her a piece of gold." This shows that the man did not care for this helpless woman enough to give her one golden coin, even though he has many.

Later, the rich traveler also says, "... I was generous, very generous indeed, and no doubt will be rewarded." When he states this, it's obvious that the traveler did not help the beggar woman out of generosity or sympathy. He helped her to feel better about himself and to be rewarded of his "good" intentions.

On the other hand, the first traveler felt sympathy. "... he passed on, without giving her anything; his conscience told him that he ought to have relieved her, but he did not feel

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inclined to take off his thick glove in that bitter cold, and without doing this he could not have found a coin." This quote clearly shows that the man was touched by her, but not enough to take his glove off and offer her money.

However, near the end of the passage, the first traveler is doubting his decision.

"He could not enjoy it, however, for he was haunted by the remembrance of that bent and shrunken figure in the waste of the snow.... At last he could bear it no longer." The man went searching for the woman, and when he found her trying to find the golden coin, he went ahead and took her to his hotel. This traveler was selfless.

The rich person's gold coin was a gift for the woman, an accidental one; but still a gift. Yet, the golden token was given in vain. The first traveler may have not been rich; but he was kind. His gift, the gift of sympathy, compassion, and kindness, replaced the coin. In fact, it surpassed the little drop of money.

One golden coin may have allowed the woman one meal in the midst of an unrelentless

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winter, but an act of kindness lasts forever. Not only did the first traveler offer food to the lady, but also shelter and a companion. "the poor old woman could scarcely believe her good fortune, as she tremblingly prepared to follow her new friend."

Helping others just for the sake of helping them is the lesson in this passage, and a very useful one. Always help those in need; not because it will make you a "superhero" or to be rewarded; but because you truly care. Don't be the rich traveler, only acting kind to expect an award back. Be the first traveler, the one who helped simply because he could.

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. A strong organizational structure effectively supports the focus (*Helping others just for the sake of helping them is the lesson in this passage*) throughout. The response clearly demonstrates that the student understands that the story is a parable and that the travelers represent two very different kinds of people who play into the identified theme in markedly different ways. An effective introduction provides the theme (*help those in need while also being selfless*). As the response progresses, the travelers' motives, based on both explicit and implicit meanings from the text, are thoroughly developed. The rich (second) traveler's motive (*He helped her to feel better about himself and to be rewarded of his "good" intentions*) contrasts sharply with the first traveler's motive (*this traveler was selfless*) in a way that sheds light on the thematic concepts addressed. Thorough, effective analysis (*it's obvious that the traveler did not help the beggar woman out of generosity or sympathy, first traveler felt sympathy, was touched by her, but not enough to take his glove off and offer her money, the first traveler is doubting his decision, The first traveler may have not been rich; but he was kind. His gift, the gift of sympathy, compassion, and kindness, replaced the coin, One golden coin may have allowed the woman one meal in the midst of an unrelentless winter, but an act of kindness lasts forever*) is integrated with substantial text references and key details throughout the response. The conclusion contains effective higher-level thinking that succinctly reiterates the travelers' motives (*the rich traveler, only acting kind to expect an award back, first traveler, the one who helped simply because he could*) and demonstrates an insightful lesson drawn from the passage (*Helping others just for the sake of helping them, Always help those in need; not because it will make you a "superhero" or to be rewarded; but because you truly care*). A skillful use of transitions links ideas (*When he states this, On the other hand, However, near the end*), and precise language and vocabulary (*selfless, token was given in vain, surpassed the little drop of money*) is employed effectively to explain the connection between the traveler's motives and the theme.

STUDENT RESPONSE

Response Score: 4 points



8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

The main theme of this passage is that you should help to benefit others, not just yourself. One of the travelers that accidentally gave money to the woman only hoped to benefit from it making himself even richer. However on the second hand, the other traveler only wanted to help, but he couldn't so he let her in his inn for dinner.

The first traveler, the one who gave the poor woman money, only hoped something good will happen to him such as more fortune. As said in the passage, “I was generous, very generous indeed, and no doubt will be rewarded.” This proves that the rich man is a bit selfish, not completely intending to help the poor woman.

The second traveler had some other intentions on his mind. He sincerely felt sorrow for the woman, but couldn't help her at the moment he saw her. Later in the story he felt bad and went back to find her and he did. “Noticing that she was lame, he took her arm, and with slow and patient steps led her to the hotel”, this means that even though he knew she was very cold and worndown, he still held her hand because he had the intent to help her. Also, he took slow steps at her pace because she was half frozen.

Both of these travelers were similar to the theme in a way, because they both helped the woman. The first traveler wouldn't even bother to get out of his carriage to hand the woman the money, he just threw it out of the window, but she couldn't find it after because her hands were numb and frozen according to this quote, “It was no wonder, he thought, that she had not found it, for her hands were numbed and half frozen.” The second traveler got out of his way to give her the help she needed such as dinner. Although he wasn't able to give her money at first, he gave her a meal unlike the rich man in the carriage.

This just about proves how both travelers were related to the theme. Both of them helped the needy woman but not in the same way. One traveler was selfish, while the other got out of his way to help her.

This response effectively addresses all parts of the task, demonstrating an in-depth analytic understanding of the text. An effective introduction provides a theme (*you should help to benefit others, not just yourself*) and appropriate motives for each of the travelers (*hoped to benefit from it making himself even richer, only wanted to help*). The first body paragraph integrates a text detail and insightful analysis to accurately characterize the first traveler (*the one who gave the poor woman money, only hoped something good will happen to him such as more fortune*). This characterization is supported with a key quote (*"I was generous, very generous indeed, and no doubt will be rewarded."*) and extended with thorough analysis (*This proves that the rich man is a bit selfish, not completely intending to help the poor woman*). The next paragraph contrasts the motives of the first traveler with the second traveler and provides cogent analysis (*The second traveler had some other intentions on his mind. He sincerely felt sorrow for the woman, but couldn't help her at the moment*) based on key text details/quotes (*Later in the story he felt bad, "Noticing that she was lame, he took her arm . . . led her to the hotel"*). The student further extends these ideas with perceptive analysis (*still held her hand because he had the intent to help her, took slow steps at her pace because she was half frozen*) drawn from relevant textual details. In the final body paragraph, the student explains that (*Both of these travelers were similar to the theme in a way, because they both helped the woman.*) This idea is clarified through insightful analysis that showcases the travelers' divergent motives (*first traveler wouldn't even bother to get out of his carriage, second traveler got out of his way to give her the help she needed*) based on key text details/quotes (*money, he just threw it out of the window, "It was no wonder, he thought, that she had not found it, for her hands were numbed and half frozen," he gave her a meal*). Finally, the conclusion reiterates the two travelers' contrasting motives (*one traveler was selfish . . . other got out of his way to help her*) and again relates them back to the theme of helping to benefit others. Transitions are used skillfully throughout the response (*As said in the passage, Both of these travelers, This just about proves*). Although the travelers are at one point misidentified, a thorough understanding of the task and passage is demonstrated in this concise response. Few errors are present, and they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

In the beginning of the passage, an elderly woman, clearly in poverty, waits outside in horrid weather conditions hoping for a kind traveler to help her. As the day goes by, the woman does not have sight on any travelers and patiently continues her wait. Long after, two men have talked to her, one helping, and one not helping. Although they both seemed to regret their choices, only one regrets not doing the right thing.

As we meet new characters throughout the passage, we develop an understanding on who they are. The first man shows sympathy, but decides to put himself first and not help the woman. The second man is a rich man who decides to help the woman but by accident gives her too much money. We see that he is selfish and not really caring when he says “Dear me! That is far too much,” he cried, but before he could return it to his pocket, the coin slipped through his fingers and fell in the snow.” So we know that he accidentally helped her. In addition, he also dropped it into the snow, so the woman was not able to find it, or make use of it.

Soon after, the first man felt guilt and sorrow towards the old woman as he was eating. “He could not enjoy it, however, for he was haunted by the remembrance of that bent and shrunken figure in the waste of snow.” So we can tell that the man has a heart and soon after helps the woman.

Throughout the passage a theme the size as a snowball has been rolled throughout the snow of a story and was built into a strong overall theme. I believe the theme of the passage is, helping others in need will come back to you later as a reward, even if the reward is the decaying of guilt.

Finally, the passage shows that even the smallest act of kindness will make someones day or even life. Both men showed this throughout the story even though one was rude about it. The authors purpose is clearly shown throughout the passage, and it is to show that giving a little can mean a lot in the long run, and in the point of view of the old woman, you should always have hope in people to help you if you really need it, because that is what we are here for.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. An appropriate organizational structure supports the student's ideas surrounding the travelers' motives for *helping* the old woman and adequately connects these motives to the theme of *helping others*. A clear and even eloquent introduction sets the scene by describing the old woman in need at the beginning of the story and recounting the actions and feelings/motives of the two travelers (*one helping, and one not helping, Although they both seemed to regret their choices, only one regrets not doing the right thing*). The first body paragraph integrates clear analysis and well-chosen text references and details (*As we meet new characters . . . we develop an understanding on who they are. The first man shows sympathy, but decides to put himself first and not help the woman, The second man . . . decides to help the woman but by accident gives her too much money. We see that he is selfish and not really caring when he says "Dear me! That is far too much"*) related to the travelers' motives and based on implicit and explicit meanings from the text. The next body paragraph clarifies a motive of the first man (*felt guilt and sorrow towards the old woman*) based on a key text detail (*"He could not enjoy it, however, for he was haunted . . . figure in the waste of snow."*) and is extended with clear analysis (*we can tell that the man has a heart and soon after helps the woman*). The next body paragraph explicitly identifies the theme (*helping others in need will come back to you later as a reward, even if the reward is the decaying of guilt*). Finally, the conclusion reiterates thematic ideas, extending them with clear analysis (*even the smallest act of kindness will make someones day or even life, giving a little can mean a lot in the long run*). The student clearly understands the motives and differences of the two travelers (one being sympathetic and the other selfish) and relates these motives to the theme; however, the development of traveler one's motives and their connection to the theme is stronger than the comparable analysis of traveler two. There is an appropriate use of transitions to link ideas (*As we meet, Soon after, Throughout the passage*), and an appropriate use of precise language and vocabulary is employed to explain the topic (*clearly in poverty, horrid weather conditions, shows sympathy, a snowball has been rolled*).

STUDENT RESPONSE

Response Score: 3 points

8. In the passage "The Two Gifts," one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

The passage "The Two Gifts" has a central theme. The theme is helping a person benefits both the giver and the receiver. There were two travelers in this passage that did different things towards the old woman. Traveler one brought kind words to the woman. He stated "it is hard for you to be out in such weather as this." The old woman was naturally disappointed, but she was grateful for his kind words. After the first traveler left he felt dissapointed in himself because he didn't give the old woman anything useful. The passage says that his conscience told him that he ought to relieve her but he didn't want to take his glove off in the bitter cold. After the first traveler felt sorry enough he came back to the old woman and brings her to his inn. When he brought her to the inn he gave her food and warmth because he didn't give the old woman before when he saw her.

When traveler two comes he brings her a coin. He wanted to give the woman a silver coin, but gave

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her a gold one. The rich man didn't want to give her a gold coin, but it slipped out of his hands. The rich man feels greedy, because he didn't want to give her gold. When the rich man got home he felt kind of good about what he has done, but he didn't want to do a good deed. The passage states "I certainly gave that old woman too much. However, what's done, is done, and I hope she will make good use of it. The rich man didn't really want to do it, but he did.

Traveler one and two are some what different, but the help reflect the theme of "The Two Gifts." The theme was helping a person benefits both the giver and the receiver.

This response adequately addresses all parts of the task, demonstrating a sufficient analytic understanding of the text. Both the introduction and conclusion reference an appropriate theme (*helping a person benefits both the giver and the receiver*), while the remainder of the response addresses the motive for each traveler based on relevant text. The first body paragraph about traveler one provides a clear analysis of his motive (*Traveler one brought kind words to the woman, he felt dissapointed in himself because he didn't give the old woman anything useful, felt sorry enough he came back*) based on well-chosen text details (*He stated "it is hard for you to be out in such weather as this." The old woman was naturally disappointed, The passage says that his conscience told him that he ought to relieve her, When he brought her to the inn he gave her food and warmth*) and clearly relates to the theme that *helping a person benefits both the giver and receiver*. The second body paragraph about traveler two provides thoughtful analysis (*The rich man feels greedy, he felt kind of good about what he has done, but he didn't want to do a good deed, The rich man didn't really want to do it, but he did*) that is grounded on key text details (*When traveler two comes he brings her a coin, because he didn't want to give her gold, "I certainly gave that old woman too much . . . make good use of it*) and implicitly linked to the student's theme. An appropriate use of precise language and vocabulary (*benefits both the giver and the receiver, brought kind words, he felt dissapointed*) is employed to explain how the travelers' motives interact with the theme. Errors present in usage (*brings for brought*) and spelling (*central, dissapointed, grateful*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

The first traveler was feeling sorry for the old lady, but didn't give her anything. But the second traveler also felt sorry for the old lady and mistakenly gave her to much money, but later the first traveler was feeling Sad and guilty because he just left her there in the cold. and the second traveler was beginning to feel upset, and deep in thought because he didn't mean to give her all of that money. And that relates to the theme of the story because when you feel bad for someone it doesn't mean you shouldn't do anything but It means you should help the person if they are hurt, sad, lonley, sick, or anything you shouldn't be a bystander. You should help Them.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. Motive is addressed in the introduction (*The first traveler was feeling sorry for the old lady, second traveler also felt sorry for the old lady*), while an acceptable theme (*when you feel bad for someone it doesn't mean you shouldn't do anything but It means you should help the person*) is addressed in the conclusion. Weak analysis, in the form of inferences (*first traveler was feeling sorry, second traveler also felt sorry*) based on weak text details (*first traveler . . . didn't give her anything, second traveler . . . mistakenly gave her to much money*), provides weak motives for the two travelers' decisions to help the woman or not. More weak inferences (*first traveler was feeling Sad and guilty because he just left her there in the cold, second traveler was beginning to feel upset*) convey the travelers' feelings after their initial meeting with the woman and also relate to motive. These simple ideas surrounding motive do relate to the theme provided (*when you feel bad for someone it doesn't mean you shouldn't do anything but It means you should help the person*); however, the thematic connection is only weakly developed with vague text and weak analysis. An inconsistent use of transitions (*And that relates*) is employed to link ideas within the response. Errors present in sentence formation (e.g., a long, extended sentence), usage (*to* for *too*), and spelling (*beginning, lonley*) sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

8. In the passage "The Two Gifts," one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

In the passage "The Two Gifts" one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. motives of the travelers relate to a theme in the passage. Traveler 1 and to both do something respectful.

In the passage "The two gifts" Both travelers felt bad for the old lady in the cold. Traveler one states in the passage "poor woman" (48 Gask) this shows he is showing sympathy and care for the woman in the snowy cold. Traveler two also feel bad and wants to help the lady the author states "He felt vaguely touched." (48 Gask) which means he felt bad/sad for the lady.

In the passage both travelers also did



something else. The gave the women something. The first traveler gave the women nothing but later that day he could get her off his mind that he came to invited her to eat dinner with him. I know that because the text states "Come with me theres a fire and dinner waiting for us." (48 Gask) The 2nd traveler tried to give her a coin but ended up givin her gold I know this because "he noticed that insted of giving a silver coin he gave "gold."." (48 Gask)

In concludison In the passage "The Two gifts" Both travelers give the old ladyey something and care with thought and action for her.

This response inconsistently addresses some parts of the task, demonstrating a partial analytic understanding of the text. An unsophisticated introduction repeats wording from the prompt and then provides an inference (*both do something respectful*) that implies the general theme of *respect*. The first body paragraph addresses motive through an inference (*Both travelers felt bad for the old lady in the cold*) based on text quotes from each traveler (*"poor woman," "He felt vaguely touched"*) with weak analysis (*shows he is showing sympathy and care for the woman, Traveler two also feel Bad and wants to help the lady, he felt bad/sad for the lady*). The second body paragraph provides a weak inference (*The gave the women something*) that moves slightly beyond a literal interpretation of the text. However, this is followed by details and quotes pulled directly from the text, which simply describe what the two travelers gave the old woman and provide no further analysis. The conclusion states that *Both travelers give the old ladyey something and care with thought and action for her*, thus addressing ideas of theme and motive in a general way. While this response addresses motive and theme and examines both travelers, it lacks consistency and clarity in analysis (particularly in the second body paragraph) and strong supporting text references/details. The use of transitions (*In the passage "The Two Gifts," this shows, I know this because*) is mostly appropriate, though at times repetitive. Errors present in sentence formation, usage (*feel for feels, theres*), spelling (*Travler, sympathy, movtives, something, witch for which, insted*), and punctuation sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

The motives of the travelers relate to a theme in the passage because they are both helping an old woman sitting out in the cold weather. The old woman was sitting there in hope of someone helping her. The two travelers went by her while one of the travelers gave her money and the other didnt. The man who gave her money had thrown it at her and it got lost in the snow. The other man felt bad he didnt helped the woman so he took her to his hotel for dinner and for her to feel the warm heat against her skin.

This response minimally addresses parts of the task, demonstrating an inadequate analytic understanding of the text. There is minimal evidence of an organizational structure, and the focus is unclear, as the response consists in large part of a literal retelling of what happens throughout the course of the passage, rather than an analysis of the travelers’ motives and/or theme. The introductory sentence includes a very weak inference (*they are both helping an old woman sitting out in the cold weather*); however, that idea is not extended or developed. Although the response loosely addresses one character’s motive (*the other man felt bad*), this interpretation is very close to the text itself which states that the man felt *remorseful*. Since the response does not even inconsistently convey a thematic understanding of the role the travelers’ motives play in the story, it falls short of achieving a higher score point. No conclusion is provided. Few transitions link ideas. Errors present in usage (*didnt, helped for help*) do not interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point

8. In the passage “The Two Gifts,” one traveler mistakenly gives money to a woman in need while another traveler gives no money but later brings her to his inn for dinner. Write an essay analyzing how the motives of the travelers relate to a theme in the passage. Use evidence from the passage to support your response.

In the passage the motives of the travelers relate to the theme because the travelers both give at one point in the story. The theme of the story is to give ~~to~~ and the travelers both give so the motives of the travelers is like the overall theme of the story.

This response minimally addresses part of the task demonstrating inadequate analytic understanding of the text. The student identifies a topic (*to give*) as a theme. Although motive (*the motives of the travelers is like the overall theme of the story*) and theme/topic (*The theme of the story is to give*) are both referenced in this response, these references lack development/context and are only minimally connected. The sole text reference (*the travelers both give at one point in the story*) is insufficient and does little more than repeat the theme/topic. Additionally, both the given theme/topic and the weak text reference could be drawn from the question itself. Few transitions link ideas and an imprecise use of language (*both give what?*) is utilized throughout the response. Although no errors interfere with meaning, this response remains a 1.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF STANDARD ENGLISH QUESTIONS

Directions:

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

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

9. Read the sentences from a paragraph.

(1) At the beginning of the school year, the teacher assigned each student a biography to read. (2) The students had three weeks to completely finish reading the biography of a person’s life. (3) Then each student spent three days creating a presentation on the assigned biography. (4) After the students had given their presentations, the class voted for a favorite.

Which sentence should be revised to eliminate redundancy?

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

Item Information	
Alignment	D.2.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	10%
p-value B	42% (correct answer)
p-value C	27%
p-value D	21%
Option Annotations	The student is asked to determine the sentence from a given paragraph that should be revised to eliminate redundancy. Option B is the correct answer since the phrase “biography of a person’s life” is redundant. Options A, C, and D are not correct responses since they do not contain any redundancy.

10. Which sentence contains a word or group of words that is misplaced?
- A. Wise students finish their homework before starting other activities.
 - B. Johnny proudly wore the medal he had earned at the competition.
 - C. The conductor happily directed the musicians he had taught.
 - D. Maggie clutched the seashell she had found closely.

Item Information	
Alignment	D.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	13%
p-value B	10%
p-value C	17%
p-value D	60% (correct answer)
Option Annotations	The student is asked to determine the sentence that has a misplaced modifier. Option D is the correct answer since “closely” is misplaced at the end of the sentence, making it seem that “closely” modifies “found” instead of “clutched.” Options A, B, and C are not correct responses since they contain no misplaced modifiers.

11. Read the sentence.

Caroline was excited to visit the school where her friend Thomas attends so she could compare his classes to hers.

Which statement **best** explains the function of the underlined clause in the sentence?

- A. The clause shows why Thomas and Caroline are friends.
- B. The clause tells how Thomas is connected to Caroline.
- C. The clause clarifies which school Caroline will visit.
- D. The clause explains why Thomas is attending the school.

Item Information	
Alignment	D.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	9%
p-value B	32%
p-value C	53% (correct answer)
p-value D	6%
Option Annotations	The student is asked to determine the function of the underlined clause in a sentence. Option C is the correct answer since the given clause functions as an adjective clause, telling which school Caroline will visit. Option A is not correct since the underlined phrase does not show why Thomas and Caroline are friends. Option B is not correct since it does not tell how Thomas is related to Caroline. Option D is not correct since it does not tell why Thomas is attending the school.

12. Read the paragraph.

(1) Bicycles, a popular form of transportation for many people, are easy to use. (2) They are in my opinion, good for traveling short distances. (3) It is important to make sure the bicycle has enough air in the tires before riding it. (4) Without a doubt, no one likes changing a flat tire!

Which revision should be made to the paragraph?

- A. Remove the comma after people in sentence 1.
- B. Add a comma after are in sentence 2.
- C. Add a comma after sure in sentence 3.
- D. Remove the comma after doubt in sentence 4.

Item Information	
Alignment	D.1.2.3
Answer Key	B
Depth of Knowledge	2
p-value A	33%
p-value B	47% (correct answer)
p-value C	8%
p-value D	12%
Option Annotations	The student is asked to identify the sentence that should be revised within a given paragraph. Option B is the correct answer; since “in my opinion” is a nonrestrictive element, a comma should be added after “are” to set off this phrase. Option A is not correct since this comma is needed for the nonrestrictive element. Option C is not correct since the sentence does not need a comma after “sure.” Option D is not correct since the comma after “doubt” is needed with the introductory phrase.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	B-V.4.1.2	C	2	7%	7%	82%	4%
2	B-K.1.1.3	C	2	7%	15%	60%	18%
3	B-C.3.1.1	B	2	12%	31%	23%	34%
4	B-C.2.1.3	C	2	15%	8%	67%	10%
5	B-C.2.1.2	B	2	20%	55%	19%	6%
6	B-K.1.1.2	Part One: D Part Two: A, C	3	Mean Score: 1.6			
7	B-C.2.1.1	A	3	74%	10%	6%	10%
9	D.2.1.1	B	2	10%	42%	27%	21%
10	D.1.1.3	D	2	13%	10%	17%	60%
11	D.1.1.1	C	2	9%	32%	53%	6%
12	D.1.2.3	B	2	33%	47%	8%	12%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	A-K.1.1.2	4	3	1.93

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PSSA Grade 7 English Language Arts Item and Scoring Sampler

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