



**pennsylvania**  
DEPARTMENT OF EDUCATION

# **The Pennsylvania System of School Assessment**

## **English Language Arts Item and Scoring Sampler**



**2019–2020  
Grade 4**

Pennsylvania Department of Education Bureau of Curriculum, Assessment and Instruction—September 2019

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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](http://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 used<sup>1</sup> 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.

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<sup>1</sup> 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 4, 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.


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

**English Language Arts Grade 4**

This English Language Arts Sampler is composed of 3 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 3 passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions. The second passage is followed by a set of passage-based multiple-choice questions and an evidence-based selected-response question. The third passage is followed by a text-dependent analysis prompt. This booklet also contains 4 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

The following passages are about the childhood of a former U.S. president. Read the first passage and answer questions 1 and 2. Then, read the second passage and answer questions 3–7.

On May 12, 1869, 10-year-old Theodore Roosevelt and his family boarded a ship for Europe. Theodore recorded the family’s adventures in a journal. He wrote about the places they visited and the sites they observed. Theodore’s boyhood diary gives us a close-up look at the experiences of a future U.S. president.

## The Boyhood Diary of Theodore Roosevelt

### May 12th 1869.—

We go to Europe today. We sail in the English Steamship, *Scotia*. It was very hard parting from our friends. Old Grand Papa came up to us. While going to the docks I cried a great deal. Marry Ann, Ellie, and I were left by some coal there with nothing to do. We went in a little ship to the *Scotia*. We have nice staterooms and a gentleman showed us all round the ship. We started at 5. We 3 jumped around the deck and played. When we went to bed I was a little seasick.

### May 21st 1869. Sea.—

Early in the morning at 4 we [took] the ship at Queenstown (Ireland). Ellie, the other boys, and I had a great play. The Irish sea looks (it is so smooth) like green glass. Gulls and ships keep passing us. We got off at Liverpool [England] and did not get to bed till one.

### June 1st 1869 [England]—

Chatsworth is about 80 miles from Liverpool. Early in the morning Conie and I had a walk. We saw some darling little puppies just born. We drove on to Haden Hall, an old feudal castle of the 11th century. We saw the pewter<sup>1</sup> plates to cook and eat with. We saw the dining room and kitchen with its huge fire place and a bedroom with its bed in it and some tapestry. On this last was a picture of a boar hunt in which the dogs were in armor. The coat of arms was a bear and bull with shield. We drove on among wild and picturesque scenery to the New Bath hotel. We chased ducks there and found a dead gosling in the river. After a while took cars to Liverpool. Saw a huge oak.

### York, June 14 1869 [England]—

We had a row down the river Ouse for 2 miles. It was great fun. Ellie and I rowed. Conie and Papa walked some of the way back. Conie and I went alone to the museum where we saw birds and skeletons and Bamie and I went in for a spree and got two shillings worth of rock candy.

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<sup>1</sup> pewter—a type of metal



**June 3d 1869 [England]—**

Papa and I went to Hastings. We went right away to the queens hotel and had such a nice dinner. We then took a splendid walk on the beach. Coming back I had a goat wagon ride (great fun) and we then walked up to the old castle of Hastings. It was a mere ruin of the Saxon times but very, very much repaired and rebuilt by the Norman conqueror. We saw several pieces of iron things taken from the castle such as keys and melted iron. We had tea and then Papa went out for a walk and I put myself to bed all alone.

**July 21st 1869 [Germany]—**

To Mainz. We went first in the cars and then for 8 or 9 hours in the boat up the Rhine River. We saw more beautiful scenery and old castles. We passed the Bishop of Enghiens tower and played with some other children. We had a splendid play.

### Multiple-Choice Questions

1. In “The Boyhood Diary of Theodore Roosevelt,” how do most of the headings connect to the paragraphs of the passage?
- A. The headings give the topic for each section.
  - B. The headings state questions, and the text answers them.
  - C. The headings state effects, and the text explains the causes.
  - D. The headings give the date and place for each section.

Item Information	
Alignment	B-C.3.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	22%
p-value B	8%
p-value C	10%
p-value D	60% (correct answer)
Option Annotations	The student is asked to determine how most of the headings connect to the paragraphs of the passage. Option D is the correct answer since all but one of the headings provide a chronology of events in Teddy Roosevelt’s diary. Option A is not correct since the headings do not provide topics. Option B is not correct since the headings do not state questions. Option C is not correct since the headings do not state effects.

2. Which description states the overall structure of the events presented in “The Boyhood Diary of Theodore Roosevelt”?
- A. a comparison of different places visited on a trip
  - B. a solution to a problem related to a place visited on a trip
  - C. a sequence of events experienced during a trip
  - D. a list of steps to increase enjoyment during a trip

Item Information	
Alignment	B-C.2.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	27%
p-value B	11%
p-value C	53% (correct answer)
p-value D	9%
Option Annotations	The student is asked to identify the overall structure of the events in the passage. Option C is the correct answer since the diary relates the sequence of events that Teddy Roosevelt experienced during a childhood trip to Europe. Option A is not correct; although Roosevelt does describe different places he visits, the overall text structure does not compare them. Option B is not correct; although Roosevelt does mention some problems on the trip, the text structure does not provide a solution to the problems. Option D is not correct; although Roosevelt does describe many activities he enjoyed on his trip, the overall text structure does not provide a list of steps to increase enjoyment on a trip.

## PASSAGE 2

## Young Teddy Roosevelt

by Jean Fritz

Summers, when the Roosevelts went to the country, were the best time for young Teddy Roosevelt's explorations. All year the children looked forward to the summer, when they were free to run barefoot, to ride their Shetland pony, Pony Grant (named for Ulysses Grant, the Civil War general), and to play all sorts of make-believe games that Teddy invented. As for Teddy, one of his greatest joys was to wander through the woods, identifying the birds and learning their calls. One wonderful day in 1868, he didn't need to go to the woods. The birds came to him. Seventy-five migrating swallows flew into the house, fluttering from room to room, zooming in to land on curtains, on walls, and on the floor. One landed right on Teddy's pants, which of course made him a special friend.

All his life Teddy loved birds, and no matter where he was or how busy, he gossiped about their coming and going as if they were neighbors. The arrival of a thrush in spring was news to be reported in a letter. The song of a chirpy sparrow was dinner-table conversation. But in May 1869, just as the children were planning their summer in the country, they were told that this year they wouldn't be going. Instead, they were all going to Europe. They would spend a year there, traveling about, seeing historic sites, and visiting museums.

The children were not pleased. A whole year! Dragged from country to country with no barefoot time, no Pony Grant. It turned out just as they feared. Once they started, they kept on the go, climbing on and off trains, steamers, carriages, stagecoaches, horses, donkeys, and mules. And they walked. Teddy walked nineteen miles at one stretch, twenty at another, and climbed an 8,000-foot mountain. Before they were through, they had visited eight countries and stayed in sixty-six hotels. Although Teddy said that he "cordially hated" that year, he also had fun. The younger children roughhoused whenever they could—jumping on hotel beds, having pillow fights, making war with towels, holding tickling matches when their train went through a tunnel. Once, in a hotel, they ganged up on a waiter and a chambermaid, throwing paper balls at them and chasing them up and down stairs. Once, Teddy's brother, Elliott, shut Teddy in a closet and it took their father three-quarters of an hour to get him out. Climbing Mount Vesuvius, they threw snowballs at each other.

And Teddy saw sights that impressed him: some rare black Australian swans, the Prince of Wales, two boars and a wildcat in a zoo, and a tree that was over fourteen hundred years old. When crossing from one country to another, he made a point of standing with one leg in one country and the other leg in the other. When he had one leg in France and one in Switzerland, he reported it. Also when he straddled Italy and Switzerland. All the time, however, what he really wanted was to get both legs back in America. On May 25, 1870, he finally made it. At the first glimpse of New York, he exploded with joy. "New York!!!" he wrote. "Hip, Hurrah!"

### Multiple-Choice Questions

3. According to information in “Young Teddy Roosevelt,” why did Teddy enjoy the summers so much when his family went to the country?
- A. He was able to ride a pony and play games.
  - B. He was able to read books about birds.
  - C. He was able to visit museums and see historic sites.
  - D. He was able to see animals in a zoo.

Item Information	
Alignment	B-K.1.1.3
Answer Key	A
Depth of Knowledge	1
p-value A	48% (correct answer)
p-value B	14%
p-value C	23%
p-value D	15%
Option Annotations	The student is asked to determine why Teddy Roosevelt enjoyed the summers so much when his family went to the country. Option A is the correct answer since the text states that “children looked forward to the summer, when they were free to . . . ride their Shetland pony, Pony Grant . . . and to play all sorts of make-believe games . . .” Option B is not correct since the text mentions that Roosevelt enjoyed observing birds, not reading books about them. Options C and D are not correct since the text states that Roosevelt enjoyed being in nature while in the country; options C and D refer to activities Roosevelt engaged in while in Europe.

**Evidence-Based Selected-Response Question**

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

**Part One**

In “Young Teddy Roosevelt,” which point does the author make about how Teddy felt while in Europe?

- A. Teddy had fun with his brother and sisters.
- B. Teddy was surprised by how many places his family visited.
- C. Teddy enjoyed hearing different bird calls.
- D. Teddy was nervous about leaving a pony at home.

**Part Two**

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

- A. “. . . migrating swallows flew into the house . . .”
- B. “. . . climbing on and off trains, steamers, carriages, stagecoaches, horses . . .”
- C. “. . . jumping on hotel beds, having pillow fights, making war with towels . . .”
- D. “. . . throwing paper balls at them and chasing them . . .”

Item Information	
Alignment	B-C.3.1.1
Answer Key: Part One	A
Answer Key: Part Two	C, D
Depth of Knowledge	3
Mean Score	1.76
Option Annotations	<p>The student is asked to determine the point that the author makes about how Teddy Roosevelt felt while in Europe and to select the evidence from the passage that supports this point.</p> <p><b>Part One:</b> Option A is the correct answer since the text states that although Roosevelt continually traveled throughout different countries, he also saw interesting sites and had fun with his siblings. Option B is not correct since the text does not suggest that Roosevelt was surprised by how many places he visited. Option C is not correct since hearing different bird calls was an activity that Roosevelt did at home in the country. Option D is not correct since the text does not suggest that Roosevelt was nervous about leaving his pony at home.</p> <p><b>Part Two:</b> Options C and D are the correct answers since these excerpts show that Roosevelt had fun while in Europe. Options A and B are not correct answers since they do not support the point that Roosevelt had fun with his siblings in Europe.</p>

### Multiple-Choice Questions

5. Read the sentence from “Young Teddy Roosevelt.”

“And Teddy saw sights that impressed him: some rare black Australian swans, the Prince of Wales, two boars and a wildcat in a zoo, and a tree that was over fourteen hundred years old.”

What is the meaning of the word impressed as used in the sentence?

- A. interested
- B. informed
- C. thanked
- D. respected

Item Information	
Alignment	B-V.4.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	78% (correct answer)
p-value B	9%
p-value C	5%
p-value D	8%
Option Annotations	The student is asked to use context clues to determine the meaning of “impressed.” Option A is the correct answer since the word impress can mean to interest or to influence someone. Options B, C, and D are not correct since they do not share the same meaning as “impressed” and do not make sense in the given context.

6. How are “The Boyhood Diary of Theodore Roosevelt” and “Young Teddy Roosevelt” similar in focus?
- A. Both focus on the love that Roosevelt had for a pony.
  - B. Both focus on the hobbies that Roosevelt enjoyed back home.
  - C. Both describe the ship that Roosevelt took to Europe.
  - D. Both describe the experiences that Roosevelt had on a trip to Europe.

Item Information	
Alignment	B-C.2.1.1
Answer Key	D
Depth of Knowledge	3
p-value A	7%
p-value B	22%
p-value C	13%
p-value D	58% (correct answer)
Option Annotations	The student is asked to determine how the two passages are similar in focus. Option D is the correct answer since both passages detail the experiences that young Teddy Roosevelt had while on a family trip to Europe. Option A is not correct since only “Young Teddy Roosevelt” suggests that Teddy loves his pony. Option B is not correct since only “Young Teddy Roosevelt” provides details of hobbies that Roosevelt enjoyed back in the United States. Option C is not correct since only “The Boyhood Diary of Theodore Roosevelt” describes the ship Roosevelt took to Europe.



7. Which statement from “Young Teddy Roosevelt” is **best** supported by the June entries in “The Boyhood Diary of Theodore Roosevelt”?
- A. “One wonderful day in 1868, he didn’t need to go to the woods.”
  - B. “The arrival of a thrush in spring was news to be reported in a letter.”
  - C. “They would spend a year there, traveling about, seeing historic sites, and visiting museums.”
  - D. “At the first glimpse of New York, he exploded with joy.”

Item Information	
Alignment	B-C.3.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	17%
p-value B	13%
p-value C	53% (correct answer)
p-value D	17%
Option Annotations	The student is asked to determine which statement from “Young Teddy Roosevelt” is best supported by the June entries in “The Boyhood Diary of Theodore Roosevelt.” Option C is the correct answer; this sentence is supported by the content of the June entries from “The Boyhood Diary of Theodore Roosevelt,” which detail Roosevelt’s visits to different historical sites and museums. Options A, B, and D are not correct since they do not reference Teddy’s visiting sites of historic importance.

## PASSAGE 3

Read the following passage about a family in Peru. Then answer question 8.

## Thursday Is Market Day

by Jean McLeod

Ten-year-old Elena ran out of the brown mud house. She shivered in the early morning air and hurried to the side of the house. There, Rosita, the family llama, neck bent over to the ground, chewed contentedly on a small clump of grass. She raised her head as Elena approached.

“It’s Thursday, Rosita,” said Elena. “You have to go to market with us and carry the blankets and potatoes. Come on.” Elena put her arm around Rosita’s long, fluffy neck and led the gentle animal around to the front door.

Behind the house she could see the glow of the rising sun. Here in the high Andes Mountains of Peru in South America, Elena lived with her parents and brother, fourteen thousand feet above sea level.

Many houses made of baked mud and grass, called adobe houses, dotted the mountainside. The people grew potatoes in small fields and herded llamas around their homes, much as their ancestors had done for centuries before them.

Every Thursday the people in the high areas would travel down to the town of Chupaca (chew PAH kah) to sell their extra potatoes and handwoven blankets made from the wool of the llamas. They used the money they received to buy beans and tea, sewing needles and pots, things they could not grow or make.

Elena loved Thursdays. While her brother and father stayed behind to watch over the llamas and work the land, Elena and her mother would walk the two hours down to market to sell what they had and to buy what they needed. It was also a time to see friends.

Elena’s mother now stood at the front door holding two wool saddle bags stuffed with small potatoes. She flung the potato bags onto the llama’s back while Elena held Rosita still. Next, she strapped on four blankets. Rosita twisted her long, elegant neck around to see the load.

“Rosita, don’t complain,” said Elena. “Mama didn’t give you a heavy load. You can easily carry that much.”

Elena’s mother laughed, petting the llama’s head. “Get along now. Show us your strong, proud walk.” Rosita turned and strutted across the yard toward the path that would lead down the mountain to the town below.

Elena’s mother placed two more blankets in her manta (MAHN tah), a large square of colorful cloth used to carry loads on her back. Elena filled her own manta with extra potatoes that did not fit into the saddlebags on Rosita’s back. The mother and daughter quickly moved to catch up with the llama, and the trio started their long trek down to Chupaca on the well-trodden path.

The sun was higher in the sky now, and Elena felt warm and happy. The closer they came to the town, the more they joined other people and llamas going to market. Finally, as Elena and her mother crossed over a ridge, they spotted the miniature town below. It would still take time to wind their way down to Chupaca and the busy market.

The marketplace, located in a large field, already overflowed with people as Elena and her mother arrived.

“*Hola*, Lucia. I will come see you later,” said Elena as she walked by one booth.

Elena’s mother found an empty space on the ground. She unloaded Rosita. Then Elena led her llama to the public corral at the corner of the marketplace.

Elena skipped back to the place where her mother sat chatting with another woman in Quechua (KETCH wuh), the language of her people. With beautiful blankets displayed beside her and the potatoes spread out in front of her, Elena’s mother settled into the market scene.

Elena took off her manta and placed her own load of potatoes next to her mother’s pile. She sat down to rest and to watch the people pass by. The large field swarmed with activity.

“Hey, *chica*, how much are you asking?” An old man stood in front of her, reaching down to touch the potatoes.

She looked up and smiled. “You can have them for eight *soles* (SOUL lace). That is a good price,” Elena said.

The man frowned. “But your potatoes are small. I don’t think they are worth that. I’ll give you four *soles*.”

Elena glanced over to her side, but her mother could not help. She too had a customer and was trying to settle on the price of a blanket. There were no fixed prices in the marketplace. Seller and buyer tossed out prices to each other until they could agree on a price or the customer walked away. Elena did not want this customer to leave.

She looked at the man. “These potatoes may be small, but they are tasty and fresh. We dug them up only yesterday. I would sell them to you for seven *soles*.”

The man shrugged his shoulders. “That is still too high,” he said. “I’ll give you six *soles*. My last offer.”

“OK,” said Elena, “you are getting some good potatoes cheap. Let me put them in your bag.” The man counted out six coins and opened up his cloth bag for Elena to fill. He walked away.

Elena smiled. Her mother was still haggling with a woman over the price of a blanket, so she walked over to find her friend, Lucia. The two girls strolled through the marketplace.

When the sun started to lower in the sky, Elena returned to her mother’s side. “Mama, I sold my potatoes for six *soles*,” Elena exclaimed as she held out the coins.

“That’s good, Elena. You have learned to bargain well. I am proud of you,” her mother said, smiling at her daughter. “I too sold my potatoes and two blankets. We must soon be on our way. While I buy some supplies, please get Rosita from the corral.”

There were fewer llamas in the corral as Elena approached. The mountain people were starting to pack up and leave. Soon the sun would go down behind the hills to the west. By then, she and her mother, with Rosita, would be on the narrow, winding path, hiking back up to their own adobe home.

**Text-Dependent Analysis Prompt**

8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

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

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

FOCUS while you write

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

PROOFREAD after you write

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







## Text-Dependent Analysis Scoring Guideline

### #8 Item Information

<b>Alignment</b>	E.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.63
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### Assessment Anchor:

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

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

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



8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

In the story “Thursday is Market Day” it is very important for Elena and her family to go to the market for these four reasons.

First, Elena and her mom had to sell extra potatoes and handwoven blankets, made from wool of the llamas. They very much loved doing this and going to see what the market had in stock, and all of the many people that were there.

Second, with the money they got from their supplies, they would buy beans, tea, sewing needles, and pots things they could not grow or make themselves. So in the text it stated these few things that the reader had to know to understand why going to the market was so important to Elena and her family.

Third, Elena loved to go see her friends at the market when she went. Also, because Elena was so far away from her friends she looked forward to Thursday when her mother went, so she could see her friends. Market Day helps Elena regroup with her friends. I know that she has to be very happy on Thursday and that was another reason why it is so important to her.

Finally, when Elena arrives at the market she and her mom greet the people and try to sell their potatoes, and handwoven blankets. Elena tries to impress her mom by making a sale, that is very important to her and will also make her proud. Being able to get out of the house take a long walk with just your mom and llama would be very refreshing and exiting being able to make many sales to help your family and make others happy.

Therefore, going to the market on “Market Day” is very important for Elena and her mom to go to.

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 (*it is very important for Elena and her family to go to the market*). The concise introduction identifies the controlling idea that there are four reasons that the market is important for Elena and her family. The first body paragraph provides a relevant, key text detail (*Elena and her mom had to sell extra potatoes and handwoven blankets*) that leads to the inference (*They very much loved doing this and going to see what the market had in stock, and all of the many people that were there*). The second body paragraph addresses the idea of the importance of money. The student details the supplies the family buys and infers that the list of items, in and of itself, can help the reader to understand the importance of money to Elena’s family. Next, the student provides thorough, insightful analysis (*Elena loved to go see her friends, Elena was so far away from her friends she looked forward to Thursday, Market Day helps Elena regroup with her friends*) integrated with key details and based on explicit and implicit meanings of the text—all of which clarify why the market is important to Elena. In the final body paragraph, the student integrates thorough analysis with relevant, key text (*Elena tries to impress her mom by making a sale, that is very important to her and will also make her proud. being able to make many sales to help your family and make others happy*), demonstrating higher-level thinking while conveying the importance of the mother/daughter relationship and helping one’s family, all through the lens of Elena and her Mother’s weekly trip to market. An effective use of precise language and vocabulary (*very much loved, looked forward to, regroup, refreshing*) is consistently employed to explain why the market is important to Elena and her family. The few errors present in sentence formation do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 4 points

8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

The market is important to Elena and her family in three main ways.

The first reason why the market is important to Elena and her family is because it is a way to earn money. In the text it says "that Elena and her mom were selling potatoes and handwoven blankets at the market. This is a good example because money is very important. Without it, Elena and her family want be able to survive.

The second reason why the market is important to



Elena and her family is that at the market Elena and her family can buy food. "I know this because it says in the story that Elena and her mom are going to use their money they got to buy food like beans or tea. This proves that without the market Elena and her family wouldn't have enough different kinds of food to eat.

The third reason why the market is important for Elena and her family is that they can get around the house objects. In the story it says that they use some of the money they earned to buy sewing needles and pots, something that they could not make. The author included

GO ON 

this because around the house objects are really important. Without around the house object like a sewing needle it makes work harder. For example, without a sewing needle Elena and her family can't make clothing to wear and when it's cold outside they will be freezing.

In conclusion, the market is important to Elena and her family in three main ways.

This response effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text. The introduction and conclusion both identify the controlling idea (*The market is important to Elena and her family in three main ways*). In the first body paragraph, a reason/inference (*because it is a way to earn money*) based on a relevant key text detail (*Elena and her mom were selling potatoes and handwoven blankets at the market*) is extended with clear analysis (*money is very important. Without it, Elena and her family want be able to survive*), all of which work together to convey the importance of the market to Elena and her family. This same pattern (inference, text, analysis) is employed in the remaining body paragraphs: strong inferences (*Elena and her family can buy food, they can get around the house objects*) based on well-chosen key text details (*Elena and her mom are going to use their money they got to buy food like beans or tea, they use some of the money they earned to buy sewing needles and pots, something that they could not make*) are extended with thorough, insightful analysis of explicit and implicit meanings from the text (*proves that without the market Elena and her family wouldn't have enough different kinds of food to eat, around the house objects are really important. Without around the house object like a sewing needle it makes work harder, Elena and her family can't make clothing to wear and when it's cold outside they will be freezing*) to convey the importance of the market. The use of transitions is consistent and skillfully links ideas (*The first reason, In the text, This proves*), and the few errors present do not interfere with meaning. While concise, this response thoroughly addresses the task of analyzing why the market is important to Elena and her family; there is thorough analysis throughout the response, all of which is supported by relevant text.

## STUDENT RESPONSE

Response Score: 3 points



8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

These are the reasons why I think it is important to Elena and her family to go and bargain at the market. My first example is in paragraph 6. The auther stated they use the money for food. They would buy beans and tea. They need to eat food. That was my first reason why it is important for Elena and her family to go to the market.

This is my second reason. They need money to buy food right? According to the text in paragraph 6 The money they recieve They buy food and supplies sewing needles and pots. They need money to get needs. That was second reason why I think it is important for Elena and her family.

This is my third reason. They needd supplies to hoe their gardens and shear the wool of the llama's to make blankets. If they didn't go to the market they would starve and would not bea able to shear their or even have llamas. Thay probably have to sell them. That was my third and final reason why it is important for Elena and her family go to the market

This response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. The introduction and conclusion, while perfunctory, do maintain the focus on why the market is important to Elena and her family. The response includes three inferred reasons (*They need to eat food, They need money, needd supplies*) addressing why the market is important to Elena and her family. In the first paragraph, a reason/inference (*They need to eat food*) is drawn from relevant text details (*they use the money for food. They would buy beans and tea*). The next paragraph includes a reason/inference, *They need money to buy food*, supported by a relevant text detail (*The money they recieve They buy food and supplies sewing needles and pots*) and followed by succinct, but cogent, analysis (*They need money to get needs*). The final paragraph integrates the reason/inference with text details (*They needd supplies to hoe their gardens and shear the wool of the llama's to make blankets*) and extends the idea with clear, insightful analysis (*If they didn't go to the market they would starve and would not bea able to shear their or even have llamas*) of implicit meanings from the text. Although many of the transitions/sentence constructs used in this response are repetitive (*That was my first reason, This is my second reason, That was my third and final reason*), they are appropriate. The few errors present in usage (*llama's* for llamas) and spelling (*recieve, thay*) do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 3 points

8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

I think the market is important to Elena and her family because they go to the market to "sell what they had and to buy what they needed. Elena and her family sell thier potatos and blankets for money or "soles". Then they use that money to buy what they need. I also think the market is important to Elena and her family because Elena and her mothe "bargined" over the prices of their blankets and potatos. I think they spent the time bargaining because it was very bad if a costomor walked away because they need the money or "sales". to buy what they need. Another reason I think the market is important to Eleana and her family

GO ON 

is because it takes a long time to get to the market and back to their house. If the market was not very important to Elena and her family, they probably wouldn't spend the 4 hour long total of time to get to the market and back. They could of used that time to care for thier animals or their land. Those are three reasons why I think the market is important to Elena and her family.

This response adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text. An appropriate organizational structure supports the focus that the market is important to Elena and her family for several logical, text-informed reasons. The first reason noted comes in the form of a clear inference (*they use that money to buy what they need*) based on well-chosen text details (*they go to the market to "sell what they had and to buy what they needed." Elena and her family sell thier potatos and blankets for money or "soles"*). Although some of the student's inference overlaps with the supporting quote from the passage, the student has honed in on the importance of "money," as an abstract concept, in the family's weekly market activities. The next reason/analysis (*they spent the time bargining because it was very bad if a costomor walked away because they need the money or "soles": to buy what they need*) is based on a pertinent text detail (*Elena and her mothe "bargined" over the prices of their blankets and potatos*). The final reason given includes clear, insightful analysis (*If the market was not very important to Elena and her family, they probobly wouldn't spend the 4 hour long total of time to get to the market and back*) supported by a relevant text reference (*it takes a long time to get to the market and back to their house*). An appropriate use of precise language and vocabulary (*Elena and her mothe "bargined," wouldn't spend the 4 hour long total of time, care for thier animals*) is employed to explain why the market is important to Elena and her family. Errors present in spelling (*potatos, bargined, costomor, thier*) do not interfere with meaning.



## STUDENT RESPONSE

Response Score: 2 points



8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

The market is so important to them because they sgo there every Tuesday to sell blankets and potatoes to get coins to spend on beans and tea, sewing needles and pots, things they could not grow or make.

The daughter Elena, llama Rosita, and mom would go to the market and Elena's brother and dad would stay and watch over the llamas and work the land. Elena, Rosita, and the mother would have to walk two hours to the other side of the montain to sell the potatoes and blankets and make good bargains to get the coins.

For them it would be make a good bargain or to walk away empty handed but when Elena got a customer she didn't want him to walk away. She got a good bargain on the potatoes and didn't make the customer walk away empty handed.

At the end Elena got Rosita and brought her back to the stand with her mother. Elena was happy that she got six soles and told her mom her mom said "That's good you have learned to bargain well." So they packed there stuff and headed home.

This response inconsistently addresses parts of the task demonstrating partial analytic understanding of the text. A weak organizational structure inconsistently supports the focus of analyzing why the market is important to Elena and her family. While much of the response consists of a chronological retelling of events in the passage, there are a few weak inferences (*make good bargains to get the coins, For them it would be make a good bargain or to walk away empty handed, Elena was happy that she got six soles*) that go beyond a literal interpretation of the text and imply, in a weak manner, why the market is important to Elena and her family. There is an inconsistent use of transitions (*At the end, So*) to link ideas and the few errors in sentence structure, spelling (*Tuesday*), and usage (*there* for their) do not seriously interfere with meaning. Although the response indicates that the student generally understood the events described in the passage, it only demonstrates, by means of a few weak inferences, partial analytic understanding of *why* the market is important to Elena and her family.

## STUDENT RESPONSE

## Response Score: 2 points

8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

The market is important to Elena, and her family because they sell things and get money for them, for other things to help them live. Also it's a good learning experince for Elena. It also might be important because Elena and her mom get to hang out with their friends. I also think that it's fun to sell things for money. It's even important because it's kind of like their lives depend on it. In my opinoin it's awesome to hang out with your mom the whole day. That's why I think it's important.

This response inconsistently addresses parts of the task demonstrating partial analytic understanding of the text. The introductory sentence (*The market is important to Elena, and her family because they sell things*) provides the lens through which the student addresses the market's importance. What follows is a list-like explanation further detailing why the market is important to Elena and her family. The response includes weak, but relevant, inferences (*for other things to help them live, it's a good learning experince for Elena, their lives depend on it*) drawn from somewhat vague text details (*they sell things and get money for them, Elena and her mom get to hang out with their friends*). Additionally, an evaluative statement (*In my opinoin it's awesome to hang out with your mom the whole day*) based on implicit meanings from the text further clarifies why the market is important to Elena and her family. Both the inferencing and the evaluative statement indicate that the student has moved beyond a strictly literal interpretation of the text. An inconsistent use of transitions (*Also, It also, I also think, In my opinoin*) links the student's ideas, albeit in a repetitive manner. Some precise language and vocabulary (*good learning experince, their lives depend on it, awesome to hang out with your mom*) is inconsistently employed to explain the topic. While this response includes relevant inferences that show some understanding of why the market is important to Elena and the family, it has a weak organizational structure and the weak analysis and vague text support both fall short of what is needed to achieve a higher score point.

## STUDENT RESPONSE

Response Score: 1 point



8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

I know the market is important to Elena. Why? let's take a look.

I know that Elena is happy because the market helps the family get money and goods.

And that is why the market is important.

This response minimally addresses part of the task demonstrating an inadequate analytic understanding of the text. The simple, but engaging, introduction and perfunctory conclusion restate the premise that *the market is important*; however, the development of that idea is minimal. The student draws one very basic inference (*I know that Elena is happy because the market helps the family*) based on a vague text reference (*get money and goods*). Even taken together, these two ideas only simplistically explain why the market is important to Elena and her family. True analysis of that question is absent. There are a few transitions to link ideas. The response includes errors in spelling (*important*) and capitalization that do not interfere with meaning. Overall, this response lacks the specific text references and inferencing/analysis needed to demonstrate any more than an inadequate analytic understanding of the text.

## STUDENT RESPONSE

## Response Score: 1 point

8. In the passage, a mother and daughter travel a long way to visit a market. Write an essay analyzing why the market is important to Elena and her family. Use evidence from the passage to support your response.

evrey thursday they  
go to the market and  
buy food. money  
At sunset they go  
home and ride on  
a llama

This response minimally addresses part of the task demonstrating an inadequate analytic understanding of the text. Minimal evidence of an organizational structure is evident; there is only scant evidence of an introduction or conclusion and virtually no development. Although the student makes two very weak inferences (*they . . . buy food, At sunset*), these ideas do not address why the market is important to Elena and her family. The response does not include connections or extensions that could qualify as even weak analysis of why the market is important to Elena and her family. The insufficient quantity of text reference is qualitatively general (*evrey thursday they go to the market, they . . . ride on a llama*) and merely paraphrases the family's market day schedule, again, without implying why the market is important to them. No transitions link ideas, and errors present in spelling and capitalization (*evrey, thursday*), sentence formation (*food. money At sunset*) and punctuation do interfere with meaning.

**ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF STANDARD ENGLISH QUESTIONS**

**Directions:**

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

**Directions for Multiple-Choice Questions:**

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

For the multiple-choice questions:

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

## CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

9. Read the sentence.

The Howard County library has a book club on Mondays.

Which underlined word has a mistake in capitalization?

- A. Howard
- B. library
- C. book
- D. Mondays

Item Information	
Alignment	D.1.2.1
Answer Key	B
Depth of Knowledge	2
p-value A	14%
p-value B	61% (correct answer)
p-value C	8%
p-value D	17%
Option Annotations	The student is asked to determine which underlined word in the given sentence has a mistake in capitalization. Option B is the correct answer since the word “library” is part of the name of the library; because the name is a proper noun, the word “library” should be capitalized. Option A is not correct since “Howard” is part of the name of the library and should be capitalized. Option C is not correct since the word “book” is not a proper noun and should not be capitalized. Option D is not correct since “Mondays” is considered a proper noun and should be capitalized.

10. Choose the correct way to write the sentence.

- A. The leader told the hikers, “When we reach the valley, we’ll see a beautiful view.”
- B. The leader told the hikers “When we reach the valley, we’ll see a beautiful view.”
- C. “The leader told the hikers,” when we reach the valley, we’ll see a beautiful view.
- D. The leader told the hikers, when we reach the valley, “We’ll see a beautiful view.”

Item Information	
Alignment	D.1.2.2
Answer Key	A
Depth of Knowledge	3
p-value A	62% (correct answer)
p-value B	14%
p-value C	15%
p-value D	9%
Option Annotations	The student is asked to determine which sentence is written correctly. Option A is the correct answer since a comma is needed to introduce the dialogue and quotation marks are needed to mark the direct speech. Options B, C, and D are not correct since the comma and quotation marks are placed incorrectly within the sentences.

11. Read the sentences.

(1) Kate enjoys collecting shells when she is at the seashore. (2) She looks for shells \_\_\_\_\_.

Which phrase **best** completes sentence 2 by showing which shells Kate looks for?

- A. at the water’s edge
- B. during her morning walk
- C. in the sand and shallow water
- D. with interesting shapes and colors

Item Information	
Alignment	D.1.1.5
Answer Key	D
Depth of Knowledge	2
p-value A	17%
p-value B	6%
p-value C	33%
p-value D	44% (correct answer)
Option Annotations	The student is asked to determine which prepositional phrase best completes the given sentence by showing which shells Kate looks for. Option D is the correct answer since this prepositional phrase provides concise details about the shells that Kate looks for. Options A and C are not correct since they tell where the shells Kate looks for are located. Option B is not correct since it tells when Kate looks for shells.



12. Read the paragraph from a story.

(1) Molly and her sister were washing the car as their dog, Max, watched. (2) Suddenly Max came up and made a big mess. (3) Molly and her sister had to wash the car all over again. (4) They had to give Max a bath too.

Which revision of sentence 2 **best** uses details to show what is happening?

- A. Suddenly Max raced up, knocked over a bucket of water, and splashed in the mud.
- B. Max suddenly came over and got water and mud everywhere.
- C. Max suddenly arrived and made an awful mess with a bucket of water and mud.
- D. Suddenly Max showed up and made a huge mess of everything.

Item Information	
Alignment	D.2.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	46% (correct answer)
p-value B	19%
p-value C	17%
p-value D	18%
Option Annotations	The student is asked to determine which revision of a given sentence provides the most detailed description of the action. Option A is the correct answer since the words “suddenly raced up,” “knocked over a bucket,” and “splashed in the mud” provide visual imagery that is very descriptive. Options B, C, and D are not correct since they are less descriptive than Option A and do not provide as much visual imagery.

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-C.3.1.3	D	2	22%	8%	10%	60%
2	B-C.2.1.2	C	3	27%	11%	53%	9%
3	B-K.1.1.3	A	1	48%	14%	23%	15%
4	B-C.3.1.1	Part One: A Part Two: C, D	3	Mean Score: 1.76			
5	B-V.4.1.1	A	2	78%	9%	5%	8%
6	B-C.2.1.1	D	3	7%	22%	13%	58%
7	B-C.3.1.2	C	3	17%	13%	53%	17%
9	D.1.2.1	B	2	14%	61%	8%	17%
10	D.1.2.2	A	3	62%	14%	15%	9%
11	D.1.1.5	D	2	17%	6%	33%	44%
12	D.2.1.3	A	2	46%	19%	17%	18%

TEXT-DEPENDENT ANALYSIS

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	E.1.1	4	3	1.63

## ACKNOWLEDGEMENTS

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# **PSSA Grade 4 English Language Arts Item and Scoring Sampler**

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