



**pennsylvania**  
DEPARTMENT OF EDUCATION

# **The Pennsylvania System of School Assessment**

**English Language Arts  
Item and Scoring Sampler**



**2024–2025  
Grade 5**

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# INFORMATION ABOUT ENGLISH LANGUAGE ARTS

## Introduction

### General Introduction

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include Academic Standards, Assessment Anchors and Eligible Content (AAEC) 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 and Scoring Sampler is not designed to be used as a pretest, a curriculum, or any other benchmark for operational testing.

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

### Pennsylvania Core Standards (PCS)

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

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

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

### What Is Included

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

## Purpose and Uses

The items in this Item and Scoring 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 TDA prompt question in this Item and Scoring Sampler. Educators may then use the Item and Scoring Sampler as a guide to score the responses either independently or together with colleagues within a school or district.

## Item Format and Scoring Guidelines

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

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

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

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

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

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

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

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

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

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


- **Multiple Choice:** 1.5 minutes
- **Evidenced-Based Selected-Response:** 3 to 5 minutes
- **Text-Dependent Analysis Prompt:** 45 minutes

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

## English Language Arts

This English Language Arts Item and Scoring Sampler is composed of 2 passages, 7 passage-based MC questions, 2 EBSR questions, 1 TDA prompt, and 4 Conventions of Standard English MC questions.

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

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

## Item and Scoring Sampler Format

This Item and Scoring Sampler includes the test directions and scoring guidelines that appeared in previous PSSA English Language Arts assessments. Each MC item is followed by a table that includes the item alignment, the answer key, the depth of knowledge (DOK) level, the percentage<sup>2</sup> of students who chose each answer option, and a brief answer-option analysis or rationale. The EBSR item is followed by a table that includes the item alignment, the answer key to Part One of the item, the answer key to Part Two of the item, the DOK level, the mean student score, and a brief answer-option analysis for each part of the item. The TDA prompt is followed by a table that includes the item alignment, the DOK level, and the mean student score. Additionally, the *Text-Dependent Analysis Scoring Guideline* is combined with sample student responses representing two examples of each score point to form a practical item-specific scoring guideline. The student responses in this Item and Scoring Sampler are actual student responses; however, the handwriting has been changed to protect the students' identities and to make the Item and Scoring Sampler accessible to as many people as possible.

**Example Multiple-Choice Item Information Table**

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

**Example Evidence-Based Selected-Response Item Information Table**

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

<sup>2</sup> All p-value percentages listed in the item information tables have been rounded.

**Example Text-Dependent Analysis Prompt Information Table**

<b>Category</b>	<b>Item-Specific Information</b>
Alignment	Assigned AAEC
Depth of Knowledge	Assigned DOK
Mean Score	Average Score

## **ENGLISH LANGUAGE ARTS GRADE 5**

### **English Language Arts Test Directions for Reading Passages and Items**

#### **Directions**

On the following pages are the Reading passage and questions.

#### **Directions for Multiple-Choice Items:**

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

For the multiple-choice questions:

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

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

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

For the evidence-based selected-response questions:

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



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

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

For the TDA Essay:

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

## Passage 1

Read the following passage about ramen noodles. Then answer questions 1–9 in your answer booklet.

## Magic Noodles

by Tracy Vonder Brink

On a chilly day in 1947, one Japanese inventor dreamed of bringing hot noodles to the whole world. And he did!

Maybe you've seen those square packets of dry, curly Japanese noodles in the supermarket. Maybe you've even eaten them. You can find fast-cooking ramen in grocery stores from the Arctic to the tropics. Where did it come from, and how is it different from other noodles?

### No-Wait Noodles

In 1947, the country of Japan was recovering from World War II. Many people were out of work. Food was scarce. One day, a bank manager in Osaka named Momofuku Ando walked past a long line of shivering people. They were waiting at a noodle stand to buy bowls of noodles called *ramen*.

A big bowl of ramen soup with fish and vegetables was a cheap and tasty meal. Ando never forgot the people standing outside in the cold, just for noodles. Ten years later, when he lost his job, that memory sparked an idea. Could Ando create a new kind of ramen, one that didn't make people wait?

Ando bought some second-hand kitchen gear and set up a workshop in his backyard shed. He made a list of goals: his noodles had to be tasty, cheap, and quick to cook. He also wanted people to be able to store his noodles without a refrigerator. So the ramen had to be dried. That was a problem.

Fresh ramen noodles are made with *kansui*, a mixture of salts similar to baking soda. The kansui makes ramen noodles feel springy when you bite into them. Most other kinds of noodles don't use kansui. When they are air-dried, then cooked in boiling water, they taste just like fresh noodles. But when ramen is air-dried and then boiled, it clumps together and goes rubbery.

Ando went to his shed and experimented with ramen nearly every day for a whole year. He made noodle after noodle. He tweaked the recipe and dried them in different ways. None had the right texture. But he kept trying.

### World of Ramen

Then one day, Ando was in the kitchen when his wife was making tempura, battered vegetables cooked in hot oil. Ando watched the tempura bubble as it hit the oil. He realized the hot oil was driving water out of the batter (making bubbles). Was frying the answer to his ramen problem?

Ando fried some noodles to see. Sure enough, the hot oil boiled the water out of the ramen, "drying" it. When the fried ramen noodles were boiled, they tasted like they were fresh. Ando had found the answer!

Frying noodles had another surprise. It filled the noodles with tiny holes. Those holes made the ramen cook fast with not much water.

Ando seasoned his noodles before frying them. That meant they didn't need to be boiled in a big pot with broth—his ramen cooked in two minutes, just by pouring hot water over it.

On August 25, 1958, Ando introduced his new ramen to Japan. Because it cooked so quickly, with just a little hot water, it was nicknamed “magic ramen.” Ando’s noodles were a hit! Trucks lined up at the factory, waiting to be filled.

Instant noodles soon spread to other countries. At first, the soup flavor was dusted directly onto the noodles. Later, Ando switched to powdered soup packets. These could be made in many different flavors. Ando’s first world-wide instant ramen came in one flavor: chicken. “Chikin Ramen” was the brand name Ando gave to his creation.

In 1966, Ando was visiting America when he saw workers put dry ramen noodles in a cup, pour hot water over them, and eat them with a fork. Ando was inspired. After five years of experimenting, he made a new version of ramen that came in its own cup.

Instant ramen has even been to space! At age 91, Ando formed a special team to create “Space Ram.” They pressed the ramen into a ball shape and made a thick, syrupy broth. This sticks to the noodles even floating around in space. Astronaut Soichi Noguchi of the Japanese Aerospace Exploration Agency (JAXA) tried them out on the Space Shuttle *Discovery* in 2005. Ando was 95 years old.

Momofuku Ando passed away in 2007, but his company and many others are still busy making noodles. It’s estimated that more than 100 billion servings of instant ramen have been eaten since Ando’s breakthrough batch. That’s a lot of noodles for the world.

What’s Your Ramen?	
Today, ramen comes in over 1,000 different flavors. Each country has its own favorites. Here are just a few—you can see them all at the Ramen Museum!	
Spicy Mustard (China)	Pizza (Pakistan)
Bacon (England)	Broccoli (Germany)
Tomato Twist (India)	Spicy Tomato (Singapore)
Chicken Fajita (U.S.)	Sweet Potato (China)

**Multiple-Choice Items**

1. Which phrase **best** describes the purpose of the text box at the beginning of the passage?
  - A. to introduce events described in the passage
  - B. to explain what ramen noodles are
  - C. to outline events in the passage in order
  - D. to explain who Momofuku Ando was

Category	Item-Specific Information
Alignment	B-C.3.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	50% (correct answer)
p-value B	20%
p-value C	11%
p-value D	19%
Option Annotations	The student is asked to determine the purpose of the text box at the beginning of the passage. Option A is the correct answer since the text box provides context for how Ando invented ramen noodles. Option B is incorrect since the text box does not give information about what ramen noodles are. Option C is incorrect since the text box does not provide the order of any events. Option D is incorrect since the text box does not provide details about Ando.

2. Read the excerpt from the passage.

“In 1947, the country of Japan was recovering from World War II. Many people were out of work. Food was scarce. One day, a bank manager in Osaka named Momofuku Ando walked past a long line of shivering people. They were waiting at a noodle stand to buy bowls of noodles called *ramen*.

A big bowl of ramen soup with fish and vegetables was a cheap and tasty meal. Ando never forgot the people standing outside in the cold, just for noodles.”

Which statement **best** expresses Ando’s reaction to the people in line?

- A. They reminded him that he was hungry.
- B. They made him worry that he might lose his job.
- C. They reminded him of the effects of war.
- D. They made him think about what people need and want.

Category	Item-Specific Information
Alignment	B-K.1.1.1
Answer Key	D
Depth of Knowledge	3
p-value A	4%
p-value B	6%
p-value C	23%
p-value D	67% (correct answer)
Option Annotations	The student is asked to draw an inference about Ando’s reaction to the people in line based on an excerpt from the passage. Option D is the correct answer; seeing people wait in line for ramen made Ando realize the love that people had for ramen and inspired him to “create a new kind of ramen, one that didn’t make people wait.” Option A is incorrect since there is no textual evidence to support that Ando was hungry when he saw the people in line. Option B is incorrect; even though Ando lost his job years later, there is no evidence that Ando worried about losing his job at the time he saw the people in line. Option C is incorrect; even though waiting in line was an effect of war, his reaction was not related to this idea.

3. Read the sentence from the passage.

“Ten years later, when he lost his job, that memory sparked an idea.”

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

- A. delivered
- B. inspired
- C. repeated
- D. unlocked

Category	Item-Specific Information
Alignment	B-V.4.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	8%
p-value B	63% (correct answer)
p-value C	6%
p-value D	23%
Option Annotations	The student is asked to use context clues to determine the meaning of the word “sparked.” Option B is the correct answer since the way the word “sparked” is used in the sentence with “idea” allows the reader to discern the meaning as “inspired.” Options A, C, and D are incorrect since they are not the meaning of “sparked” and do not make sense in the context of the passage.

4. Which evidence from the passage **best** shows how Ando got the idea for a successful way to dry out the ramen noodles?
- A. “He also wanted people to be able to store his noodles without a refrigerator. So the ramen had to be dried.”
  - B. “Then one day, Ando was in the kitchen when his wife was making tempura, battered vegetables cooked in hot oil. Ando watched the tempura bubble as it hit the oil.”
  - C. “Frying noodles had another surprise. It filled the noodles with tiny holes. Those holes made the ramen cook fast with not much water.”
  - D. “Because it cooked so quickly, with just a little hot water, it was nicknamed ‘magic ramen.’ Ando’s noodles were a hit!”

Category	Item-Specific Information
Alignment	B-C.3.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	21%
p-value B	57% (correct answer)
p-value C	15%
p-value D	7%
Option Annotations	The student is asked to identify the evidence from the passage that shows how Ando got the idea for a successful way to dry out the ramen noodles. Option B is the correct answer; seeing the vegetables cooking in hot oil gave Ando the idea to use oil to dry out the ramen noodles. This made them taste fresh when they were boiled in a little water by consumers. Option A is incorrect; it tells the reader why the ramen had to be dried but not how. Option C is incorrect; this option tells why the ramen can be cooked with little water, but it does not tell how Ando came up with the idea for how to dry the ramen. Option D is incorrect; this option tells how the ramen became known as “magic ramen,” but it does not tell how Ando got the idea for how to dry the noodles.

5. Which word is a synonym for the word estimated as used in the passage?
- A. inquired
  - B. altered
  - C. guessed
  - D. celebrated

Category	Item-Specific Information
Alignment	B-V.4.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	14%
p-value B	12%
p-value C	68% (correct answer)
p-value D	6%
Option Annotations	The student is asked to determine the synonym for “estimated.” Option C is the correct answer since the word “guessed” is a synonym for “estimated.” Options A, B, and D are incorrect since they are not synonyms for “estimated” and do not make sense in the context of the passage.



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**Evidence-Based Selected-Response Item**

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

**Part One**

How does the author support the point that Ando was determined?

- A. by comparing Ando’s method of preparing quick ramen with traditional methods
- B. by demonstrating that Ando put a lot of effort into the development of quick ramen
- C. by explaining how Ando used oil to dry the quick ramen rather than air-drying the noodles
- D. by showing that Ando’s quick ramen has been popular around the world for over sixty years

**Part Two**

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

- A. “He made a list of goals: his noodles had to be tasty, cheap, and quick to cook.”
- B. “He tweaked the recipe and dried them in different ways. None had the right texture. But he kept trying.”
- C. “When the fried ramen noodles were boiled, they tasted like they were fresh.”
- D. “These could be made in many different flavors. Ando’s first world-wide instant ramen came in one flavor: chicken.”

Category	Item-Specific Information
Alignment	B-C.3.1.1
Answer Key: Part One	B
Answer Key: Part Two	B
Depth of Knowledge	2
Mean Score	1.21
Option Annotations	<p>The student is asked to determine how the author supports the point that Ando was determined and to select one piece of evidence that supports that point.</p> <p><b>Part One:</b> Option B is the correct answer since Ando “experimented with ramen nearly every day for a whole year.” Option A is incorrect; even though the passage mentions traditional methods of making ramen, this comparison does not show that Ando was determined. Option C is incorrect; even though Ando did use oil to dry the ramen, this did not show that he was determined since he discovered this solution by chance. Option D is incorrect; the fact that quick ramen is popular does not relate to the point that Ando was determined.</p> <p><b>Part Two:</b> Option B is the correct answer since “he kept trying” shows that Ando did not give up and that he was determined to succeed. Option A is incorrect; it shows that Ando was organized and specific in his goals but not that he was determined. Options C and D are incorrect since neither of these options relates to Ando being determined.</p>

**Multiple-Choice Item**

7. Which statement **best** summarizes the purpose of Ando’s ramen product?
- A. It would be a convenient, hot meal that many people could afford.
  - B. It would be a popular meal because of the variety of flavors.
  - C. It would be a meal that could be eaten in spaceships in the future.
  - D. It would be a meal that no one had ever cooked or eaten before.

Category	Item-Specific Information
Alignment	B-K.1.1.2
Answer Key	A
Depth of Knowledge	3
p-value A	76% (correct answer)
p-value B	10%
p-value C	6%
p-value D	8%
Option Annotations	The student is asked to summarize the purpose of Ando’s product. Option A is the correct answer since quick ramen is an inexpensive meal that can be made quickly. Option B is incorrect; although the statement is true, this sentence does not summarize the purpose of the product. Option C is incorrect; although ramen has been to space, this was not the original purpose of the product. Option D is incorrect since quick ramen is based on traditional ramen, a Japanese food that is cooked and eaten by many people.

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**Evidence-Based Selected-Response Item**

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

**Part One**

How does the preparation of ramen noodles **most** affect the final product?

- A. To have the best taste, noodles should be cooked using the tempura method.
- B. Proper drying methods give noodles the desired texture and preparation time.
- C. Customers are more likely to buy noodles prepared with traditional ingredients.
- D. The noodle seasoning packets are customized to suit regional taste preferences.

**Part Two**

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

- A. “Ando bought some second-hand kitchen gear and set up a workshop in his backyard shed.”
- B. “The kansui makes ramen noodles feel springy when you bite into them.”
- C. “That meant they didn’t need to be boiled in a big pot with broth—his ramen cooked in two minutes, just by pouring hot water over it.”
- D. “They pressed the ramen into a ball shape and made a thick, syrupy broth. This sticks to the noodles even floating around in space.”

Category	Item-Specific Information
Alignment	B-K.1.1.3
Answer Key: Part One	B
Answer Key: Part Two	B, C
Depth of Knowledge	3
Mean Score	1.62
Option Annotations	<p>The student is asked to determine how the preparation of ramen noodles <b>most</b> affects the final product and to select two pieces of evidence from the passage that support the relationship.</p> <p><b>Part One:</b> Option B is correct; the use of the oil removes the water, drying it. Then, when the noodles are boiled, they taste fresh, requiring minimal time and water. In addition, the use of special salts with traditional ramen affects their texture. Option A is incorrect since it is not using tempura but using oil that allows the ramen to have the right texture. Option C is incorrect; there is no evidence to support this statement since many people buy the quick ramen noodles. Option D is incorrect; even though this statement is true, the question refers to the noodles, not the flavor packets.</p> <p><b>Part Two:</b> Options B and C are correct; the kansui affects texture, and Ando’s method of making quick ramen affected the time and method of preparing. Option A does not directly relate to how the preparation of ramen noodles affects the final product. Option D is incorrect since pressing the ramen into a ball shape does not relate to the texture or preparation time.</p>

**Multiple-Choice Item**

9. Why is the chart included at the end of the passage?
- A. to inform the reader about ramen in other countries
  - B. to explain to the reader why ramen has a museum
  - C. to persuade the reader to try different flavors of ramen
  - D. to show the reader the science behind ramen

Category	Item-Specific Information
Alignment	B-C.3.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	66% (correct answer)
p-value B	5%
p-value C	20%
p-value D	9%
Option Annotations	The student is asked to determine why the chart is included at the end of the passage. Option A is the correct answer since it provides information on the different flavors of ramen in various countries. Option B is incorrect; even though the ramen museum is mentioned in the chart, this is not the purpose of this text feature since this fact is not expounded on in the chart. Option C is not correct; even though readers may be persuaded to try different flavors, this is not the author’s purpose. Option D is incorrect since no scientific information is provided in the chart.



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## Passage 2

Read the following passage about three girls visiting their grandmother who lives near the ocean in South Carolina. Then answer question 10 in your answer booklet.

## The Wonderful Story

by Jane Harrington and Connie Troutman

Fripp Island was overcome by storms, so the Shapiro girls had to stay indoors. They had chosen to stay at the beach house that day with their grandmother instead of shopping with their parents. Grandma Gert had been lots of fun so far too. They had read a couple of good adventure stories, made cookies and eaten almost all of them.

Meghan, Emma, and Lucy were now starting to get a bit restless, though, and wished the storm would break so they could go down to the beach. They could see the waves lashing against the shore and longed to chase after them, then run away from them as they rolled back.

They talked about what they might find on the sand bar. Oddly, right now the sand bar was not at all visible. Usually, they could see pelicans on the “island,” as they liked to call the sand bar. The big birds were known in the area for flying in long straight lines, but right now the birds were elsewhere. Perhaps they were off in some spot watching and waiting, as the girls were doing.

Grandma Gert looked at her watch. It was three o’clock, and she didn’t expect her son and daughter-in-law back until dinnertime. She joined the kids at the windows. Their house had a lot of windows and a big deck; it stood right on the beach. It made the four of them feel as if they were in the storm. They were quite dry indoors, though,—too dry for a day at the beach.

“May we go outside?” asked Emma. “It’s warm out, and we don’t mind being wet.” The girls looked at Grandma Gert so sweetly and with such eagerness she couldn’t say no, so all three bolted out of the doors to the deck.

“Let’s pretend we’re on a boat,” said Meghan, “and that we’re sailing on a stormy sea.”

They all liked that idea and hung onto the railing of the deck, as if on a boat. The house, on its stilts, swayed in the wind. The children teetered from side to side. The four of them felt as if they were really in a boat on a stormy sea; it frightened little Lucy, who was the youngest. She jumped into Grandma Gert’s arms and put her head on her shoulder. Grandma Gert was ready to suggest they not stay out too long when she noticed something which concerned her.

Below, on the beach, there was no longer any sand visible. She knew the tide should be out, and even on the stormiest days she had not seen the beach disappear at low tide. The water was hitting the rocks which separated the house from the shore, and it looked as if it would soon be approaching the house.

Noticing their grandmother’s worried expression, the children followed her gaze. They all watched as the water rose and rose until it was climbing up the stilts of their house. Lucy gripped Grandma Gert a little tighter, but Meghan and Emma watched the rising tide with great interest and excitement.

The next thing that happened would have scared most people, but the group standing on the deck of the beach house just grinned as the house ripped away from its stilts and began floating. Grandma Gert and the children seemed to know this adventure would be special, and they had no fear. Even Lucy looked ahead with expectation as the house tossed and turned its way out to sea.

“Hold tight to the rail,” yelled Grandma Gert over the loud rush of the ocean, “and keep your eyes open for any sign of danger!”

Meghan, the oldest of the children, took this order very seriously. Grabbing onto furniture and walls, she made her way through the house and got her father’s binoculars.

Once back on the deck, she found she could see quite far with them and set about the task of looking for danger. Ahead of her, however, she saw a clear sky and calm sea.

“Hey everyone,” she yelled excitedly, “hold tight and soon it will be smooth sailing!”

Emma jumped up and down with excitement, screaming, “I want to see a big sea serpent!”

Lucy joined in, bellowing, “I want to see dolphins jumping through the waves!”

Before they knew it, the sky above them was the bluest blue they had ever seen, and the ocean was calm. The house stopped its pitching and fell into a gentle rock.

“What do you suppose will happen now?” asked Emma, but at that very moment the answer to her question was rising above her head. A huge tentacle flipped in the air and then gently picked Emma up. She giggled with delight as the smiling face of a giant octopus peeked over the side of the deck.

Grandma Gert was a bit concerned, at first, for the welfare of her sweet granddaughter. But seeing that the bright green octopus looked more like a carnival ride than a sea monster, she asked the creature if he would take all three children for a ride at once. He did have eight tentacles, after all.

The giant octopus had no problem with that request, and being so well equipped, he even grabbed Grandma Gert and took all four of the adventurers on a great ride.

“I’m getting a bit dizzy now; please let me down,” said Grandma Gert after a good hour of exciting dips, dives, and loops. “We really must be thinking about getting home—that is, getting our home back where it belongs.”

Still smiling, the amenable sea creature gently placed the four back on the deck, waved many goodbyes, and sank back under the sea.

“I’ve never had this much fun in all my life,” said Meghan. “Do we really have to go back?” After some thought she added, “I can’t see how we can do it anyway.”

Lucy, still spinning from the dizzying ride, pointed at the pelicans overhead.

“Ah, yes,” said Grandma Gert, “our friends, the pelicans. They’ll show us the way.” And sure enough, the house sailed along behind the last pelican in line until, ahead, the travelers could see the sand bar dotted with other pelicans.

“The island!” yelled Meghan. “Our house belongs right over there on the shore.” She pointed to the stilts which once had held up their house.

Now that the storm had cleared, the beach was long. As they approached the shore, they wondered how the house would get back where it belonged. They prepared for a jolt, but the house just glided along the sand and right up to its old resting place. Once it had stopped, the four walked down the steps of the deck and looked in awe at the house. There was no sign that the house had been anywhere. No broken stilts, no seaweed stuck to the deck, nothing.

Grandma Gert consulted her watch. “My goodness, kids, we better start dinner. Your mom and dad will be here any minute.” As they jumped off the couch, the children heard a noise at the front door and ran to greet their parents.

“Will this rain ever stop?” asked their mother as she closed her umbrella.

“What have you been doing?” asked their dad.

“Oh, Daddy,” said all the kids at once, “we read and baked cookies, and Grandma Gert told us the most wonderful story!”

**Text-Dependent Analysis Prompt**

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. 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.

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother’s story is important to the children. Use evidence from the passage to support your response.

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**Text-Dependent Analysis Scoring Guidelines**

**#10 Item Information**

<b>Category</b>	<b>Item-Specific Information</b>
Alignment	A-C.2.1.1
Depth of Knowledge	3
Mean Score	2.13

**Assessment Anchor:**

E05.A-C.1—Craft and Structure

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

E05.A-C.2.1.1—Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose and explain how it is conveyed in the text.

**Item-Specific Scoring Guideline**

<b>Score</b>	<b>Description</b>
<b>4</b>	<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>

Score	Description
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>
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

**Computer Response Score: 4 points**

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

I believe that the grandmothers story is important to the girls because it shows the girls it doesn't matter if its raining. There's always a way to have fun even if its raining.

First off, after the grandmother let the girls outside they pretended that they where on a boat. Even though it was raining they found a way to have a good time. The author intentionally included this because it show that even when its pouring you can have a good time. The girls had a good time when the grandmother was telling the story it shows them that they are strong. So its important to the children.

Secondly, in these paragraphs the grandmother is in the middle of the story when the grandaughter Emma is picked by a big octopuse. Emma is having a great time. Even though it is raining. The author intentionally includes this to showcase that the story is important to the kids by making them have a good time since they can't go outside and there bored.

Lastly, in the story "The Wonderful Story" the octopuse is still smiling while leaving. The girls had a good time when the grandmother was Telling the story. The ask if they have to go showing they enjoyed it. The author intentionally includes this because he wants to show that grandmas story was important to them and that they had a great time while she was telling it.

In conclusion, I feel that the story 'The wonderful story' was important to the girls because the author wanted to prove that you don't need it to be sunny for you to have a great time. The Story grandmother told was very important to the girls.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively supports the student's focus of showing that the grandmother's story allowed the children to have fun on a rainy day. The student's introduction is effective and provides strong analysis in the form of the student's controlling idea (*I believe that the grandmothers story is important to the girls because it shows the girls it doesn't matter if its raining. There's always a way to have fun even if its raining*). The student addresses this idea throughout the entirety of the response. The first body paragraph begins with a well-chosen text reference (*First off, after the grandmother let the girls outside they pretended that they where on a boat*) to set the scene for the storytelling. This is followed with in-depth analysis that focuses on the author's purpose in writing about the grandmother's story (*Even though it was raining they found a way to have a good time. The author intentionally included this because it show that even when its pouring you can have a good time. The girls had a good time when the grandmother was telling the story it shows them that they are strong. So its important to the children*). The student's analysis of the author's purpose demonstrates understanding of explicit and implicit meanings from the text, moving the student's writing beyond the story itself. The next body paragraph also begins with a text reference (*Secondly, in these paragraphs the grandmother is in the middle of the story when the granddaughter Emma is picked by a big octopuse*). The student then analyzes the author's purpose in including that action as part of the grandmother's story (*Emma is having a great time. Even though it is raining. The author intentionally includes this to showcase that the story is important to the kids by making them have a good time since they can't go outside and there bored*). In the final paragraph, the student stays focused on how the story helped the children have fun during bad weather (*Lastly, in the story "The Wonderful Story" the octopuse is still smiling while leaving. The girls had a good time when the grandmother was Telling the story. The[y] ask if they have to go showing they enjoyed it. The author intentionally includes this because he wants to show that grandmas story was important to them and that they had a great time while she was telling it*). The conclusion maintains the focus on the controlling idea with additional analysis that ties back to both the introduction and task (*In conclusion, I feel that the story 'The wonderful story' was important to the girls because the author wanted to prove that you don't need it to be sunny for you to have a great time. The Story grandmother told was very important to the girls*). Transitions are skillfully used to link ideas throughout the response (*because, First off, The author, So, Secondly, Even though, since, and, Lastly, In conclusion*), and there is an effective use of precise language and domain-specific vocabulary drawn from the text (*important, pretended, Even though, intentionally, included/ includes, pouring, showcase, bored, enjoyed, prove*). The few errors present in sentence formation (run-on, fragment), usage (*show* for "shows," *where* for "were," *there* for "they're," *The* for "They"), spelling (*octopuse*), minor punctuation, and capitalization do not interfere with meaning. Holistically, the higher level of analysis and strong focus on the author's purpose supports the highest score.

## STUDENT RESPONSE

## Response Score: 4 points

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

In the story "The Wonderful Story," a grandmother creates a story for her three grandchildren. This story is very important to the children, and also happens to be what the story is focused on. I have found three main reasons on why it's so important to the grand children that I will be not only stating them, but also evidence behind each one in this essay.

First of all, the story is important because it helped distract the girls, who really wanted to go outside, even though the rain was preventing that. I know this because in the second paragraph it states that the girls were "starting to get a bit restless," and "wished the storm would break so they could go down to the beach." If it either wasn't raining or the girls didn't want to go out, then the grand mother wouldn't have made up that story about them going out in the rain, and the passage won't be completely different.

Second of all, the story was important because it entertained the girls, and when you are in a storm entertainment works wonders. I know that this entertained them because by the end of the story, you could tell they really enjoyed it. If they hadn't enjoyed it or hadn't found a source of entertainment, then the girls would probably be bored out of their minds by the time the storm was over.

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Lastly, the story was important because it wasn't any normal story. It was taking place in the exact place they were, and the characters were themselves. I know this because the names and place didn't change. The story is told in the beach house and the story takes place in said beach house. Same with the characters, in real life, it's the grandmother and three grandchildren, in the story it is the exact same grandmother and grandchildren. If the story was about some random people in a totally different house, it wouldn't be as engaging and emersive to the children.

In conclusion, the grandmother's story is important to the children in many ways. It was distracting, entertaining, and memorable all in one, and perfect for the children's age group. Overall, it was a great story for a rainy day.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure supports the focus (exploring three text-supported reasons the story was important to the children) and ideas. In the effective introduction, the student addresses both the task and the focus with an effective controlling idea (*I have found three main reasons on why it's so important*) that will be supported with evidence from the text. The first body paragraph begins with thorough analysis (*the story is important because it helped distract the girls, who really wanted to go outside, even though the rain was preventing that*) supported with well-chosen text references (*the girls were "starting to get a bit restless," and "wished the storm would break so they could go down to the beach"*). The paragraph continues with additional analysis (*If it either wasn't raining or the girls didn't want to go out, then the grand mother wouldn't have made up that story about them going out in the rain, and the passage won't be completly different*). The next body paragraph begins with an inference (*the story was important because it entertained the girls*) that is extended with a thoughtful generalization (*and when you are in a storm entertainment works wonders*). Additional in-depth analysis (*I know that this entertained them because by the end of the story, you could tell they really enjoyed it. If they hadn't enjoyed it or hadn't found a source of entertainment, then the girls would probably be bored out of their minds by the time the storm was over*). In the final body paragraph, the student continues to weave thorough analysis with relevant text details (*the story was important because it wasn't any normal story. It was taking place in the exact place they were, and the characters were themselves. I know this because . . . it wouldn't be as engaging and emersive to the children*) while maintaining focus on the task. The conclusion is effective, reiterating the focus and providing further analysis (*It was distracting, entertaining, and memorable all in one, and perfect for the children's age group. Overall, it was a great story for a rainy day*). A skillful use of transitions links ideas both between and within the paragraphs (*In/If the story, and also, not only, but also, First of all, because, even though, I know this, because, If it either, or, then, Second of all, Lastly, In conclusion, and, Overall*). An effective use of precise language and domain-specific vocabulary drawn from the text is also demonstrated (*evidence, distract/distracting, preventing, completly, entertained/entertainment/entertaining, storm, works wonders, enjoyed, bored out of their minds, exact, characters, in real life, random, totally, engaging, emersive, memorable, all in one, perfect*). The few errors present do not interfere with meaning.

**STUDENT RESPONSE**

 **Computer Response Score: 3 points**

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother’s story is important to the children. Use evidence from the passage to support your response.

The grandmother’s story is important to the children.

The grandmother’s story is important to the children because it encourages the children to use their imagination. It is also important because the story gave them something to do on a rainy day. For example, it said “As they approached the shore, they wondered how the house would get back where it belonged. They prepared for a jolt, but the house just glided along the sand and right back up to its old resting place.” Obviously the house would not just be able to glide right back to exactly where it was before. It also said “once it stopped, the four walked down the stairs of the deck and looked in awe at the house. There was no sign that the house had been anywhere. No broken stilts, no seaweed stuck to the deck, nothing.” Well, it had to have something. That is how grandma gert’s story has an affect on the kids.



This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the task. An appropriate organizational structure adequately supports the focus and ideas. The clear introduction simply restates part of the prompt providing the focus for the rest of the response. The first body paragraph begins by repeating the idea from the introduction but this time extends the thought with clear analysis (*The grandmother's story is important to the children because it incuridges the children to use their imagination. It is also important because the story gave them something to do on a rainy day*). The student then uses relevant text (*"As they approached the shore, they wondered how the house would get back where it belonged. They prepared for a jolt, but the house just glided along the sand and right back up to it's old resting place"*) coupled with clear analysis (*Obviously the house would not just be able to glide right back to exactly where it was before*) to reinforce the idea that the children used their imagination while listening to the grandmother's story. The analysis is supported with another relevant text selection (*It also said "once it stopped, the four walked down the stairs of the deck and looked in awe at the house. . . . No broken stilts, no seaweed stuck to the deck, nothing"*), which leads the student to quip, *"Well, it had to have something,"* again showing that the children had to have used their imagination while listening to the story. The student uses transitions appropriately to link ideas (*because, It is also, For example, Obviously, It also said, That is how*) and uses precise language and domain-specific vocabulary drawn from the text appropriately (*incuridges, imagination, exactly*) to convey experiences. The errors present in usage (*it's* for "its," *affect* for "effect"), spelling (*incuridges, Obviously*), punctuation (missing commas), and capitalization (*grandma gert's*) do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 3 points

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

Introducing, three girls, meghan, Emma, and Lucy went to their grandmas house and went on a imaginary adventure because they had nothing else to do, and it started to rain.

In the text, the author states, "Lets pretend were on a boat, said meghan and that were sailing in a stormy sea. This means that they were pretending to be on a boat sailing in a stormy sea. To elaborate, they used their imagination while being outside.

In addition, the author states, "They all liked the idea and hung onto the railing of the deck as a boat." This means that they were making a imaginary boat on a deck. To elaborate, they used their imagination to build a boat.

Also, the author states, "Below, on the beach, there were no longer any sand visible." This means they used their imagination to see only water and not sand. To elaborate, they used their imagination by pretending to be surrendered by water.



In coclusion, Grandma Gert, meghan, Emma, and Lucy went on a imaginary adventure at their Grandma's Gert house because they didn't go with their parent, it was staring to rain, and they were bored.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate, though repetitive, organizational structure adequately supports the focus and ideas. The student's clear introduction combines inferencing and text details to engage the reader and provide a structure for the body of the response (*Introducing, three girls . . . went on a imaginary adventure because they had nothing else to do, and it started to rain*). The first body paragraph begins with a direct text reference (*In the text, the author states, "Lets pretend were on a boat"*) that is clarified with clear analysis (*This means that they were pretending to be on a boat . . . they used their imagination*). In the next body paragraph, the student further develops the idea of the children *pretending* and using *imagination* with more relevant text (*"They all liked the idea and hung onto the railing of the deck as a boat"*) extended with more clear analysis (*This means that they were making a imaginary boat on a deck. To elaborate, they used their imagination to build a boat*). The third body paragraph continues the student's organizational pattern, beginning with relevant text (*"Below, on the beach, there were [was] no longer any sand visible"*) that is, again, extended with clear analysis (*This means they used their imagination to see only water and not sand. To elaborate, they used their imagination by pretending to be surrendered by water*). The conclusion ties back to the introduction and adds two inferences (*because they didn't go with their parent, it was staring to rain, and they were bored*) to summarize the student's thinking. An appropriate use of transitions is used to link ideas throughout the response (*Introducing, and, because, In the text, This means, To elaborate, In addition, Also, In coclusion*), and there is an appropriate use of precise language and domain-specific language drawn from the text (*imaginary, adventure, pretending, imagination, surrendered [surrounded]*). The few errors present in usage (a missing word, incorrectly copied text [*were* for "*was*"], *a* for "*an*," *parent* for "*parents*," *staring* for "*starting*,") spelling (*coclusion*), and punctuation (missing or misplaced apostrophes) seldom interfere with meaning.

## STUDENT RESPONSE

 **Computer Response Score: 2 points**

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

In the story "The Wonderful story" the grandmother tells a fun and imagitive story to her grandkids. The story is important to the grandchildren. It is important because the grandchildren were having fun. They enjoy spending time with their grandmother. I know this because they chose to stay with her. Also, the time went by fast because the grandmother said it was three o' clock, and when they were done, it was dinnertime. A lot of kids enjoy spending time with grandparents. That is why it is so important to the kids.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. A weak organizational structure inconsistently supports the focus and ideas. The weak introduction addresses the task directly and includes weak inferences (*In the story "The Wonderful story" the grandmother tells a fun and imagitive story to her grandkids. The story is important to the grandchildren*). The student's ideas in the introduction are extended with more inferencing and weak analysis (*It is important because the grandchildren were having fun. They enjoy spending time with their grandmother. I know this because they chose to stay with her. . . . time went by fast*). The weak analysis is supported with a vague text reference (*because the grandmother said it was three o' clock, and when they were done, it was dinnertime*)—the only relevant detail from the passage included in the response. A vague generalization (*A lot of kids enjoy spending time with grandparents*) initiates the weak conclusion, which simply repeats a portion of the task (*That is why it is so important to the kids*). There is an inconsistent use of transitions (*In the story, because, I know this because, Also, That is why*) and an inconsistent use of precise language and domain-specific vocabulary drawn from the text (*imagitive, chose, the time went by fast*). Errors present do not interfere with meaning.

## STUDENT RESPONSE

## Response Score: 2 points

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

In the story A wonder Ful story it Has grandma gert And Megan, Emma And Lucy And They get Bored so grandma gert Tells Them A story ABout the sea And they Used there imagenation to Think there sailors And they incontered A bunch of Sea Friends like A octipos And they Also thought they were the sailors And They Also sailed For A While And then they needed to go to A Islund But They couldnt get there so the Had A ride on A octapose And got There then the girls parnets came And they Had dinner

This response inconsistently addresses parts of the task, demonstrating partial analytic understanding of the text. The weak organizational structure only inconsistently maintains the student's focus and ideas. The majority of the response consists of a retelling of the story. A few weak inferences (*They get Bored so grandma gert Tells Them A story ABout the sea And they Used there imagenation to Think there sailors And they incontered A bunch of Sea Friends*) embedded within the retelling moves the response beyond a strictly literal interpretation of the text. The student reiterates one of the inferences and extends the idea slightly (*they Also thought they were the sailors And They Also sailed For A While*). The references to the text as the student retells the story are vague (*it Has grandma gert, ride on A octapose, the girls parnets came, they Had dinner*). The student uses transitions inconsistently (*In the story, And, so, like, Also, then, But*), often in place of punctuation, doing little to link ideas. Similarly, precise language and domain-specific vocabulary only weakly convey experiences and events (*imagenation, sailors, incontered, Sea Friends, octipos, Islund*). The many errors present in grammar and conventions include sentence formation (run-ons), usage (*there* for "their" and "they're," *A* for "an," *the* for "they"), spelling (*imagenation, incontered, octipos, octapose, parnets*), capitalization (incorrect and/or missing), and punctuation often interfere with meaning. Holistically, this response earns a score of 2 based on the weak inferencing that moves beyond a literal interpretation of the text in combination with the weak organizational structure and vague text references.

## STUDENT RESPONSE

**Computer Response Score: 1 point**

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

The grandma is telling a wonderful story to her grand children. its about two people on a boat in the sea. While the grandma is telling the Story, emma and lucy was pretending they Were on a boat. Sailing the stormy seas.

This response minimally addresses part of the task, demonstrating inadequate understanding of the text. There is minimal evidence of an organizational structure. The student responds to the prompt with a simplistic summary of the passage (*The grandma is telling a wonderful story to her grand children. its about two people on a boat in the sea*) that contains factual errors (*its about two people*) and only minimal reference to the main idea of the text. A single, very minimal inference (*emma and lucy was pretending they Were on a boat*) stems directly from the passage itself (“ ‘Let’s pretend we’re on a boat,’ said Meghan”) and fails to move the response significantly beyond a literal interpretation of the text. The student uses few transitions to link ideas (*While*), and there is little use of precise language or domain-specific vocabulary drawn from the text (*pretending, Sailing the stormy seas*). Errors present in sentence formation (fragment), usage (*grand children* for “grandchildren,” *was* for “were”), capitalization (missing caps), and punctuation (missing apostrophe) interfere with meaning. Holistically, a score of 1 is appropriate.

## STUDENT RESPONSE

## Response Score: 1 point

10. The passage features a grandmother creating a story for her grandchildren. Write an essay analyzing why the grandmother's story is important to the children. Use evidence from the passage to support your response.

They like the story becust they get to  
have cookies.

This response minimally addresses part of the task, demonstrating inadequate understanding of the text. There is no evidence of an organizational structure; the response lacks an introduction, development, and a conclusion. There is no analysis of the text other than a very minimal inference (*They like the story*). The only reference to the text (*they get to have cookies*) is simplistic and lacks relevance. One transition word (*becust*) is used in a simplistic fashion. There is little use of precise language or domain-specific vocabulary drawn from the text (*cookies*). An error in spelling (*becust*) does not interfere with meaning; however, the response is so literal and minimal that a score of 1 is appropriate.

## **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

11. Read the sentence.

Darcy \_\_\_\_\_ her homework by the time dinner is ready.

Which phrase should fill in the blank to correctly complete the sentence?

- A. will finished
- B. had finished
- C. has finished
- D. will have finished

Category	Item-Specific Information
Alignment	D.1.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	15%
p-value B	29%
p-value C	12%
p-value D	44% (correct answer)
Option Annotations	The student is asked to identify the correct verb phrase to complete the given sentence. Option D is the correct answer; the future perfect verb tense should be used to describe the action of Darcy completing her homework before an event that will happen in the future—dinner being ready. Option A is not correct since this is an incorrect construction; “will” indicates future and cannot be used with the past tense “finished.” Option B is incorrect since the past perfect tense is used to describe a past event that occurred prior to another past event. Option C is incorrect since the present perfect tense is used to describe an action that started in the past and continues to the present.

12. Which sentence is punctuated correctly?
- A. Mr. Hidecki, and the others planned the strategy for the game.
  - B. Ginny it is very difficult to hear you, over the noise outside.
  - C. Barry collected the trash, from the table and threw it away.
  - D. You are probably right about the answer, Beth.

Category	Item-Specific Information
Alignment	D.1.2.3
Answer Key	D
Depth of Knowledge	2
p-value A	36%
p-value B	14%
p-value C	12%
p-value D	38% (correct answer)
Option Annotations	The student is asked to determine the sentence that correctly uses a comma. Option D is the correct answer since the comma placement indicates direct address. Option A is incorrect; a comma is not needed after the name in this instance since it is part of a compound subject. Options B and C are incorrect since commas are not needed before the prepositional phrases “over the noise outside” and “from the table.”

13. Which underlined verb phrase is used correctly?
- A. Jada has been starting her new job at the mall next week.
  - B. My little brother will be starting at a new school last month.
  - C. I have started to research the information for my book report yesterday.
  - D. Clark will have started decorating for the celebration by the time we get there.

Category	Item-Specific Information
Alignment	D.1.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	10%
p-value B	13%
p-value C	39%
p-value D	38% (correct answer)
Option Annotations	The student is asked to determine the underlined verb phrase that is used correctly. Option D is the correct answer; the use of the future perfect tense is needed since the action of “decorating” begins in the past and continues into the future. Option A is incorrect; the use of the present perfect progressive tense should be used with a situation that started in the past and is continuing at the present time. Jada starting her new job will occur in the future. Option B is incorrect; the use of the future progressive is incorrect since the event takes place in the past (“last month”). Option C is incorrect; the use of the present perfect is incorrect since the act of starting to “research the information” has a clear time for when it occurred (“yesterday”). In this case, the simple past tense should be used.

14. Read the paragraph.

(1) A collection of poems are called an anthology. (2) A book editor, who works for a publishing company, decides which poems will be in the anthology. (3) Some anthologies have a specific theme, such as nature or sports. (4) Others contain a variety of poems about many topics.

Which underlined word should be changed to correct an error in subject-verb agreement?

- A. are
- B. decides
- C. have
- D. contain

Category	Item-Specific Information
Alignment	D.1.1.8
Answer Key	A
Depth of Knowledge	2
p-value A	30% (correct answer)
p-value B	33%
p-value C	16%
p-value D	21%
Option Annotations	The student is asked to identify the underlined word in the given paragraph that needs to be changed to correct an error in subject-verb agreement. Option A is the correct answer; the subject, “collection,” requires a singular verb, which should be “is.” Option B is incorrect; the subject, “editor,” is singular and requires a singular verb, which is “decides.” Option C is incorrect; the subject, “anthologies,” is plural and requires a plural verb, which is “have.” Option D is incorrect; the subject, “Others,” is plural and requires a plural verb, which is “contain.”

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**English Language Arts—Sample Item Summary Data**

**Multiple-Choice and Evidence-Based Selected-Response Questions**

An asterisk (\*) indicates the key.

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	A	2	50%*	20%	11%	19%
2	B-K.1.1.1	D	3	4%	6%	23%	67%*
3	B-V.4.1.1	B	2	8%	63%*	6%	23%
4	B-C.3.1.1	B	2	21%	57%*	15%	7%
5	B-V.4.1.2	C	2	14%	12%	68%*	6%
6	B-C.3.1.1	Part One: B Part Two: B	2	Mean Score: 1.21			
7	B-K.1.1.2	A	3	76%*	10%	6%	8%
8	B-K.1.1.3	Part One: B Part Two: B, C	3	Mean Score: 1.62			
9	B-C.3.1.3	A	2	66%*	5%	20%	9%
11	D.1.1.2	D	2	15%	29%	12%	44%*
12	D.1.2.3	D	2	36%	14%	12%	38%*
13	D.1.1.2	D	2	10%	13%	39%	38%*
14	D.1.1.8	A	2	30%*	33%	16%	21%

**Text-Dependent Analysis Prompt**

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	A-C.2.1.1	4	3	2.13

## ACKNOWLEDGEMENTS

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

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