



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2017–2018**  
**Grade 5**

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## INTRODUCTION

### General Introduction

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

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

### Pennsylvania Core Standards (PCS)

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

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

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

### Change in Test Design

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

### What Is Included

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

### Purpose and Uses

The items in this sampler may be used as examples for creating assessment items at the classroom level, and they may also be copied and used as part of a local instructional program.<sup>1</sup> Classroom teachers may find it beneficial to have students respond to the open-ended items 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.

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

## Item Format and Scoring Guidelines

The 2016–2017 PCS-based PSSA has multiple types of test questions. For grade 5, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, Text-Dependent Analysis (TDA) prompts, and mode-specific Writing Prompts (WP).

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

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

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

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

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

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

**Refusal** – Refusal to respond to the task

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

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

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

## 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 5

This English Language Arts Sampler is composed of 3 passages, 8 passage-based multiple-choice questions, 1 evidence-based selected-response questions, a text-dependent analysis prompt, 4 standalone multiple-choice questions, and a mode-specific writing prompt.

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 standalone multiple-choice questions and a mode-specific writing prompt.

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

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

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

On the following pages are the Reading passages and questions.

**Directions for Multiple-Choice Questions:**

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

For the multiple-choice questions:

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

**Directions for Evidence-Based Selected-Response Questions:**

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

For the evidence-based selected-response questions:

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

**Directions for Text-Dependent Analysis (TDA) Prompts:**

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

For the TDA Essay:

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

## PASSAGE 1

The following passages are fictional stories of a journey set aboard the *Mayflower*. Read the first passage and answer questions 1–5. Then, read the second passage and answer questions 6–9.

## Hannah Saves the *Mayflower*

by Carolyn Goodrich

Hannah opened her eyes to another day of unchanging location. Sighing, she hugged Prudence, her raggedy doll. She watched as others awoke slowly on the tiny world of the *Mayflower*. For two months, eighty Pilgrims, two dogs, and some chickens had been packed together on this covered deck. There was nowhere to go and little to do on this endless sea.

“Mother, do you think we will find America today?” asked Hannah.

“Soon,” Mother answered. “Did you sleep well?” She gave Hannah a biscuit.

Hannah gnawed on the hard, dry meal, remembering warm milk and newly picked berries of long ago. She said, “Yes, Mother. I dreamed of our home in England and of walking on the ground and running.”

Mother smiled. “If the sea is calm, we can cook today. Something warm will be a comfort.” The ocean had been turbulent for days, and Captain Jones had allowed no fires aboard the *Mayflower*. The wooden ship could easily be set afire. When they could cook, charcoal fires were built on sand in metal boxes on the open deck.

“If we go on deck today, Hannah, you must stay close to me. Never forget what happened to John Howland. The rowdy sailors are to be avoided, and you would be most wise to ignore your naughty cousins. So many tiresome days of little activity have made them ever more fearless and foolish,” Mother said.

Hannah knew her mother’s words were wise. She shivered at the memory of John Howland’s accident. He had gone up for fresh air and been swept into the water by waves. Only his grabbing a rope trailing in the water had saved him.

She was afraid of the sailors. They did not seem to like the passengers. They said the Pilgrims got in their way and were sickly. Father said the sailors would rather carry cargo than people. Hannah was glad to avoid them and their meanness.

However, the mischief of her cousins was fascinating. John and Francis were older than Hannah. They roamed the ship looking for new things to try. They were adept at sneaking away from their parents. Hannah was entertained by their antics, but she would never dare what they did. She giggled when she recalled Mary Brewster’s face as she opened a chest to get thread and released a squawking, flapping hen. But then there was the time the boys had been chasing each other around the deck during cooking. John tripped over a fire box, spilling hot coals onto the deck. Quick sailors had barely prevented a fire.

Hannah saw her cousins scuttle up the ladder to the open deck. Then she heard shouting from above, and the two boys came sprawling down again.



“What happened? Why did you go up there alone when it is dangerous?” Hannah whispered.

Francis whispered back, “We were going to climb high to watch for land. A sailor dragged us off the rigging. The sea is still as a pond. We would have been safe enough.”

John joined in. “Yes, we cannot sit about sewing and playing with a doll every day. Men can sing and loll about for a short time. Then they must take action.”

Remembering that once they had teased her by taking her doll, Hannah tucked Prudence under her cloak. Then she said, “Other boys are able to be manly but do not get into daily trouble as you do.”

The sea was indeed smooth on this day. The Pilgrims ventured onto the open deck to cook a stew of salted beef, beans, and peas. Hannah was surprised that John and Francis did not use this chance to be on deck.

Soon the wind rose, and everyone went below. John and Francis appeared and sat close by Hannah. John pulled back his coat. “Look what we found. Treasures! We are making an invention.”

“Those are quills. Are you going to invent writing? That is what they are for,” replied Hannah.

“No, we have a better use. We will not tell you. You are much too young and a girl,” Francis said.

They crept away.

What could be so exciting about feathers from geese? thought Hannah. She crawled after the boys and followed them to a lower deck of storerooms. Some held barrels filled with furniture, weapons, building materials, tools, and seeds for planting. Hannah trailed her troublesome cousins around the stacks and piles.

Suddenly, the boys stopped, and Hannah almost ran into them. They began putting pinches of black powder into the hollow quills that they laid on a barrel top. She knew it was gunpowder, what soldiers put into their muskets. Francis brought a smoldering rope to the end of one of the filled quills. They were making fireworks!

At the sight of the flame, Hannah did no more thinking. “FIRE! FIRE!” she screamed.

Men rushed into the storeroom and stomped the fire out of the feather fuse before it reached the firecracker at its end.

“Do you boys have no wits at all?” asked John Alden, who had been first to respond. “Firecrackers are more than flash and noise in this place.”

Miles Standish added, “This is not mere mischief. Fire and gunpowder are deadly play, the more so atop a powder barrel. A spark could have blown all of us into eternity.”

With a shake of his head, Captain Jones said, “Had little Hannah not been watching and sounded the alarm, my *Mayflower* would be no more. Where is the father of these two?”

John and Francis stood still, pale, and afraid before the angry men. Then from above came the shout all had been waiting to hear for these many days. “LAND HO! LAND HO!” Pilgrims and sailors scrambled to the top deck for their first sight of the new land. The cousins’ invention and Hannah’s brave moment were forgotten. The Pilgrims had survived to find America and continue the adventure of their lives.

## Multiple-Choice Questions

1. Read the sentences from “Hannah Saves the *Mayflower*.”

“Mother smiled. ‘If the sea is calm, we can cook today. Something warm will be a comfort.’ The ocean had been turbulent for days, and Captain Jones had allowed no fires . . .”

Which words are used as antonyms in the sentences?

- A. “smiled” and “allowed”
- B. “sea” and “ocean”
- C. “calm” and “turbulent”
- D. “warm” and “fires”

Item Information	
Alignment	A-V.4.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	9%
p-value B	19%
p-value C	65% (correct answer)
p-value D	7%
Option Annotations	The student is asked to identify the words that are used as antonyms in the given sentences. Option C is the correct answer because the words “calm” and “turbulent” are opposite in meaning. Option A is not correct since “smiled” and “allowed” are not related in any way in meaning. Option B is not correct since “sea” and “ocean” are similar in meaning. Option D is not correct; although “warm” can be used to describe “fires,” the words are not antonyms.

2. What does the word antics mean as it is used in “Hannah Saves the *Mayflower*”?
- A. boasts
  - B. pranks
  - C. methods
  - D. thoughts

Item Information	
Alignment	A-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	8%
p-value B	50% (correct answer)
p-value C	27%
p-value D	15%
Option Annotations	The student is asked to use context clues to determine the meaning of the word “antics.” Option B is the correct answer since the word “antics” means “pranks” as it is used in the passage. Options A, C, and D are not the correct meaning of the word “antics” and do not make sense in the given context.

3. In “Hannah Saves the *Mayflower*,” how is Hannah different from John and Francis?
- A. Hannah is more curious.
  - B. Hannah is more talkative.
  - C. Hannah is more courageous.
  - D. Hannah is more responsible.

Item Information	
Alignment	A-K.1.1.3
Answer Key	D
Depth of Knowledge	3
p-value A	12%
p-value B	4%
p-value C	11%
p-value D	73% (correct answer)
Option Annotations	The student is asked to compare characters in the passage. Option D is the correct answer. Through Hannah’s actions of obeying adults, keeping out of the way of the crew, and reporting the dangerous actions of John and Francis she shows that she is more responsible than the two boy characters. Option A is not correct since John and Francis seem to be more curious than Hannah; they climb up the mast to search for land. Option B is not correct since John, Francis, and Hannah seem equally talkative, based on the dialogue in the passage. Option C is not correct since John and Francis show little fear by playing jokes on the other passengers and confronting the crew members.

4. Which sentence from “Hannah Saves the *Mayflower*” **best** supports a theme related to consequences?
- A. “Hannah saw her cousins scuttle up the ladder to the open deck.”
  - B. “Francis whispered back, ‘We were going to climb high to watch for land.’ ”
  - C. “The sea was indeed smooth on this day.”
  - D. “Miles Standish added, ‘This is not mere mischief.’ ”

Item Information	
Alignment	A-K.1.1.2
Answer Key	D
Depth of Knowledge	3
p-value A	22%
p-value B	17%
p-value C	10%
p-value D	51% (correct answer)
Option Annotations	The student is asked to identify the sentence from the passage that best relates to a theme based on the idea of consequences. Option D is the correct answer since it implies that there will be severe consequences for John and Francis, who tried to create fireworks on the ship. Options A and C are not correct since they do not relate to the theme of consequences. Although the boys were sent back below when they attempted to watch for land, option B is not the best choice to indicate consequences.

**Evidence-Based Selected-Response Question**

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

**Part One**

What is the author's main purpose in "Hannah Saves the *Mayflower*"?

- A. to share a story of sadness from the *Mayflower*
- B. to explain the importance of the *Mayflower's* journey
- C. to create characters as a way to show how life may have been on the *Mayflower*
- D. to develop a plot as a way to emphasize the facts of the *Mayflower's* journey

**Part Two**

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

- A. "Hannah gnawed on the hard, dry meal, remembering warm milk and newly picked berries of long ago."
- B. "When they could cook, charcoal fires were built on sand in metal boxes on the open deck."
- C. "John and Francis were older than Hannah."
- D. "Suddenly, the boys stopped, and Hannah almost ran into them."

Item Information	
Alignment	A-C.2.1.1
Answer Key: Part One	C
Answer Key: Part Two	A, B
Depth of Knowledge	3
Mean Score	1.34
Option Annotations	<p>The student is asked to determine the author's purpose in the passage and to select two sentences from the passage that support the answer.</p> <p><b>Part One:</b> Option C is the correct answer since the passage uses fictional characters to try to recreate what life may have been like in a certain time in history. Option A is not correct since the story overall is not sad; the passengers eventually reach America. Option B is not correct since the passage does not explain the historical importance of the <i>Mayflower's</i> journey. Option D is not correct since presenting specific facts about the <i>Mayflower's</i> journey is not the primary purpose of the author.</p> <p><b>Part Two:</b> Options A and B are the correct answers since these options support what life may have been like on the <i>Mayflower</i>, giving details about the passengers' daily lives. Options C and D do not support the correct answer in Part One.</p>

## PASSAGE 2

**Susanna's Promise**

by Heather Hill Worthington

Mother held my hand as we boarded the crowded ship. She was with child. Father struggled to carry my old cradle.

"Will the baby come today?" I asked.

"Not today or tomorrow either," Mother said.

I couldn't imagine Mother having the baby here. What if the boat leaked? Father led us down below deck to our dark quarters. Mother visited with Mistress Hopkins who, too, was expecting a baby.

Later, Father took me on deck. "It's a fine day for sailing, Resolved<sup>1</sup>," he said. As we left the harbor, the boat was leaning over to one side. Breakers tumbled. My lips tasted salty.

As land disappeared from sight, waves pounded the *Mayflower's* hull. I clung to Mother, who was seasick. Others complained.

"Hold on!" shouted Captain Jones. The ship pitched, bow up, then down. Soon we weren't allowed up on deck.

Days passed. Scary thunderstorms came. Creeping onto the deck, the sea slithered like a serpent. It washed down on us all, as we shivered below deck. The sailors shouted. They didn't like our sickness, singing, or prayers.

"We'll find happiness in the new land," Mother promised.

But I wasn't so sure. Part of the ship cracked, but it was soon fixed.

When Oceanus Hopkins was born, I couldn't wait for our baby. "It won't be long now," Mother said.

The weather cleared. One day I heard "Land Ho!" It was late November. Up on deck, I saw only deserted beach. There was no city like the one we'd left.

There was another problem. Captain Jones had taken us to the wrong place. This wasn't Hudson's Paver, where we were supposed to land. "Winter is coming, and the sailing is too dangerous," Father explained.

On November 11 we anchored ship, and soon Father and the others set out to explore in a small boat. With other men, Father waded to the beach through icy water. I thought him brave. I feared we'd all freeze before our homes were built.

When we all went ashore, I ran on the sand with my friend, Wrestling<sup>2</sup>. Mother washed clothes. I shouted when I saw a whale spouting in the water.

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<sup>1</sup> Resolved—name of narrator

<sup>2</sup> Wrestling—name of narrator's friend

We lived on the ship while the men went exploring. Then, one day, Mother called for Mistress Hopkins. I was so excited! By nightfall, I had a baby brother. His name was Peregrine, which meant “traveler.” He was the first English baby born in New England. It snowed all night.

On shore, I collected thatch for our roof. Mother cared for Peregrine. He grew bigger. Mother took Peregrine and me out for fresh air.

At last, the weather warmed to spring.

I helped plant corn the Wampanoag way. The Wampanoags were the people who were here when we came. Now they had become our friends.

When the *Mayflower* finally sailed away in April 1621, we waved goodbye from our new home.

It has been four years since our people crossed the great ocean. I watch my mother, Susanna, chase my little brother through the tall grass. He loves this game. His spirit is free. I am nine and have responsibilities.

The sun shines brightly on our hillside settlement. Life is good in Plimouth Plantation; we are thankful. We have found happiness in the new land, just as Mother promised.



### Multiple-Choice Questions

6. Read the sentence from “Susanna’s Promise.”

“The ship pitched, bow up, then down.”

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

- A. threw
- B. rose and dipped
- C. set on a slope
- D. put into position

Item Information	
Alignment	A-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	19%
p-value B	58% (correct answer)
p-value C	9%
p-value D	14%
Option Annotations	The student is asked to determine the correct meaning of the word “pitched” by using context clues. Option B is the correct answer since the meaning of the word in the given context indicates motion. Options A, C, and D are other meanings for “pitched” but do not fit the context in which it appears in the passage.

## 7. Read the sentence from “Susanna’s Promise.”

“Creeping onto the deck, the sea slithered like a serpent.”

Which idea does the simile **most** express?

- A. the danger of the ocean
- B. the vastness of the ocean
- C. the fragile quality of the ship
- D. the slow movement of the ship

Item Information	
Alignment	A-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	53% (correct answer)
p-value B	18%
p-value C	9%
p-value D	20%
Option Annotations	The student is asked to infer the meaning of the given simile. Option A is the correct answer since a serpent, or snake, is often used in literature to show danger, as was done in the context of this passage. Options B and C do not make sense since snakes are not used to indicate size or fragility. Even though snakes move rather slowly, the imagery of the snake creeping and slithering best indicates threatening movements; therefore, option D would not be the best choice.

8. Which sentence from “Susanna’s Promise” **most** shows that the Pilgrims remained hopeful during their journey?
- A. “Mother held my hand as we boarded the crowded ship.”
  - B. “ ‘It’s a fine day for sailing, Resolved,’ . . . ”
  - C. “ ‘We’ll find happiness in the new land,’ . . . ”
  - D. “He was the first English baby born in New England.”

Item Information	
Alignment	A-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	10%
p-value B	9%
p-value C	73% (correct answer)
p-value D	8%
Option Annotations	The student is asked to identify the sentence from the passage that most supports a given inference. Option C is the correct answer since this sentence shows the optimistic outlook the Pilgrims have throughout their trip. Options A and D are not correct since they merely represent events that took place either at the beginning or at the end of the journey. Option B is not correct since it indicates a positive feeling before the trip had actually begun.

9. Which sentence **best** contrasts how the two passages describe the Pilgrims' journey on the *Mayflower*?
- A. "Hannah Saves the *Mayflower*" makes sailing seem boring, but "Susanna's Promise" makes sailing seem exciting.
  - B. "Hannah Saves the *Mayflower*" tells where the ship comes from, but "Susanna's Promise" tells where the ship is going.
  - C. "Hannah Saves the *Mayflower*" focuses on a single event, but "Susanna's Promise" focuses on a longer period of time.
  - D. "Hannah Saves the *Mayflower*" shares the thoughts of one character, but "Susanna's Promise" shares the thoughts of several characters.

Item Information	
Alignment	A-C.3.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	13%
p-value B	19%
p-value C	45% (correct answer)
p-value D	23%
Option Annotations	The student is asked to contrast how the two passages describe the Pilgrims' journey on the <i>Mayflower</i> . Option C is the correct answer since "Hannah Saves the <i>Mayflower</i> " details how a young girl saves the ship from being destroyed, while "Susanna's Promise" gives an overview of the entire trip and of the Pilgrims' life in New England. Option A is not correct since both passages make the trip seem rather exciting. Option B is not correct since both passages tell where the ship leaves from and where it is going. Option D is not correct since both passages share the thoughts of only the main character.

**PASSAGE 3**

Read the following passage about cave science. Then answer question 10.

## **Uncovering a Mystery**

by David L. Harrison

It is September 2001, on a sunny day in the Midwest near Springfield in Greene County, Missouri, and Journagan Construction is building a road. Bobby Page's job is to remove part of a hill that is in the way by using explosives. He and his crew get ready. Their hydraulic drill chatters down into the rocky earth, digging a series of small holes nearly 30 feet deep.

The crew places sticks of powder in the bottoms of the holes and covers them with ammonium nitrate, an explosive ingredient that looks like mayonnaise. The powder will set off the ammonium nitrate. Fuses and ignition caps are in place. A long line runs uphill to a place where the blast will be set off by the push of a button. People living nearby have been told there will be an explosion. Traffic on the road has been stopped to protect motorists.

### **Fire in the Hole!**

Bobby raises his right hand, ready to call out the familiar warning. In just a moment, part of the hill will erupt. Dust and clay will shoot 30 feet toward the blue sky like a geyser. A wave of shattered earth and stone will explode onto the roadbed. It will sound like a waterfall crashing onto rocks. Dust and smoke will swirl. The air will smell of burned powder like the stale remains of Fourth of July fireworks.

"Fire in the hole!"

The side of the hill explodes. Smoky clouds of dust and grit collide. But no wave of broken rocks crashes outward onto the roadbed. Instead, part of the hill vanishes into the earth.

People scramble toward the blast site for a look. They stare down into a wide, jagged hole. The explosion has blown through the wall of a cave!

Driven by curiosity, Bobby picks his way down through the rubble. The floor is littered with slabs of rock that shattered off the ceiling. Bobby holds a lighter above his head. A few steps beyond the weak sunlight he finds himself in a dark, silent place. Wisely, he turns back. This unexpected cave is a serious problem for the road builders. It must be reported right away.

### **Detectives on the Scene**

What happens next shows just how much detective work is involved in cave science. When he learns about the cave, Dave Coonrod, the top Greene County official, notifies Ken Thomson, a geologist and cave expert. Ken identifies the rocks around this cave as limestone, a kind of rock that formed underwater when a shallow sea covered the area millions of years ago.

Ken Thomson can see that the newly discovered cave is big. It's hard to tell how far its tunnels might reach. He decides that it needs to be investigated. One of the first people he notifies is Matt Forir. Matt is a paleontologist, the kind of scientist who studies ancient life. Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries of this unknown cave. They wonder if they are about to walk where no human has been, uncover secrets that no one has witnessed. They share a great responsibility, and they feel it.

"You can't be too careful," Matt says. "This may be just another cave. But there is always the possibility of finding priceless fossils that will help us understand what life was like in the past. A careless step might destroy something that can never be replaced."

### **Walking into the Past**

Matt and Lisa work down through the debris and enter the blast opening. The first chamber of the cave is large and fairly round. The far walls and ceiling are only dimly visible in the lights mounted on their helmets. Stone formations of many shapes and colors hang from the ceiling and grow out of the floor.

Matt and Lisa edge forward. They walk between floor-to-ceiling columns that look like ice sculptures. Beyond the columns they pass a shallow pool so clear that the water is invisible. The floor slopes downward to the lip of a wide pit 10 feet deep and 30 feet across. The explorers slide down the slippery bank, wade through cold water above their ankles, and scramble up the far side.

Clay is everywhere. It coats the walls and the floor, and clings to their wet boots. One hundred feet into the cave, they stop to look at a wall. Their lights crisscross the darkness like narrow searchlights. Suddenly the beams come together on the same spot. Several feet above their heads, enormous claws have left deep slashes in the clay. Sometime in the past a living creature—a very large living creature—had visited the cave!

### **A Startling Discovery**

"Look at the size!" Lisa says. The marks are 7 or 8 inches wide and 14 feet above the floor. That's 4 feet higher than a basketball hoop!

Matt's mind is already busy figuring out what kind of animal did this. "Bear," he says. But the only bear native to this area is the black bear, and black bears can't reach half this high. Their paws aren't more than 5 inches wide. The bear in here was a giant. Matt feels a rush of excitement. "Only one kind of bear was ever big enough to make those marks," he says. "The short-faced bear. The one that autographed this wall stood here more than ten thousand years ago!" That's when the last ice age ended, and paleontologists believe that short-faced bears were already extinct by then.

As Matt and Lisa turn around, their lights shine on the far wall of the passage, picking up claw marks that look different from the bear claws marks. These scratches look like they were cut into the clay with knives.

Matt whistles. "Saber-toothed cat or American lion," he says. "This was a busy place!"

The explorers have only been in the cave for 30 minutes, but they return immediately to the surface. Matt's report to the others waiting near the entrance is simple and straightforward:

"We have to save this cave! You're not going to believe what's down there!"

## **Saving the Cave**

Ken, Matt, county officials, and other scientists consult with the construction company and road engineers. They reach a major decision. They will reroute the road to one side to spare the cave. They name the cave Riverbluff.

A crew repairs the damaged cave wall with 20-foot sheets of 1/2-inch steel. The cave is buried again to keep it safe from intruders. Now it can only be entered by climbing down a 16-foot hole and crawling through an underground drainpipe with padlocked steel doors at both ends.

By spring of 2002, the scientists are finally allowed to start exploring Riverbluff Cave. There is an air of excitement as they begin.

Mapping the cave is one of the first priorities. A map specialist named James Corsentino agrees to take on the task with help from Matt, Lisa, and other team members. "Crawling on your stomach through wet clay isn't always fun," says James, "but a good map is worth it."

Like explorers above ground, cave scientists need a map of where they're going. Geologists need to know the shape, size, and location of the cave to understand how it was formed. Hydrologists (scientists who study water) need a good map to discover the role that water plays in the cave. Paleontologists need to know where each discovery is made to understand what life was like in the area.

**Text-Dependent Analysis Prompt**

10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout 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.



- [illegible]

**GO ON** 

[illegible]

**GO ON** 

[illegible]

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



## Text-Dependent Analysis Scoring Guideline

### #10 Item Information

<b>Alignment</b>	E.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.53
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### Assessment Anchor:

E05.E.1–Evidence-Based Analysis of Text

### Specific Assessment Anchor Descriptor addressed by this item:

E05.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

## STUDENT RESPONSE

Response Score: 4 points



10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

In the story, Uncovering a Mystery, the author points out that “detective work is involved in cave science.” The author’s statement is true because you have to look for clues, you need to study your case, and you have a big responsibility in both cave science and detective work.

First, you have to look for clues. In the text it says “Several feet above their heads, enormous claws have left deep slashes in the clay.” That is important because if the scientists never found those slashes they would have never known that some type of animal was down in the cave a long time ago. That is like detective work because detectives have to find fingerprints or hair at the crime scene so they can figure out who committed the crime.

Second, you need to study your case. In the text it says “Geologists need to know shape, size, and location of the cave...” That statement is important because it is saying that they need that so they can study the cave and figure out who or what lived down there long ago. That is like detective work because in detective work you have to study the crime scene to know who the victim is or what happened at the crime scene.

Next, you have a big responsibility. When you are a cave scientist you have to figure out what happened back then when you are exploring. You do not want to disappoint all the hopeful people that think you are going to figure out what happened in that cave. When you are a detective you have to catch the guilty or bad guy so your town is not scared but safe and protected.

In conclusion, detective work is just like cave science. They are alike because you have to look for clues, you have a big responsibility, and you need to study your case.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure effectively supports the development of how “*detective work is involved in cave science*” is supported throughout the passage. Thorough analysis of both explicit and implicit meanings of the text (*detectives have to find fingerprints or hair at the crime scene so they can figure out who committed the crime, like detective work because in detective work you have to study the crime scene to know who the victim is, When you are a detective you have to catch the guilty*) effectively supports the student’s ideas (*look for clues, study your case, have a big responsibility*). Accurate text references (“*Several feet above their heads, enormous claws have left deep slashes in the clay,*” “*Geologists need to know shape, size, and location of the cave*”) are used to support the student’s analysis. Ideas are clearly explained using precise language (*who committed the crime, responsibility*). Few errors are present, and they do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 4 points

10. The author makes the point that "detective work is involved in cave science." Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

The author makes the point that "detective work is involved with cave science." The author defends this point throughout the passage. First, there could be a lot of new discoveries; Also, scientists need to know how caves are formed and what happened inside the cave. People need to know what the cave looks like, so they need maps of the cave. These three reasons are how the author defended his point, "detective work is involved in cave science."

A lot of detectives are involved in a situation where there is something new in a cave to discover. For example, in the passage it said, "One of the first people he notifies is Matt Forir. Matt is a paleontologist, the kind of scientist who studies ancient life. This shows that since they need a scientist who looks for clues of ancient life, the scientist would be a detective

GO ON 

because he's looking for clues. Therefore, detective work is involved in cave science. Also, the passage says "By spring of 2002, the scientists are finally allowed to start exploring Riverbuff Cave." This indicates that since scientists are going in the cave to explore, study, and find clues to mysteries, there is detective work involved with cave science. This author defended his point throughout the passage, detective work is involved with cave science.

In addition to the paragraph above, the author also defended his point by saying, "Like explorers above ground, cave scientists need a map of where they're going." This means that since scientists need the maps, mapmakers will be going down to make maps. This shows that there will be detectives involved with cave science because mapmakers need to find different clues to know where they are, so the mapmakers are detectives.

This is how the author keeps defending his claim, detective work is involved with cave science.

Another way the author defends his claim is by saying, "Geologists need to know the shape, size, and location of the cave to understand how it was formed.

GO ON



Hydrologists need a good map to discover the role water plays in the cave. Paleontologists need to know where each discovery is made to understand what life was in the area. This means that since people need to know how caves are formed, there will be lots of people investigating on different clues to know how it was formed and what went on in the cave. Thus, detective work is involved with cave science. This is how the author made his point clear throughout the passage.

The author made the point that "detective work is involved in cave science." He defended this claim by showing the reader that there could be a lot of new discoveries, the people need to know what happened in the cave and how it formed, and that map makers needed to make maps of the cave. These reasons are how the author supported his claim, detective work is involved with cave science.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong, and the response has an effective introduction, development, and conclusion that clearly identifies and thoroughly explains the main ideas related to how the passage supports the point that "detective work is involved in cave science" (could be a lot of new discoveries, need to know what happened in the cave and how it formed, map makers needed to make maps of the cave). Thorough analysis (the scientist would be a detective because he's looking for clues, scientists are going in the cave to explore, study, and find clues, so the mapmakers are detectives, this means that since people need to know how caves are formed, Thus, detective work is involved) and substantial, accurate, and direct references to the text (Matt is a paleontologist, the kind of scientist who studies ancient life, the scientists are finally allowed to start exploring Riverbuff Cave, "Like explorers above ground, cave scientists need a map of where they're going," "Geologists need to know the shape, size, and location of the cave) are combined to thoroughly explain how detective work is involved in cave science. Precise language and domain-specific vocabulary are used effectively to clearly convey the student's ideas (author defended his claim, detectives are involved in a situation, investigating on different clues). Transitions (For example, Therefore) are used to link ideas. The few errors present do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 3 points



10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

The author makes the point that “detective work is involved in cave science.” This point is supported throughout the passage in many ways. Here is the evidence that I have found.

The first reason why “detective work is involved in cave science” is because of the rocks that were found in the cave. “Ken identifies the rocks as limestone, a kind of rock that formed underwater when a shallow sea covered the area millions of years ago.” The team must now investigate the things hidden beneath the cave. They must do this because since limestone, an old rock, is under there, many other old things may be under the cave.

The second reason why “detective work is involved in cave science” is because the cave is a mystery so detectives must work on it. “Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries of this unknown cave. I think that it must be detective work if detectives investigate it.

The third reason why “detective work is involved in cave science” is because two ancient animals were here. The first ancient animal fossil was the short-faced bear. “‘Only one kind of bear was ever big enough to make these marks,’ he says ‘The short-faced bear. The one that autographed this wall stood here more than ten thousand years ago.’” This means that it is an even bigger mystery, since they have finally unrapped more evidence to determine how old the cave is. The second ancient animal fossil was the saber-toothed cat or American lion. “‘saber-toothed cat or American lion,’ he says. ‘This was a busy place!’” That is why “detective work is involved in cave science”.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate with a focus that clearly addresses how “*detective work is involved in cave science*” is supported throughout the passage. Although the conclusion is simplistic (*That is why “detective work is involved in cave science”*), the introduction and development are adequate. Clear analysis (*since limestone, an old rock, is under there, many other old things may be under the cave, the cave is a mystery, so detectives must work on it, This means that it is an even bigger mystery, since they have finally uncapped more evidence*) is evident, and there are sufficient, accurate references to the text (“*Ken identifies the rocks as limestone. . . millions of years ago*,” *Matt and team member Lisa McCann will be the first detectives to tackle the scientific mysteries*, “*Only one kind of bear was ever big enough to make these marks*,” *The second ancient animal*). Precise language and domain-specific vocabulary is used appropriately to explain the student’s ideas (*The team must now investigate, more evidence to determine how old the cave is*). Few errors are present and they do not interfere with meaning.

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## STUDENT RESPONSE

Response Score: 3 points

10. The author makes the point that "detective work is involved in cave science." Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Detective work is used in cave science because to unlock different facts about the cave, you need to analyze things, just like detectives. People analyze different marks and stones in cave science, just like detectives would study finger prints and blood in a murder mystery.

The point the "detective work is involved in cave science" is supported through out this text because it talks about analyzing all the time. The geologist analyzed and detected the different types of rocks around the cave. The different type of scientist study different objects and elements found in the cave. According to the text, Hydrologists took that role in that type of "detective work", just like the paleontologists study "ancient life."

Also, in the text they used clues to

GO ON

detect the bear mark in the cave. The paleontologists detect the American lion or sabertooth tiger scratches.

In these different type of ways, detective work is used in cave science, and it plays a pretty big role.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and stays focused on how “detective work is involved in cave science” is supported throughout the response. Clear analysis of the text is used to support this claim (People analyze different marks, just like detectives would study fingerprints, it talks about analyzing all the time, the geologist analyzed and detected the different types of rocks around the cave, they used clues to detect). There are sufficient, accurate, and direct text references (paleontologists study “ancient life”, detect the American lion or sabertooth tiger scratches). Language is used appropriately to more clearly explain the student’s ideas (unlock different facts, study finger prints). A few errors are present (different type of scientist study), but they seldom interfere with meaning.

## STUDENT RESPONSE

Response Score: 2 points



10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Here is two ways the author states detective work is involved in cave science. One way is that you need to know your surroundings as a detective and the author states that the scientist find out that the cave is make of lime stone and that is their surrounding. So as a cave scientist you also need to know your surroundings. The other way detective work is involved in cave science is detectives find foot prints and finger prints. Well the author states that the cave scientist find claw marks in the clay in the cave. So scientist find marks to. Those were two ways the author states detective work is involved in cave science.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak organizational structure inconsistently supports the point that there are two ways the author shares detective work is involved in cave science; the response has a weak opening and no sense of closure. Weak analysis consists of a pair of inferences (*you need to know your surroundings as a detective, as a cave scientist you also need to know your surroundings, detectives find foot prints, So scientist find marks to*) that somewhat support the point that “*detective work is involved in cave science*” but are not sufficiently explained. Few vague references to the text (*scientist find out that the cave is make of lime stone, cave scientist find claw marks*) are used to support the analysis. There are errors present in usage (*the scientist find out*) that sometimes interfere with meaning.

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## STUDENT RESPONSE

Response Score: 2 points

10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Detective work is involed  
in cave science alot. It is  
important we have cave science  
in detective work.

It is important we have  
cave science in detective work  
because in Under Covering a Mystery  
the team doesnt know whats  
in the cave yet but they have  
clues. The team has to do  
detective work to find out what  
is in the cave and what they need  
to do to save the cave. The team  
calls in all kinds of scientists so  
they can draw them out maps and try  
to investigate and analyze some  
of the teams effidence they  
all ready have, so the team

GO ON 



members Dave, Ken, Matt, and Lisa  
can go see whats in the cave  
and what they need to save  
or do about the cave.

Detective work is  
important in cave science. Cave  
science is a hard job and  
deectives can do this job.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak organizational structure somewhat supports the focus of how "Detective work is involed in cave science" is supported throughout the passage. The response begins with a weak introduction stating that it is important we have cave science in detective work. Weak evaluative statements provide some analysis (*team doesnt know whats in the cave yet but they have clues, team has to do detective work to find out, Cave science is a hard job*) that somewhat support the main idea that it is important that we have cave science in detective work; however, the vague references to the text (*team calls in all kinds of scientists so they can draw them out maps, team members Dave, Ken, Matt, and Lisa can go see*) provide limited details, examples, or quotes to support the analysis. Limited transitions (*So*) are used to link ideas. Errors may occasionally interfere with meaning (*involved, alot, doesnt, effidence, dectives*).

## STUDENT RESPONSE

Response Score: 1 point



10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

Ways detective work is apart of cave science it that all detectives' need to find proof, Clues and most important a way to solv the case. In this passage the detecives' found alot of clues to see what kind of ancient secrets were in the cave. They also need to run test to see if things are true or not.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. The organizational structure is minimal, and the response has an insufficient introduction and lacks a conclusion. Minimal analysis is present (*detectives' need to find proof, Clues and most important a way to solv the case*), and it only somewhat supports the point that “*detective work is involved in cave science.*” References to the text are limited to a single vague statement (*detecives' found alot of clues to see what kind of ancient secrets were in the cave*) that lacks the details necessary to support the student's analysis. Errors are present in spelling (*detecives, solv, alot*), usage (*apart* for a part, *test* for *tests*), grammar (*it that all detectives'*), and punctuation (*detecives'*), some of which interfere with meaning.

## STUDENT RESPONSE

## Response Score: 1 point

10. The author makes the point that “detective work is involved in cave science.” Write an essay analyzing how this point is supported throughout the passage. Use evidence from the passage to support your response.

In the book *Uncovering a Mystery* the Author makes the point that “Detective work is involved in cave science.” Detective work did involve cave science because of the explosion that opened up the cave.

When Bobby Page blew up the hill they found a cave. They called in a Detective to see if he could contact somebody to help them out. The Detective calls Dave Coonrod, the top of Greene County Official; When Dave learns about the cave he notifies Ken Thomson, a geologist and cave expert. Ken identifies the rocks around the cave as limestone, a kind of rock that formed under water when a shallow sea covered the area millions of years ago.

In conclusion the Author makes a point that “Detective work is involved in cave science.”



This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. The organizational structure is minimal, and the response has minimal development with a simple conclusion that only restates the prompt. The attempt to analyze (*Detective work did involve cave science because of the explosion that opened up the cave*) is unexplained and confusing. The remainder of the paper retells a portion of the passage without analyzing how it supports the point that “Detective work is involved in cave science.”

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS AND WRITING PROMPT****Directions:**

On the following pages are the Language questions and the Writing Prompt.

**Directions for Multiple-Choice Questions:**

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

For the multiple-choice questions:

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

**Directions for the Writing Prompt:**

- Review the Writer's Checklist to help you plan and organize your response.
- Read the writing prompt carefully.
- Write your response in the appropriate space in the answer booklet.

## STANDALONE MULTIPLE-CHOICE QUESTIONS

11. Read the paragraph.

(1) A walrus uses its long teeth, or tusks, in many different ways. (2) Scientists believe a walrus uses its tusks to climb out of the water. (3) The animal may also use its tusks to dig holes in the ice and to protect themselves from predators.

Which change corrects the error?

- A. Change uses to use in sentence 1.
- B. Change believe to believes in sentence 2.
- C. Change its to their in sentence 2.
- D. Change themselves to itself in sentence 3.

Item Information	
Alignment	D.1.1.8
Answer Key	D
Depth of Knowledge	2
p-value A	6%
p-value B	8%
p-value C	44%
p-value D	42% (correct answer)
Option Annotations	The student is asked to determine the change that corrects the error in pronoun-antecedent agreement. Option D is the correct answer since “themselves” should be changed to “itself” to agree with its antecedent, “animal.” Option A is not correct since the verb “uses” shows agreement with the subject, “walrus.” Option B is not correct since the verb “believe” shows agreement with the subject, “scientists.” Option C is not correct since the pronoun “its” shows agreement with its antecedent, “walrus.”

12. Read the directions on how to get to the park.

First, carefully cross the street and pass the water tower. Then, walk past the jewelry store and walk one block north. Then, you will pass the area where the Little League baseball team practices. You will see the park next to the Italian restaurant.

Which underlined word is misspelled?

- A. carefully
- B. jewelry
- C. area
- D. restaurant

Item Information	
Alignment	D.1.2.5
Answer Key	A
Depth of Knowledge	1
p-value A	62% (correct answer)
p-value B	21%
p-value C	2%
p-value D	15%
Option Annotations	The student is asked to determine which underlined word in the given paragraph is misspelled. Option A is the correct answer since “carefully” should be spelled “carefully.” Options B, C, and D are incorrect answers since they are spelled correctly in the given paragraph.

## 13. Read the sentence.

Before the scouts go on their camping trip, \_\_\_\_\_ .

Choose the words that complete the sentence.

- A. all of them preparing and packing their supplies
- B. which will be a good learning experience for all
- C. they will have to raise money by selling plants
- D. where they will learn about plants and animals

Item Information	
Alignment	D.1.1.6
Answer Key	C
Depth of Knowledge	2
p-value A	26%
p-value B	5%
p-value C	60% (correct answer)
p-value D	9%
Option Annotations	The student is asked to choose the word that completes the given sentence correctly. Option C is correct since it completes the sentence without creating a fragment or a run-on. Options A, B, and D are not correct since they do not create complete thoughts.

## 14. Read the sentences.

The giant squid is about 60 feet long. It is the largest type of squid. It is also the largest animal without a backbone.

Choose the **best** way to write the information as one sentence without changing the meaning.

- A. The giant squid is about 60 feet long, it is the largest type of squid, yet it is the largest animal without a backbone.
- B. Because the giant squid is 60 feet long, it is the largest type of squid but the largest animal without a backbone.
- C. At 60 feet long, the giant squid is both the largest squid and the largest animal without a backbone.
- D. Since the giant squid is 60 feet long, it is the largest type of squid because it is the largest animal without a backbone.

Item Information	
Alignment	D.2.1.1
Answer Key	C
Depth of Knowledge	3
p-value A	28%
p-value B	10%
p-value C	55% (correct answer)
p-value D	7%
Option Annotations	The student is asked to combine the given sentences for the best interest and style. Option C is the correct answer since it combines the three sentences in a way to create the best interest and style. Option A is not correct since it creates an awkward run-on sentence. Option B is not correct because it changes the meaning of the original three sentences. Option D is not correct since it changes the meaning of the three original sentences and is awkward in construction.



## Change in Test Design

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

## WRITER'S CHECKLIST AND OPINION WRITING PROMPT

15. Think about how weather can be an important part of a story. Many interesting stories start out with unusual weather. Sometimes important things happen when the weather changes in a story.

Write a story for your teacher that takes place on a day when there is a sudden change in weather. Include details to show that the sudden change in weather is an important part of the story. Make sure your story has a beginning, middle, and end.

## 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.

**Directions:** On the following pages is the Narrative Writing Prompt.

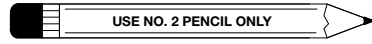
- 15.** Think about how weather can be an important part of a story. Many interesting stories start out with unusual weather. Sometimes important things happen when the weather changes in a story.

Write a story for your teacher that takes place on a day when there is a sudden change in weather. Include details to show that the sudden change in weather is an important part of the story. Make sure your story has a beginning, middle, and end.

**Go to the next page to begin writing your response.**

**15.**

## Narrative Writing Prompt Final Copy

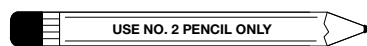


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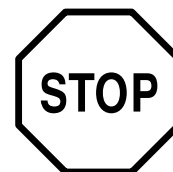
**GO ON** 

**15.**

**Narrative Writing Prompt (cont.)**  
**Final Copy**

[illegible]

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



## Narrative Scoring Guideline

### #15 Item Information

<b>Alignment</b>	C.1.3	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	2.44
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### Assessment Anchor:

E.05.C.1 — Text Types and Purposes

### Specific Eligible Content addressed by this item:

E.05.C.1.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Score	Description
4	<ul style="list-style-type: none"> <li>Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters</li> <li>Effective narrative pattern that sequences events and provides a conclusion</li> <li>Thorough elaboration that effectively supports the storyline</li> <li>Effective use of narrative techniques to develop experiences and events</li> <li>Effective use of transitions</li> <li>Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details</li> <li>Consistent control of sentence formation</li> <li>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning</li> </ul>
3	<ul style="list-style-type: none"> <li>Clearly established situation/theme that orients the reader and introduces the narrator and/or characters</li> <li>Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur</li> <li>Sufficient elaboration that supports the storyline</li> <li>Adequate use of narrative techniques to develop experiences and events</li> <li>Clear use of transitions</li> <li>Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details</li> <li>Adequate control of sentence formation</li> <li>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning</li> </ul>

Score	Description
2	<ul style="list-style-type: none"> <li>• Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters</li> <li>• Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion</li> <li>• Weak elaboration that somewhat supports the storyline</li> <li>• Limited use of narrative techniques to somewhat develop experiences and events</li> <li>• Inconsistent/limited use of transitions</li> <li>• Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details</li> <li>• Inconsistent control of sentence formation</li> <li>• Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</li> </ul>
1	<ul style="list-style-type: none"> <li>• Minimal evidence of a situation/theme</li> <li>• Minimal sequencing of events that may or may not establish a narrative pattern</li> <li>• Minimal elaboration that may or may not support the storyline</li> <li>• Minimal use of narrative techniques</li> <li>• Minimal use of transitions</li> <li>• Insufficient control of language (words, phrases, and sensory details)</li> <li>• Minimal control of sentence formation</li> <li>• Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning</li> </ul>

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## STUDENT RESPONSE

Response Score: 4 points



10. Think about how weather can be an important part of a story. Many interesting stories start out with unusual weather. Sometimes important things happen when the weather changes in a story.

Write a story for your teacher that takes place on a day when there is a sudden change in weather. Include details to show that the sudden change in weather is an important part of the story. Make sure your story has a beginning, middle, and end.

“Beep beep” I awoke to the beeps and buzzes of my alarm clock. As my eyes peeled slowly I remembered! Today was the day of my softball championship game! I sprung out of my bed and flew past my sister singing, “Today is the day I’m going to play!” but my parents replied “We don’t know if we are going to have it today, look out the window.” As I peeked my head around the corner to look out the window I saw a cloudy sky, rain splattering against the window, and fog everywhere! “Oh no!” I mumbled with a frown on my face “We are never going to play with this weather!”

As I waited laying down, with my feet up the wall, or playing with my dog nothing happened. But soon after that I knew there was just a tiny bit of hope when the sun peaked through the clouds and the rain slowly stopped. “Look, Look!” I shouted, “The gloomy weather is almost gone. I can still have my game!” It was almost eleven in the afternoon and my game was at twelve thirty! “You better get ready!” my dad replied. As I quickly got ready, did my hair, tied my shoes, and ran back down stairs my mom exclaimed “The game is still on. I got an e-mail from your coach!” “YES!” I shout dancing around!

When I got to my game my teammates were very excited! They were telling me about there day as I was telling them about mine and how sad I wouldv’e been if we didnt have the game! Soon the game got started! The bleachers were packed with parents, friends, and family! The weather was beautiful and not soon enough we won the game! Everyone was cheering and under my breath I mumbled “Thanks mother nature!”

This response distinctly establishes a situation (“Beep beep” I awoke to the beeps and buzzes of my alarm clock. As my eyes peeled slowly open . . . ) that orients the reader and introduces the narrator. An effective narrative pattern sequences events (I sprung out of my bed and flew past my sister singing; As I peeked my head around the corner to look out the window I saw a cloudy sky; But soon after that I knew there was just a tiny bit of hope when the sun peaked through the clouds; “The game is still on . . . ) and provides a conclusion (Everyone was cheering and under my breath I mumbled “Thanks mother nature!”). Transitions (As I waited, When I got to my game) are used effectively within the story line. Events are thoroughly elaborated (As I quickly got ready, did my hair, tied my shoes, and ran back down stairs my mom exclaimed “The game is still on. I got an e-mail from your coach!”). Sensory language is used to clearly convey experiences (As I peeked my head around the corner to look out the window I saw a cloudy sky, rain splattering against the window, and fog everywhere!). Consistent control of sentence formation is demonstrated and the few errors present do not interfere with meaning.

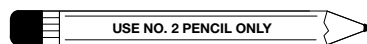


**STUDENT RESPONSE****Response Score: 3 points**

15. Think about how weather can be an important part of a story. Many interesting stories start out with unusual weather. Sometimes important things happen when the weather changes in a story.

Write a story for your teacher that takes place on a day when there is a sudden change in weather. Include details to show that the sudden change in weather is an important part of the story. Make sure your story has a beginning, middle, and end.

15.

Narrative Writing Prompt  
Final Copy

Dear Mrs. Carter

Last summer I went to Ocean City. Everyday the weather was nice and sunny, no rain at all. When my mom, my Uncle Ben, my dad, my brother, Mark, his friend Cole, and I went to the beach

It was nice, hot, a little breeze, and the sand burnt your feet. So it looked like it would be a really hot day. When we got to the beach I took off my flipflops and ran around so the sand wouldn't burn my feet. Mark, Cole and I got into the ocean. It was low tide and we were jumping the waves and having a nice time.

When all of a sudden the waves were huge and lightning was striking about only ten feet away from us. Rain was falling hard stinging our cold, sandy, wet arms and legs. When we got to the beach house we had to wash off with the hose.

We turned on the weather and there was hurricane warnings. I got really worried but I felt fine when the storm finally past. The vacation was fun, exciting and a little scary. I can't wait to see what next year brings us.

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

GO ON 

This response clearly establishes a situation (*Last summer I went to Ocean City. Everyday the weather was nice and sunny, no rain at all*) that orients the reader and introduces the narrator and characters (*When my mom, my Uncle Ben, my dad, my brother, Mark, his friend Cole, and I went to the beach*). Events are generally sequenced (*Mark, Cole, and I got into the ocean. It was low tide and we were jumping the waves and having a nice time. When all of a sudden*) with a narrative pattern that provides a conclusion (*I felt fine when the storm finally past. The vacation was fun, excitling and a little scary. I can't wait to see what next year brings us*). Some transitions (*When all of a sudden*) are used to connect events in the narrative. There is sufficient elaboration to support and develop the story line, and sensory details are used adequately to convey experiences (*When we got to the beach I took of my flipflops and ran around so the sand wouldn't burn my feet; Rain was falling hard stinging our cold, sandy, wet arms and legs*). Although there are a few errors in sentence formation (*When my mom, my Uncle Ben, my dad, my brother, Mark, his friend Cole, and I went to the beach*), overall, adequate control of sentence formation is demonstrated for a variety of sentence types. The few errors present in usage (*past for passed*), grammar, and spelling do not interfere with meaning.

## STUDENT RESPONSE

Response Score: 2 points



10. Think about how weather can be an important part of a story. Many interesting stories start out with unusual weather. Sometimes important things happen when the weather changes in a story.

Write a story for your teacher that takes place on a day when there is a sudden change in weather. Include details to show that the sudden change in weather is an important part of the story. Make sure your story has a beginning, middle, and end.

A long time ago, I was in the Navy. I drove a big ship that was called USS Ohio. The ship had a lot of stuff. One day I was on patrol at Pearl Harbor. The weather was down pouring rain. The USS Ohio swayed back, and forth. I though the ships was going to flip. The rain that was down pouring stopped as fast as it started. Then snow began to fall. All of my men froze. I didn't know how it can snow at one hundred degrees farenheight. It was sunny after the snow. I had a really weird day.

This response vaguely establishes a situation (*A long time ago, I was in the Navy. I drove a big ship that was called USS Ohio.*) that inconsistently orients the reader and introduces the narrator. There is a weak narrative pattern that inconsistently sequences events (*Then snow began to fall. All of my men froze. I didn't know how it can snow at one hundred degrees farenheight.*) Weak elaboration (*The ship had a lot of stuff*) lacks the concrete words or sensory details that would help to develop events and experiences in the narrative. Limited control of sentence formation is demonstrated as most of the sentences are simple. A few errors are present in grammar, usage, spelling, and punctuation.

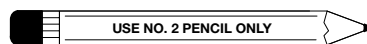
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**STUDENT RESPONSE****Response Score: 1 point**

15. Think about how weather can be an important part of a story. Many interesting stories start out with unusual weather. Sometimes important things happen when the weather changes in a story.

Write a story for your teacher that takes place on a day when there is a sudden change in weather. Include details to show that the sudden change in weather is an important part of the story. Make sure your story has a beginning, middle, and end.

15.

Narrative Writing Prompt  
Final Copy

It was a bright sunny Day! then it  
strated to rane people were coming and  
going because it cepet on going on and fo.  
Som people going in and out of ther  
tents cibes were planying outside as  
well.

then it stoped and strted tunder ing.  
But now it sto p for show.

This response has minimal evidence of a situation or theme (*It was a bright sunny Day! then it strated to rane*). There is little sequence to the minimally elaborated events (*Som people going in and out of ther tents cibes were planying ouside as well. then it stoped and strted tunder ing.*). There is insufficient control of language, and little sense of the events in the story is conveyed. There is minimal control of sentence formation, and errors in grammar, usage (*stop* for *stopped*), spelling (*cepet* for *kept*, *rane* for *rain*) often interfere with meaning.

## 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	A-V.4.1.2	C	2	9%	19%	65%	7%
2	A-V.4.1.1	B	2	8%	50%	27%	15%
3	A-K.1.1.3	D	3	12%	4%	11%	73%
4	A-K.1.1.2	D	3	22%	17%	10%	51%
5	A-C.2.1.1	Part One: C Part Two: A, B	3	Mean Score: 1.34			
6	A-V.4.1.1	B	2	19%	58%	9%	14%
7	A-V.4.1.2	A	2	53%	18%	9%	20%
8	A-K.1.1.1	C	2	10%	9%	73%	8%
9	A-C.3.1.1	C	3	13%	19%	45%	23%
11	D.1.1.8	D	2	6%	8%	44%	42%
12	D.1.2.5	A	1	62%	21%	2%	15%
13	D.1.1.6	C	2	26%	5%	60%	9%
14	D.2.1.1	C	3	28%	10%	55%	7%

## TEXT-DEPENDENT ANALYSIS AND WRITING PROMPT

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	E.1.1	4	3	1.53
15	C.1.3	4	3	2.44



## ACKNOWLEDGEMENTS

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# **PSSA Grade 5 English Language Arts Item and Scoring Sampler**

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