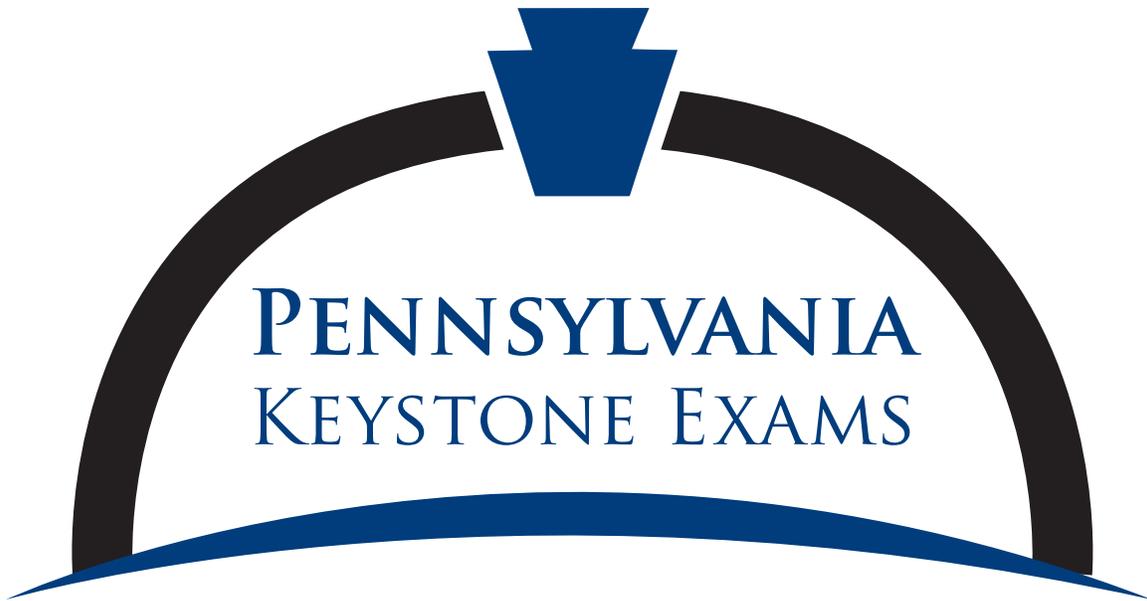




pennsylvania
DEPARTMENT OF EDUCATION



LITERATURE
ITEM AND SCORING SAMPLER

2016

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INTRODUCTION

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned to the Pennsylvania Core Standards. These tools include the standards, assessment anchor documents, Keystone Exams Test Definition, Classroom Diagnostic Tool, Standards Aligned System, and content-based item and scoring samplers. This 2016 Literature Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing students for the Keystone Exams.

This Item and Scoring Sampler contains released operational multiple-choice and constructed-response items that have appeared on previously administered Keystone Exams. These items will not appear on any future Keystone Exams. Released items provide an idea of the types of items that have appeared on operational exams and that will appear on future operational Keystone Exams. Each item has been through a rigorous review process to ensure alignment with the Assessment Anchors and Eligible Content. This sampler includes items that measure a variety of Assessment Anchor or Eligible Content statements, but it does not include sample items for all Assessment Anchor or Eligible Content statements.

The items in this sampler may be used as examples for creating assessment items at the classroom level and may be copied and used as part of a local instructional program.¹ Classroom teachers may find it beneficial to have students respond to the constructed-response items in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues.

ABOUT THE KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments currently designed to assess proficiencies in Algebra I, Biology, and Literature. For detailed information about how the Keystone Exams are being integrated into the Pennsylvania graduation requirements, please contact the Pennsylvania Department of Education or visit the PDE website at <http://www.education.pa.gov>.

Alignment

The Literature Keystone Exam consists of questions grouped into **two modules**: Module 1—Fiction Literature and Module 2—Nonfiction Literature. Each module corresponds to specific content, aligned to statements and specifications included in the course-specific assessment anchor documents. The Literature content included in the Keystone Literature multiple-choice items will align with the Assessment Anchors as defined by the Eligible Content statements. The process skills, directives, and action statements will also specifically align with the Assessment Anchors as defined by the Eligible Content statements.

The content included in Literature constructed-response items aligns with content included in the Eligible Content statements. The process skills, directives, and action statements included in the performance demands of the Literature constructed-response items align with specifications included in the Assessment Anchor statements, the Anchor Descriptor statements, and/or the Eligible Content statements. In other words, the verbs or action statements used in the constructed-response items or stems can come from the Eligible Content, Anchor Descriptor, or Assessment Anchor statements.

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

Depth of Knowledge

Webb's Depth of Knowledge (DOK) was created by Dr. Norman Webb of the Wisconsin Center for Education Research. Webb's definition of depth of knowledge is the cognitive expectation demanded by standards, curricular activities, and assessment tasks. Webb's DOK includes four levels, from the lowest (basic recall) level to the highest (extended thinking) level.

Depth of Knowledge	
Level 1	Recall
Level 2	Basic Application of Skill/Concept
Level 3	Strategic Thinking
Level 4	Extended Thinking

Each Keystone item has been through a rigorous review process to ensure that it is as demanding cognitively as what is required by the assigned Assessment Anchor as defined by the Eligible Content. For additional information about depth of knowledge, please visit the PDE website at http://static.pdesas.org/Content/Documents/Keystone_Exam_Program_Overview.PDF.

Exam Format

The Keystone Exams are delivered in a paper-and-pencil format as well as in a computer-based online format. The multiple-choice items require students to select the best answer from four possible answer options and record their answers in the spaces provided. The correct answer for each multiple-choice item is worth one point. The constructed-response items require students to develop and write (or construct) their responses. There is a single response page in the pencil-and-paper and up to 1,000 characters in the online format. Constructed-response items in Literature are scored using item-specific scoring guidelines based on a 0–3-point scale. Each multiple-choice item is designed to take about one to one-and-a-half minutes to complete. Each constructed-response item is designed to take about 10 minutes to complete. The estimated time to respond to a test question is the same for both test formats. During an actual exam administration, students are given additional time as necessary to complete the exam.

ITEM AND SCORING SAMPLER FORMAT

This sampler includes the test directions and scoring guidelines that appear in the Keystone Exams. Each sample multiple-choice item is followed by a table that includes the alignment, the answer key, the DOK, the percentage² of students who chose each answer option, and a brief answer option analysis or rationale. Each constructed-response item is followed by a table that includes the alignment, the DOK, and the mean student score. Additionally, each of the included item-specific scoring guidelines is combined with sample student responses representing each score point to form a practical, item-specific scoring guide. The General Description of Scoring Guidelines for Literature used to develop the item-specific scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

Example Multiple-Choice Item Information Table

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

Example Constructed-Response Item Information Table

Alignment	Assigned AAEC	Depth of Knowledge	Assigned DOK	Mean Score	

² All *p*-value percentages listed in the item information tables have been rounded.

LITERATURE EXAM DIRECTIONS

Below are the exam directions available to students. These directions may be used to help students navigate through the exam.

On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 1 [or Module 2].

This module has two passage sets. Each passage set includes a passage, a series of multiple-choice questions, and at least one constructed-response question.

Before responding to any exam questions, be sure to carefully read each passage and follow the directions for each passage set.

There are two types of questions in each module.

Multiple-Choice Questions

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

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

Constructed-Response Questions

These questions will require you to write your response.

- Be sure to read the directions carefully.
- You cannot receive the highest score for a constructed-response question without following all directions.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- If the question asks you to explain, be sure to explain. If the question asks you to analyze, describe, or compare, be sure to analyze, describe, or compare.
- All responses must be written in the appropriate response space in the Literature answer booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the Literature answer booklet.

If you finish early, you may check your work in Module 1 [or Module 2] only.

- Do not look ahead at the questions in Module 2 [or back at the questions in Module 1] of your exam materials.
- After you have checked your work, close all exam materials.

You may refer to this page at any time during this portion of the exam.

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR LITERATURE

3 POINTS

- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

2 POINTS

- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

1 POINT

- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.

OR

- The response relates minimally to the task.

0 POINTS

- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

LITERATURE MODULE 1**PASSAGE 1**

Read the following passage. Then answer questions 1–8.

This excerpt portrays life in the late 19th century as many European immigrants entered North America.

excerpt from **My Antonia**

by Willa Cather

I first heard of Antonia on what seemed to me an interminable¹ journey across the great midland plain of North America. I was ten years old then; I had lost both my father and mother within a year, and my Virginia relatives were sending me out to my grandparents, who lived in Nebraska. I traveled in the care of a mountain boy, Jake Marpole, one of the “hands” on my father’s old farm under the Blue Ridge, who was now going West to work for my grandfather. Jake’s experience of the world was not much wider than mine. He had never been in a railway train until the morning when we set out together to try our fortunes in a new world.

We went all the way in day-coaches, becoming more sticky and grimy with each stage of the journey. Jake bought everything the newsboys offered him: candy, oranges, brass collar buttons, a watch-charm, and for me a “Life of Jesse James,” which I remember as one of the most satisfactory books I have ever read. Beyond Chicago we were under the protection of a friendly passenger conductor, who knew all about the country to which we were going and gave us a great deal of advice in exchange for our confidence. He seemed to us an experienced and worldly man who had been almost everywhere; in his conversation he threw out lightly the names of distant states and cities. He wore the rings and pins and badges of different fraternal orders² to which he belonged. Even his cuff-buttons were engraved with hieroglyphics, and he was more inscribed than an Egyptian obelisk³.

Once when he sat down to chat, he told us that in the immigrant car ahead there was a family from “across the water” whose destination was the same as ours.

“They can’t any of them speak English, except one little girl, and all she can say is ‘We go Black Hawk, Nebraska.’ She’s not much older than you, twelve or thirteen, maybe, and she’s as bright as a new dollar. Don’t you want to go ahead and see her, Jimmy? She’s got the pretty brown eyes, too!”

This last remark made me bashful, and I shook my head and settled down to “Jesse James.”

I do not remember crossing the Missouri River, or anything about the long day’s journey through Nebraska. Probably by that time I had crossed so many rivers that I was dull to them. The only thing very noticeable about Nebraska was that it was still, all day long, Nebraska.

¹ interminable—having no end

² fraternal orders—social organizations

³ obelisk—pillar

I had been sleeping, curled up in a red plush seat, for a long while when we reached Black Hawk. Jake roused me and took me by the hand. We stumbled down from the train to a wooden siding, where men were running about with lanterns. I couldn't see any town, or even distant lights; we were surrounded by utter darkness. The engine was panting heavily after its long run. In the red glow from the fire-box, a group of people stood huddled together on the platform, encumbered by bundles and boxes. I knew this must be the immigrant family the conductor had told us about.

The woman wore a fringed shawl tied over her head, and she carried a little tin trunk in her arms, hugging it as if it were a baby. There was an old man, tall and stooped. Two half-grown boys and a girl stood holding oilcloth bundles, and a little girl clung to her mother's skirts. Presently a man with a lantern approached them and began to talk, shouting and exclaiming. I pricked up my ears, for it was positively the first time I had ever heard a foreign tongue.

Another lantern came along. A bantering voice called out: "Hello, are you Mr. Burden's folks? If you are, it's me you're looking for. I'm Otto. I'm Mr. Burden's hired man, and I'm to drive you out. Hello, Jimmy, ain't you scared to come so far west?"

I looked up with interest at the new face in the lantern light. He might have stepped out of the pages of "Jesse James." He wore a sombrero hat, with a wide leather band and a bright buckle, and the ends of his moustache were twisted up stiffly, like little horns. He looked lively and ferocious, I thought, and as if he had a history. He told us we had a long night drive ahead of us, and had better be on the hike. He led us to a hitching-bar where two farm wagons were tied, and I saw the foreign family crowding into one of them. The other was for us. Jake got on the front seat with Otto, and I rode on the straw in the bottom of the wagon-box, covered up with a buffalo hide. The immigrants rumbled off into the empty darkness, and we followed them.

MULTIPLE-CHOICE ITEMS

1. Read the sentence from the passage.

“Once when he sat down to chat, he told us that in the immigrant car ahead there was a family from ‘across the water’ whose destination was the same as ours.”

Which emotion is conveyed through the use of the word chat?

- A. friendliness
- B. contemplation
- C. indifference
- D. embarrassment

Item Information				Option Annotations
Alignment		L.F.1.2.4		Students are asked to draw conclusions about the connotation of the word “chat.” Students should use the context to determine the emotion associated with the use of the word. Option A is the correct answer. “Friendliness” is the emotion conveyed with the word “chat.” The conductor is starting a conversation with the main characters, showing that he is friendly. Options B, C, and D are incorrect connotations for “chat.” Students may choose these incorrect options if they do not understand what the author is suggesting through the use of the word “chat.”
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	
87%	8%	4%	1%	

2. Why does Jimmy not go and talk to the girl with the “brown eyes”?
- A. He is embarrassed by the conductor.
 - B. He wants to read his book.
 - C. He wants to talk with the conductor.
 - D. He is waiting to take a nap.

Item Information				Option Annotations
Alignment		L.F.2.1.1		Students are asked to draw a conclusion about Jimmy based on information in the passage. Students must be able to use details to draw a conclusion. Option A is the correct answer. The word “bashful” is used by the narrator, Jimmy, indicating that he is embarrassed. Although Jimmy starts reading “Jesse James” after the conductor’s remarks, it was not his original intent; therefore, option B is incorrect. The conductor sits down to talk to Jimmy and Jake, so option C is incorrect. Although Jimmy eventually falls asleep on the train, this is not his reason for avoiding conversation with the girl; therefore, option D is incorrect. Students may select these incorrect options if they misinterpret the details from the passage.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	
67%	20%	9%	4%	

3. Read the sentence from the passage.

“The woman wore a fringed shawl tied over her head, and she carried a little tin trunk in her arms, hugging it as if it were a baby.”

What idea does the author’s use of simile help to communicate?

- A. The woman’s possessions are too heavy for her.
- B. The woman is indifferent toward her possessions.
- C. The woman’s possessions are precious to her.
- D. The woman knows how to care for her possessions.

Item Information				Option Annotations
Alignment		L.F.1.1.3		Students are asked to interpret how the author uses techniques of fiction to effectively communicate an idea. Students must be able to interpret what the simile in the text is communicating.
Answer Key		C		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option C is the correct answer. The woman is “hugging” the “little tin trunk in her arms,” which implies the trunk is precious to the woman. Options A, B, and D are incorrect. Students may select these options if they misinterpret what the simile is trying to communicate.
3%	4%	88%	5%	

4. What is the effect of the point of view in the passage?
- A. It creates a personal connection to all of the characters.
 - B. It compares the thoughts and feelings of all the characters.
 - C. It provides the subjective thoughts and feelings of the main character.
 - D. It describes the objective thoughts and feelings of only minor characters.

Item Information				Option Annotations
Alignment		L.F.2.3.6		<p>Students are asked to analyze the point of view used in the passage. Students must understand the concept of point of view and be able to interpret its use within a text.</p> <p>Option C is the correct answer. The first person point of view used in the passage allows the reader to access a subjective view through the thoughts and feelings of the main character. Options A, B, and D are incorrect. The point of view used does not allow the reader to understand the thoughts or feelings of other characters and does not lead to a personal connection with these characters. Students may select these incorrect options if they do not have an understanding of point of view.</p>
Answer Key		C		
Depth of Knowledge		3		
p-values				
A	B	C	D	
24%	12%	58%	5%	

5. Which word **best** describes the conductor?

- A. talkative
- B. humble
- C. arrogant
- D. diligent

Item Information		Option Annotations					
Alignment	L.F.2.3.1	Students are asked to identify a trait of a character that is emphasized throughout the passage. Students must be able to understand details from the passage to identify the main trait of the conductor.					
Answer Key	A						
Depth of Knowledge	2						
p-values		Option A is correct. The phrases “friendly passenger conductor,” “who knew all about the country,” and “gave us a great deal of advice” are details that help the reader conclude that the conductor is a talkative person. Since the conductor had “badges of different fraternal orders,” the reader can conclude that the conductor is not humble. The reader can also determine that the conductor is not arrogant, because the conductor does not talk openly about these; therefore, options B and C are incorrect. Since the conductor stops to chat with passengers, the conductor is not a diligent person in the passage; therefore, option D is incorrect. Students may select these incorrect options if they misinterpret the details from the passage.					
A	B					C	D
50%	29%					6%	14%

6. How does the author's use of fiction as a literary form influence the passage?
- A. The use of fiction allows the conflict to be resolved in an improbable fashion.
 - B. The use of fiction allows the setting to be conveyed as overly harsh and unforgiving.
 - C. The use of fiction allows for the development of tension between more than one character.
 - D. The use of fiction allows for the creation of characters who are both sympathetic and slightly exaggerated.

Item Information				Option Annotations
Alignment		L.F.2.2.1		Students are asked to determine how the author's use of fiction as a literary form influences the passage. Students must understand the different forms of fiction and how these forms can impact a passage.
Answer Key		D		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option D is the correct answer. The conductor and Otto both show sympathy toward Jimmy for traveling west. The descriptions of Otto and the conductor in the passage are also somewhat exaggerated. Options A, B, and C are incorrect. Although these options focus on characteristics of fiction, they are not conveyed in the passage.
14%	8%	21%	56%	

7. *My Antonia* was first published in 1918. Which literary trend from the early 1900s is **best** reflected in the passage?
- A. a focus on the complexities of life
 - B. a concern about working conditions
 - C. a concern about how prejudice affects people
 - D. a focus on people who move to start a new life

Item Information				Option Annotations
Alignment		L.F.2.4.1		Students are asked to determine the literary significance of the passage. Students must understand the passage's overall approach in describing people traveling to start new lives.
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option D is the correct answer. The passage focuses on the people starting new lives. Jimmy and Jake are moving from Virginia to the west, and the immigrants are moving from a different country to Nebraska. Options A, B, and C are incorrect. Although complexities in life, working conditions, and prejudices existed during the 1900s, these are not the focus of the passage.
16%	5%	10%	69%	

SCORING GUIDE**#8 ITEM INFORMATION**

Alignment	L.F.2.1.1	Depth of Knowledge	3	Mean Score	1.22
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate analysis of how the journey is important to the narrator. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the journey is important to the narrator. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the journey is important to the narrator. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

RESPONSE SCORE: 3 POINTS



8. Analyze how the journey is important to the narrator. Use information from the passage to support your analysis.

The journey is important to the narrator, Jimmy, because it is a new beginning for him, and an important change in his life. The story takes place when Jimmy is only ten years old, and has lost both of his parents in a short amount of time. He does not have a lot of worldly experience, so travelling across the country to a new home with his grandparents is a big deal for the narrator. It is like an adventure, riding the train across states and rivers that Jimmy had never seen before. He befriends the conductor, who has a lot of experience with the world, and talks to the boys. It is also the first time the narrator has been around foreign immigrants, or heard anyone speak a foreign language. Because all of the experiences of this trip are new to the narrator, it makes an impact, and lasts as an important journey in his life.

The student has given a clear, complete, and accurate analysis by drawing conclusions based on analysis of a text. The student has explained how the journey is important to the narrator (*"The journey is important to the narrator, Jimmy, because it is a new beginning for him, and an important change in his life . . . He does not have a lot of worldly experience, so travelling across the country to a new home with his grandparents is a big deal for the narrator. It is like an adventure . . . Because all of the experiences of this trip are new to the narrator, it makes an impact, and lasts as an important journey in his life"*). The student supports the analysis with relevant and specific information from the passage (*"The story takes place when Jimmy is only ten years old, and has lost both of his parents in a short amount of time . . . travelling across the country to a new home with his grandparents . . . riding the train across states and rivers that Jimmy had never seen before. He befriends the conductor, who has a lot of experience with the world, and talks to the boys. It is also the first time the narrator has been around foreign immigrants, or heard anyone speak a foreign language"*).

STUDENT RESPONSE

RESPONSE SCORE: 2 POINTS

8. Analyze how the journey is important to the narrator. Use information from the passage to support your analysis.

This journey, I believe, is important to the narrator in many ways. Firstly, the narrator is starting a new life. His parents have just died and he is moving out West to live with his grandparents. Secondly, this journey is important because he begins to learn about the world from the conductor. Lastly, this journey is important because he meets new people, such as the conductor and the immigrant family.

The student has given a partial analysis by drawing conclusions based on analysis of a text. The student has explained how the journey is important to the narrator (*"the narrator is starting a new life . . . he begins to learn about the world . . . he meets new people"*). The student supports the analysis with limited information from the passage (*"His parents have just died and he is moving out West to live with his grandparents . . . begins to learn about the world from the conductor . . . meets new people, such as the conductor and the immigrant family"*).

STUDENT RESPONSE

RESPONSE SCORE: 1 POINT



8. Analyze how the journey is important to the narrator. Use information from the passage to support your analysis.

The journey is important to the narrator Because when he get's there that's were he going to be living from now on. Also because he has to start a all new life. and do stuff he's never done.

The student has given a minimal analysis by drawing conclusions based on analysis of a text. The student has explained how the journey is important to the narrator (*"Because when he get's there that's were he going to be living from now on. Also because he has to start a all new life. and do stuff he's never done"*). The student uses little information from the passage (*"that's were he going to be living from now on"*).

STUDENT RESPONSE

RESPONSE SCORE: 0 POINTS

8. Analyze how the journey is important to the narrator. Use information from the passage to support your analysis.

The journey is important to the narrator because maybe this is a story that her grand father told her about when he was younger. The story probably inspired her to write about the past and things that older people told her.

The student has given a response to the task that contains insufficient information to demonstrate comprehension.



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PASSAGE 2

Read the following passage. Then answer questions 9–18.

excerpt from **The Piano Man**

by Marcia Preston

The tip jar was filling up. On a Friday night, late-season tourists and business types shouldered together in the café, most of them waiting for tables in the restaurant next door. Mason watched them with a sardonic eye, his fingers automatic on the piano keyboard. He'd eaten in the restaurant one time, when he first got this job. The food was good but pricey, and he didn't like sitting alone at a table with linen cloths and too many forks. Julia would have loved the place, though; she'd grown up with crystal and silver even at breakfast. Mason had adjusted to all that when they got married, but he didn't have the patience for it anymore.

One of the regulars came in and gave Mason a wave. He dipped his head without missing any notes. Most of the regulars stayed away on weekends, but some of them liked the atmosphere of the place when it was crowded. On a night like this, sooner or later somebody would yell, "Play 'The Piano Man,'" and Mason would honor the request with a silent apology to Billy Joel. He felt like a phony singing that number, but it was Mason's job to make the customers happy, and the song never failed to galvanize the house and fill up the tip jar.

- 3 He finished up a jazz set and launched straight into Gershwin¹. Variety was the spice of employment. Once in a while he mixed in a classical piece to remind himself of the world he'd left behind, and to amuse himself by making big Tommy squirm. Tommy was a good guy, but he took his job as café manager way too seriously.

The piano was a Steinway grand, a privilege to play, its black lacquered surface mirror-bright. An instrument like that was an anomaly in the café. Its presence hinted of a classier past, before the area around the café had gone to seed². But that was Santa Fe³ for you—art and squalor and money and kitsch⁴ all squashed together like an overpriced sandwich. That's what made the place interesting. And a good place to get lost.

A tourist stuck a five in the jar on his way to dinner and Mason showed his teeth. *Can you spare it, buddy?* The guy had on a seven-hundred-dollar suit and would probably tip his waiter at least twenty.

The Steinway was the reason Mason was here. The piano and a huge stone fireplace were the signatures of Santero's Café. On the lighted sign out front, some anonymous artist had rendered the two symbols with a few Picasso-like strokes. Now the sign was cracked and the *é* had fallen off *café*, subtracting ten bucks from the price of dinner.

¹ Gershwin—George Gershwin; an American composer and pianist

² gone to seed—declined in quality or appearance

³ Santa Fe—a city in New Mexico

⁴ kitsch—something of cheap design, appearance, or content

His gig at the café was from seven to twelve, five nights a week, and it wasn't a bad deal. While he was anchored to the bench, his mind could travel anywhere. Even if he didn't want to go there.

He traveled now to the day he'd drifted into Santa Fe with his money running out. He'd sold his car to pay the deposit on a cheap apartment and a few months' rent in advance. The café was within walking distance, and he had gone inside because of the sketch of the piano on the neon sign. He hadn't touched his violin in months, and he was starved for music. But that afternoon the Steinway sat closed and silent. He'd watched it with a melancholy feeling while he drank his coffee, running his eyes over the piano's curved top, imagining the feel of the cool ivory keys. After one more coffee he went up to the piano and cranked out a dozen tunes in a row.

The piano had needed tuning, but it still sounded pretty good. Hardly anybody was in the place that day, but the few patrons gave him a round of applause and hooted their approval. Tommy had hired him on the spot. The pay was lousy, but the tips were good and the coffee was free.

He finished the Gershwin set with *Rhapsody in Blue*. A woman with red hair sidled up to the platform and asked if he could play "Malagueña." She'd probably played the piece back when she took lessons, same as he had. He launched into it, giving it plenty of drama, and she looked thrilled.

Inside the piano bench, Mason had found stacks of old sheet music, but he never used the scores⁵ when he was on the clock. Ever since he was a kid and started taking piano lessons, his fingers could find the notes automatically. It was a skill that impressed the customers. Tommy, too.

The woman pushed a few ones into the tip jar, beaming a smile at him. "Excellent," she said. As if she'd know.

Mason signaled Renee to bring him a coffee, then he settled into a semiclassical piece. It wasn't like playing the violin, but at least it was music.

⁵ scores—written or printed pieces of music

MULTIPLE-CHOICE ITEMS

9. How does the author’s use of figurative language in paragraph 3 help to convey an idea about Mason?
- A. It indicates that playing different styles of music helps Mason to make others feel comfortable.
 - B. It shows that Mason feels that his boss likes him because he can play different styles of music.
 - C. It indicates that playing different styles of music helps Mason stay engaged in what he is doing.
 - D. It shows that Mason wishes he could play different styles of music in other venues around town.

Item Information				Option Annotations
Alignment		L.F.1.1.3		Students are asked to analyze how the author’s use of figurative language conveys an idea about a character in the passage. Students must understand why the author uses figurative language and interpret an idea that is being conveyed through the words.
Answer Key		C		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option C is the correct answer. The word “variety” indicates that Mason likes to play different styles of music. “Spice” conveys that different music keeps Mason’s job fun. The word “employment” shows that playing music is what Mason does for a job. Playing different styles of music keeps Mason engaged with his job. Options A, B, and D are incorrect. Students may select these options if they misinterpret the figurative language that is used in paragraph 3.
21%	13%	63%	4%	

10. Which phrase **best** explains why Mason “showed his teeth” to the tourist who tips him?
- A. to thank the tourist in an insincere way
 - B. to show the tourist that the tip was too generous
 - C. to thank the tourist without having to stop playing
 - D. to show the tourist that he felt embarrassed

Item Information				Option Annotations
Alignment		L.F.2.3.1		Students are asked to explain a character’s action in the passage. Students must be able to draw conclusions about how and why a character acts in a particular way.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option A is the correct answer. The details “tourist stuck a five in the jar,” “ <i>Can you spare it, buddy?</i> ” and “The guy had on a seven-hundred-dollar suit” help the reader conclude that Mason is insincere about his gratitude. Since the tourist “had on a seven-hundred-dollar suit and would probably tip his waiter at least twenty,” it can be concluded that Mason did not feel the tip was generous; therefore, option B is incorrect. Since a musician usually does not stop in a middle of a performance nor shows teeth when embarrassed, the reader can conclude that options C and D are incorrect. Students may select these options if they misinterpret the details from the passage.
45%	14%	38%	2%	

11. Read the sentence from the passage.

“While he was anchored to the bench, his mind could travel anywhere.”

Which word from the sentence **best** reflects the general tone of how Mason feels about his situation?

- A. anchored
- B. bench
- C. mind
- D. anywhere

Item Information				Option Annotations
Alignment		L.F.2.3.5		Students are asked to determine which word from the sentence reflects a general tone about how a character feels about a particular situation. Students must draw conclusions about the character’s feelings from details in the passage and identify the word that reflects those feelings.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option A is the correct answer. Anchored means to secure firmly, and the details in the passage support the idea that Mason feels secure performing at the café. The details “from seven to twelve,” “five nights a week,” and “wasn’t a bad deal” lead the reader to conclude that Mason feels secure. Options B, C, and D are incorrect. These options do not reflect Mason’s feelings. Students may select these incorrect options if they fail to use or misinterpret these details from the passage.
62%	2%	7%	29%	

12. Based on the prefix “semi-,” what does the word “semiclassical” mean?

- A. beyond classical
- B. no longer classical
- C. somewhat classical
- D. different from classical

Item Information		Option Annotations					
Alignment	L.F.1.2.2	Students are asked to determine the meaning of a given word based on the affix. Students are prompted to use the meaning of the affix to help identify the meaning of the given word.					
Answer Key	C						
Depth of Knowledge	2						
p-values		Option C is the correct answer. The meaning of the affix “semi-” means “to some extent” or “partly.” Options A, B, and D are not the correct meanings of the word with the given affix. Students may choose these incorrect options if they misunderstand the meaning of the given affix.					
A	B					C	D
4%	2%					92%	2%

13. Which statement about Mason's past is supported by information in the passage?
- A. He had often written his own music.
 - B. He used to spend time with famous people.
 - C. He stopped playing the violin because it bored him.
 - D. He moved to a new city to start a new life.

Item Information				Option Annotations
Alignment		L.F.2.1.1		Students are asked to make an inference about a character's past. Students must be able to use textual evidence to make an appropriate inference.
Answer Key		D		
Depth of Knowledge		2		
p-values				Option D is the correct answer. The details "sold his car to pay the deposit on a cheap apartment and a few months' rent," "the café was within walking distance," and "hired him on the spot" help the reader conclude that Mason had moved to a new city to start a new life. Although the reader is able to conclude that Mason likes music, there is no context supporting the idea that he wrote his own music; therefore, option A is incorrect. Although names of famous composers and musicians are mentioned in the passage, the details in the passage do not support the idea that Mason spent time with famous people; therefore, option B is incorrect. Although Mason has not touched his violin for months, the details do not support the idea that he was bored with playing it; therefore, option C is incorrect. Students may select these incorrect options if they misinterpret the details from the passage.
A	B	C	D	
13%	3%	11%	72%	

14. Which statement **best** explains how the setting affects the mood of the passage?
- A. The description of the customers contributes to an optimistic mood.
 - B. The description of the city contributes to an adventurous mood.
 - C. The description of the restaurant when it is crowded contributes to a festive mood.
 - D. The description of the rundown aspects of the café contributes to a reflective mood.

Item Information				Option Annotations
Alignment		L.F.2.3.2		Students are asked to explain how the setting affects the mood of the passage. Students must understand the role of the setting and use textual details to evaluate the mood of the passage. Option D is the correct answer. The details “instrument like that was an anomaly in the café,” “presence hinted of a classier past,” “area around the café had gone to seed,” and “art and squalor and money and kitsch all squashed together like an overpriced sandwich” help the reader to conclude that the rundown aspects of the café contribute to the reflective mood of the passage. Since the textual details about the customers, city, and restaurant are not optimistic, adventurous, or festive, options A, B, and C are incorrect. Students may select these incorrect options if they fail to use or misinterpret details from the passage.
Answer Key		D		
Depth of Knowledge		3		
p-values				
A	B	C	D	
21%	5%	32%	41%	

15. Which sentence **best** describes the main effect of the point of view in the passage?
- A. Mason’s feelings about his life are revealed to the reader.
 - B. Mason’s future as a musician is made clear to the reader.
 - C. The reader understands how Mason is viewed by the other characters.
 - D. The reader relates to the customers’ feelings about Mason’s song selections.

Item Information				Option Annotations
Alignment		L.F.2.3.6		Students are asked to describe the main effect of the point of view in the passage. Students must understand the concept of point of view and how it can impact the meaning of the passage. Option A is the correct answer. The details “he didn’t have the patience for it anymore,” “felt like a phony singing,” and “to remind himself of the world he’d left behind, and to amuse himself” are details that convey Mason’s feelings about his life to the reader. Options B, C, and D are incorrect. Students are not given information about Mason’s future or about how other people view Mason. Students may select these incorrect options if they fail to use or misinterpret details from the passage.
Answer Key		A		
Depth of Knowledge		3		
p-values				
A	B	C	D	
61%	14%	18%	6%	

16. Which sentence **best** supports the main idea of the passage?

- A. “On a Friday night, late-season tourists and business types shouldered together in the café, most of them waiting for tables in the restaurant next door.”
- B. “He felt like a phony singing that number, but it was Mason’s job to make the customers happy, and the song never failed to galvanize the house and fill up the tip jar.”
- C. “He’d watched it with a melancholy feeling while he drank his coffee, running his eyes over the piano’s curved top, imagining the feel of the cool ivory keys.”
- D. “Inside the piano bench, Mason had found stacks of old sheet music, but he never used the scores when he was on the clock.”

Item Information				Option Annotations
Alignment		L.F.1.3.1		Students are asked to identify a sentence that best supports the main idea of the passage. Students must understand the main idea of the passage and be able to identify evidence from the passage that supports the main idea.
Answer Key		B		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option B is the correct answer. This option supports the main idea of the passage, which is that Mason’s job is to entertain customers by playing music. Options A, C, and D are incorrect. Students may select these incorrect options if they misinterpret the main idea of the passage.
10%	60%	24%	5%	

17. What is the author's purpose in writing the passage?
- A. to tell a story about a man who performs music to earn money
 - B. to describe a man's opinions about how to perform works by other composers
 - C. to describe a man's appreciation for performing with different instruments
 - D. to tell a story about a man who learns to develop his talent

Item Information				Option Annotations
Alignment		L.F.1.1.1		Students are asked to determine the author's purpose in writing the passage. Students must use details from the passage to draw an inference about the overall purpose.
Answer Key		A		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option A is the correct answer. The focus of the passage is on Mason's career, performing music to earn money. Although the narrator does reveal some of Mason's opinions about performers, there is no information in the passage suggesting how to perform works by other composers; therefore, option B is incorrect. Although the reader can conclude that Mason is able to play different instruments, the passage does not describe his appreciation for performing with them; therefore, option C is incorrect. Since Mason already has a talent in playing musical instruments, the purpose of the passage is not to show how that talent is developed; therefore, option D is incorrect. Students may select these incorrect options if they misinterpret the purpose of the passage.
61%	6%	15%	17%	

SCORING GUIDE**#18 ITEM INFORMATION**

Alignment	L.F.2.5.1	Depth of Knowledge	3	Mean Score	1.44
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate analysis of the purpose of the flashback in the passage. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of the purpose of the flashback in the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of the purpose of the flashback in the passage. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.



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STUDENT RESPONSE

RESPONSE SCORE: 3 POINTS

18. Analyze the purpose of the flashback in the passage. Use information from the passage to support your analysis.

The purpose of the flashback was to tell the reader how Mason ended up working at the café and to better get across how he feels about working at the café. During the flashback the narrator tells the reader that Mason had to sell his ear to make a down payment on an apartment and that he is running out of money, then he saw the café's piano and was drawn in by it because he was "starved for music" and after playing the piano he was hired on the spot. This part of the flashback shows that he does his job because he needs money and music. Towards the end of the flashback the narrator says "It wasn't like playing violin but at least it was music." This does a great job in showing how he feels, it's not exactly what he wants, but it's good enough.

The student has given a clear, complete, and accurate analysis of the effects of flashback in a text. The student has explained the purpose of the flashback in the passage (*"The purpose of the flashback was to tell the reader how Mason ended up working at the café and to better get across how he feels about working at the café . . . shows that he does his job because he needs money and music . . . does a great job in showing how he feels, it's not exactly what he wants, but it's good enough"*). The student supports the analysis with relevant and specific information from the passage (*"During the flashback the narrator tells the reader that Mason had to sell his car to make a down payment on an apartment and that he is running out of money, then he saw the café's piano and was drawn in by it because he was 'starved for music' and after playing the piano he was hired on the spot . . . Towards the end of the flashback the narrator says 'It wasn't like playing violin but at least it was music'"*).

STUDENT RESPONSE

RESPONSE SCORE: 2 POINTS



18. Analyze the purpose of the flashback in the passage. Use information from the passage to support your analysis.

The flashback is a crucial part of this passage. It explains how Mason became a piano player in a small cafe in Santa Fe. It also shows that he is not doing this for fun, but he needs the money to support himself. The narrator explains, "He'd sold his car to pay the deposit on a cheap apartment and a few months' rent in advance." Without the flashback in *The Piano Man*, we would know nothing about Mason or the story other than he plays the piano in a cafe. That is why the flashback is important to understanding the passage.

The student has given a partial analysis of the effects of flashback in a text. The student has explained the purpose of the flashback in the passage ("It explains how Mason became a piano player in a small cafe in Santa Fe. It also shows that he is not doing this for fun, but he needs the money to support himself. . . . Without the flashback in *The Piano Man*, we would know nothing about Mason or the story other than he plays the piano in a cafe"). The student supports the analysis with limited information from the passage ("Mason became a piano player in a small cafe in Santa Fe. . . . The narrator explains, 'He'd sold his car to pay the deposit on a cheap apartment and a few months' rent in advance'").

STUDENT RESPONSE

RESPONSE SCORE: 1 POINT

18. Analyze the purpose of the flashback in the passage. Use information from the passage to support your analysis.

It gives information about the main character and helps show why he is in the situation he is in. He sold his car for an apartment.

The student has given a minimal analysis of the effects of flashback in a text. The student has explained the purpose of the flashback in the passage (“It gives information about the main character and helps show why he is in the situation he is in”). The student uses little information from the passage (“He sold his car for an apartment”).

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

18. Analyze the purpose of the flashback in the passage. Use information from the passage to support your analysis.

A flashback help describe the way the main character felt at a certain point in time.

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

LITERATURE MODULE 1—SUMMARY DATA

MULTIPLE-CHOICE

Sample Number	Alignment	Answer Key	Depth of Knowledge	<i>p</i> -values			
				A	B	C	D
1	L.F.1.2.4	A	2	87%	8%	4%	1%
2	L.F.2.1.1	A	2	67%	20%	9%	4%
3	L.F.1.1.3	C	2	3%	4%	88%	5%
4	L.F.2.3.6	C	3	24%	12%	58%	5%
5	L.F.2.3.1	A	2	50%	29%	6%	14%
6	L.F.2.2.1	D	3	14%	8%	21%	56%
7	L.F.2.4.1	D	2	16%	5%	10%	69%
9	L.F.1.1.3	C	3	21%	13%	63%	4%
10	L.F.2.3.1	A	2	45%	14%	38%	2%
11	L.F.2.3.5	A	2	62%	2%	7%	29%
12	L.F.1.2.2	C	2	4%	2%	92%	2%
13	L.F.2.1.1	D	2	13%	3%	11%	72%
14	L.F.2.3.2	D	3	21%	5%	32%	41%
15	L.F.2.3.6	A	3	61%	14%	18%	6%
16	L.F.1.3.1	B	2	10%	60%	24%	5%
17	L.F.1.1.1	A	3	61%	6%	15%	17%

CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	L.F.2.1.1	3	3	1.22
18	L.F.2.5.1	3	3	1.44

LITERATURE MODULE 2**PASSAGE 1**

Read the following passage. Then answer questions 1–8.

Public university tuition remains a bargain despite recent increases

by Mark Emmert

from *The Seattle Times*, Saturday, October 24, 2009

Anyone who has ever gone car shopping knows that the price you see on the sticker is rarely the price you pay. The same can be said of college tuition. Recent headlines about “soaring” tuition and fees have no doubt left many with a bad case of sticker shock. The more surprising story might be, “tuition at public universities offered at deep discount.”

The 14-percent increase in tuition at Washington’s public four-year colleges and universities this year is a headline-grabber, but it is far from the whole story. At the University of Washington, it was possible to consider a 14-percent increase only because of a set of very favorable, if seldom reported, circumstances—circumstances that not only make a tuition increase reasonable, but make it a bargain to get an education at a world-class university.

Tuition at the UW historically has been very low. Even with the 14-percent increase, our tuition remains the lowest among our peer public institutions around the country. Making this below-market price even more appealing, the federal government included in the stimulus package a number of measures aimed at keeping college costs affordable for families, including increased funding for Pell Grants¹ and an expanded federal tax credit that for the first time reaches into the middle class. And because we and our state Legislature care deeply about maintaining the economic diversity of our student body, \$1.7 million more of tuition revenue was directed to need-based financial aid.

This increase in financial aid complements our already robust commitment to keeping the UW accessible and affordable for Washington’s low- and lower-middle-income families. Under the Husky Promise this year, nearly 7,000 students—one in every four of our resident undergraduates—are paying zero tuition at the UW. We are fully committed to maintaining access to our university for those who are qualified and who otherwise cannot afford it. It’s our promise, and we stand by it and are very proud of it.

When you take all of this into account—all of the aid and support that is being made available to students—the net tuition cost of a college education falls far below the reported sticker price. Indeed, while annual tuition and fees at the UW run \$7,692, our students receive about \$2,700 on average in grant aid, thus bringing the net tuition cost down to about \$5,000. That’s a discount of 35 percent—more than a third off the sticker price.

So why increase the sticker price of tuition when it’s going to be sold at a discount price? One of the primary reasons is the withdrawal of state tax support from public universities. At the UW,

¹ Pell Grants—federal government money given to low-income students for college tuition

we just lost 26 percent of our state general fund budget. While we continually look for more ways to reduce costs, seeking new efficiencies alone cannot make up for a cut of that magnitude. To maintain the level of educational excellence our students deserve and to ensure they get the classes and services they need to graduate on time, we have to secure other funding. Many of our students can afford to pay full tuition. Those who cannot afford to pay it get a discount or pay nothing.

The economic advantages of a college education are familiar and sound. College graduates earn considerably more than their counterparts without degrees. Their increased earning power helps fuel the economy and generates increased tax revenue. It's a terrific investment—in our citizens from all economic backgrounds and in our future as a state. What better bargain could there be than an average 35-percent discount off the price of college to improve your life and your community?

MULTIPLE-CHOICE ITEMS

1. Read the sentence from the passage.

“Even with the 14-percent increase, our tuition remains the lowest among our peer public institutions around the country.”

Which definition of institutions is the same as is used in the passage?

- A. organizations devoted to education
- B. fundamental parts of a culture
- C. established laws or rules
- D. buildings devoted to charitable work

Item Information				Option Annotations
Alignment		L.N.1.2.3		Students are asked to determine the meaning of the word “institutions.” Students are prompted to use context to determine which meaning of “institutions” is used in the passage. Option A is the correct answer. “Organizations devoted to education” is the meaning for the word “institutions” in the passage. The word “tuition” gives context to help students understand that education is the focus of the sentence. Options B, C, and D do not match the meaning of “institutions” as the word is used in the passage. Students may select these incorrect options if they do not identify or understand the context provided by the passage.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	
83%	6%	5%	6%	

2. Which sentence from the passage contains an opinion?
- A. “. . . \$1.7 million more of tuition revenue was directed to need-based financial aid.”
- B. “This increase in financial aid complements our already robust commitment . . .”
- C. “. . . our students receive about \$2,700 on average in grant aid . . .”
- D. “Those who cannot afford to pay it get a discount or pay nothing.”

Item Information				Option Annotations
Alignment		L.N.2.5.1		Students are asked to differentiate between facts and opinions. Students must understand the difference between facts and opinions in order to identify the opinion.
Answer Key		B		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option B is the correct answer. The phrase “complements our already robust commitment” is a personal viewpoint that is unable to be verified with evidence. Options A, C, and D are incorrect since these options contain evidence that can be verified. Students may select these incorrect options if they do not understand the difference between a fact and an opinion or if they misinterpret the information in the sentences.
4%	78%	7%	10%	

3. Which word is a synonym for magnitude?
- A. preservation
 - B. conviction
 - C. splendor
 - D. enormity

Item Information				Option Annotations
Alignment		L.N.1.2.1		Students are asked to determine a synonym for a word. Students must understand the meaning of “magnitude” in order to identify the synonym. Option D is the correct answer. “Magnitude” refers to the great size of something. The phrases “lost 26 percent of our state general fund budget” and “seeking new efficiencies alone cannot make up for a cut of that magnitude,” indicates the largeness or the “enormity” of the loss. Options A, B, and C are incorrect since those words refer to other qualities. Students may select these incorrect options if the word “magnitude” is unfamiliar.
Answer Key		D		
Depth of Knowledge		1		
p-values				
A	B	C	D	
13%	8%	8%	70%	

4. Based on information in the passage, how do reduced tuition costs relate to a better community?
- A. Those who attend college earn more money, which will produce increased tax revenue for services that benefit everyone.
 - B. Those who pay less tuition have more money left over for savings accounts.
 - C. Those who use financial aid will have less money later to spend on local activities.
 - D. Those who attend college move to a different city to find a job, which will decrease the population in the college community.

Item Information				Option Annotations
Alignment		L.N.1.3.3		Students are asked to determine how one idea influences another idea. Students must make inferences using evidence from the passage to determine how reduced tuition costs relate to a better community.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option A is the correct answer. The passage states that many students are able to afford tuition, but those students who are not able to pay the full tuition get a discount. The phrases “college graduates earn considerably more than their counterparts” and “increased earning power helps fuel the economy and generates increased tax revenue” provide evidence that supports option A. The passage does not provide information about how students use their personal money; therefore, options B and C are incorrect. Option D is incorrect because the passage does not focus on the population of a community but rather on how a college education benefits a community. Students may select these incorrect options if they misinterpret the ideas in the passage.
68%	16%	10%	5%	

5. Based on information in the passage, what conclusion can be made about the University of Washington?
- A. The university wants to support the economy by spending money.
 - B. The university wants to attract more students so it can increase profits.
 - C. The university knows the importance of offering an education to as many people as possible.
 - D. The university tries to provide as many classes as possible so students can graduate early.

Item Information				Option Annotations
Alignment		L.N.2.1.1		Students are asked to draw a conclusion about the University of Washington based on information in the passage. Students must be able to use textual evidence to draw this conclusion.
Answer Key		C		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option C is the correct answer. “Keeping college costs affordable for families,” “increased funding for Pell Grants and an expanded federal tax credit,” “because we and our state Legislature care deeply about maintaining the economic diversity of our student body,” and “one in every four of our resident undergraduates— are paying zero tuition at the UW” is evidence that supports the conclusion that the university knows the importance of offering education to as many people as possible. Although a college education can help the economy by increasing college graduates’ earning power, the passage does not support that the university spends money to help the economy; therefore, option A is incorrect. Increasing profits at a university means students would be paying more for their education, which could result in attracting fewer students; therefore, option B is incorrect. Although it states that an increase in tuition was needed so students could “get the classes and services they need to graduate on time,” it did not mention students graduating early; therefore, option D is incorrect. Students may choose these incorrect options if they misinterpret the textual evidence.
9%	17%	65%	8%	

6. How is repeating the notion that public universities are a bargain effective as a persuasive technique?
- A. It provides the reader with a balanced presentation.
 - B. It helps the reader understand the statistics cited.
 - C. It keeps the reader focused on the central argument.
 - D. It gives the reader additional information to consider.

Item Information				Option Annotations
Alignment		L.N.2.5.5		Students are asked to describe how repeating the notion that public universities are a bargain is an effective persuasive technique. Students must understand persuasive techniques and be able to explain how they are effective.
Answer Key		C		
Depth of Knowledge		3		
p-values				Option C is the correct answer. Repeating the idea that public universities are a bargain keeps the reader focused on the central argument of the passage. Options A, B, and D are incorrect. Repeating information in the passage does not provide a balanced presentation; therefore, option A is incorrect. Although statistics are used in the passage, these statistics do not reveal information about public universities being a bargain; therefore, option B is incorrect. Option D is incorrect because repeating information in the passage does not provide additional information to consider. Students may select these incorrect options if they are not able to identify the purpose of repeating an idea.
A	B	C	D	
11%	14%	52%	22%	

7. Which characteristic **most** clearly defines the passage as nonfiction rather than fiction?
- A. the thematic message
 - B. the use of active verbs
 - C. the first person pronouns
 - D. the use of evidence as support

Item Information				Option Annotations
Alignment		L.N.2.2.2		Students are asked to determine which characteristic most clearly defines the passage as nonfiction. Students must understand the characteristics of nonfiction writing.
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option D is the correct answer. The passage includes several statistics that are used as evidence to support certain points, such as “tuition and fees at the UW run \$7,692,” “students receive about \$2,700 on average in grant aid,” “bringing the net tuition cost down to about \$5,000,” and “That’s a discount of 35 percent.” Option A is incorrect because themes are common in fictional passages also. Options B and C are incorrect because fictional passages can also use active verbs and first person pronouns. Students may select these incorrect options if they misread or if they do not understand the characteristics of nonfiction.
9%	8%	9%	73%	

SCORING GUIDE**#8 ITEM INFORMATION**

Alignment	L.N.2.1.1	Depth of Knowledge	3	Mean Score	1.33
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate explanation of what motivated the author to write the passage. The response includes relevant and specific information from the passage.
2	The response is a partial explanation of what motivated the author to write the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal explanation of what motivated the author to write the passage. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.



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STUDENT RESPONSE

RESPONSE SCORE: 3 POINTS

8. Explain what motivated the author to write the passage. Use information from the passage to support your explanation.

Making the University of Washington (UW) more appealing despite its 12 percent tuition increase is what motivated Mark Emmert to write this passage. Emmert wanted to make UW prospects aware of the financial positives of the university, such as how even though the tuition increased, it still remains the lowest among its peer public institutions around the country. Also, how the state legislature plans to maintain the economic diversity of the student body. Emmert also wanted to make readers aware of the university's concern with low and lower-middle-income families, and how despite tuition increase, it plans to remain supportive of these families.

Emmert also stresses how UW lost 26% of its state budget. He is motivated to express why this was not the university's fault and will not hinder its reducing costs, seeking new efficiencies, etc.

The student has given a clear, complete, and accurate analysis by drawing conclusions based on analysis of a text. The student has explained what motivated the author to write the passage (*"Making the University of Washington (UW) more appealing despite its 14 percent tuition increase is what motivated Mark Emmert to write this passage. Emmert wanted to make UW prospects aware of the financial positives of the University . . . Emmert also wanted to make readers aware of the University's concern with low and lower-middle-income families . . . He is motivated to express why [UW losing 26% of its state budget] was not the University's fault and will not hinder its reducing costs, seeking new efficiencies, etc."*). The student supports the analysis with relevant and specific information from the passage (*"14 percent tuition increase . . . even though the tuition increased, it still remains the lowest among its peer public institutions around the country. Also, how the state legislature plans to maintain the economic diversity of the student body . . . how despite tuition increase, it plans to remain supportive of [low and lower-middle-income] families. Emmert also stresses how UW lost 26% of its state budget"*).

STUDENT RESPONSE**RESPONSE SCORE: 2 POINTS**

8. Explain what motivated the author to write the passage. Use information from the passage to support your explanation.

The author wrote this passage to encourage students to go to the University of Washington. By including details about how much grand aid is offered on average to all students, the percent discount this aid provides, and the soaring costs of other colleges and universities the author entices the reader to come to the UW.

The student has given a partial analysis by drawing conclusions based on analysis of a text. The student has explained what motivated the author to write the passage (*"The author wrote this passage to encourage students to go to the University of Washington . . . the author entices the reader to come to the UW"*). The student supports the analysis with limited information from the passage (*"including details about how much grand aid is offered on average to all students, the percent discount this aid provides, and the soaring costs of other colleges and universities"*).

STUDENT RESPONSE**RESPONSE SCORE: 1 POINT**

8. Explain what motivated the author to write the passage. Use information from the passage to support your explanation.

The Author wanted to write this passage to show that at the University of Washington, the tuition price raise was not as dramatic as some people thought it was

The student has given a minimal analysis by drawing conclusions based on analysis of a text. The student has explained what motivated the author to write the passage (*"The Author wanted to write this passage to show that at the University of Washington, the tuition price raise was not as dramatic as some people thought it was"*). The student uses little information from the passage (*"University of Washington, the tuition price raise"*).

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

8. Explain what motivated the author to write the passage. Use information from the passage to support your explanation.

The thing that motivated the author when writing this passage was to always save up because college is going to be expensive and to study really hard.

The student has given a response to the task that is totally incorrect and contains insufficient information to demonstrate comprehension.



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INTENTIONALLY BLANK.**

PASSAGE 2

Read the following passage. Then answer questions 9–18.

Timeline of the History of Wyoming

- 1860 The Pony Express mail delivery service is started.
- 1861 The Transcontinental Telegraph is established, and the Pony Express is discontinued.
- 1862 The Homestead Act is passed, providing 160 acres of public land in the west per settler for a minimal filing fee.
- 1868 Green River, Wyoming, the county seat for Sweetwater County, is established.
- 1902 James Cash Penney (J. C. Penney) opens his first store in Kemmerer, Wyoming.
- 1909 The Enlarged Homestead Act is passed, providing 320 acres of land suitable for dryland farming per settler for a minimal filing fee.
- 1910 Mrs. Mary G. Bellamy of Laramie, Wyoming, is the first woman elected to the Wyoming legislature.

The author of the following letter was a young woman who went to Denver to seek work in order to support herself and her two-year-old daughter, Jerrine. She worked as a house cleaner and laundress. Later, seeking to better herself, she accepted employment as a housekeeper for a Scottish cattle rancher, Mr. Stewart, who had taken up a quarter section in Wyoming. The letters, written over several years to a former employer in Denver, tell the story of her new life in the new country.

Filing a Claim¹

excerpt from *Letters of a Woman Homesteader*

by Elinore Pruitt Stewart

May 24, 1909

Dear Mrs. Coney,

Well, I have filed on my land and am now a landowner. I waited a long time to even see land in the reserve, and the snow is yet too deep, so I thought that as they have but three months of summer and spring together and as I wanted the land for a ranch anyway, perhaps I had better stay in the valley. So I have filed adjoining Mr. Stewart and I am well pleased. I have a grove of twelve swamp pines on my place, and I am going to build my house there. I thought it would be very

¹ filing a claim—applying for land ownership

romantic to live on the peaks amid the whispering pines, but I reckon it would be powerfully uncomfortable also, and I guess my twelve can whisper enough for me; and a dandy thing is, I have all the nice snow-water I want; a small stream runs right through the center of my land and I am quite near wood.

A neighbor and his daughter were going to Green River, the county seat, and said I might go along, so I did, as I could file there as well as at the land office. It took us a whole week to go and come. We camped out, of course, for in the whole sixty miles there was but one house, and going in that direction there is not a tree to be seen, nothing but sage, sand, and sheep. About noon the first day out we came near a sheep-wagon, and stalking along ahead of us was a lanky fellow, a herder, going home for dinner. Suddenly it seemed to me I should starve if I had to wait until we got where we had planned to stop for dinner, so I called out to the man, “Little Bo-Peep², have you anything to eat? If you have, we’d like to find it.” And he answered, “As soon as I am able it shall be on the table, if you’ll but trouble to get behind it.” Shades of Shakespeare! What do you think of us? Well, we got behind it, and a more delicious “it” I never tasted.

The sagebrush is so short in some places that it is not large enough to make a fire, so we had to drive until quite late before we camped that night. After driving all day over what seemed a level desert of sand, we came about sundown to a beautiful canyon, down which we had to drive for a couple of miles before we could cross. In the canyon the shadows had already fallen, but when we looked up we could see the last shafts of sunlight on the tops of the great buttes³. Suddenly a great wolf started from somewhere and galloped along the edge of the canyon, outlined black and clear by the setting sun. His curiosity overcame him at last, so he sat down and waited to see what manner of beast we were. I reckon he was disappointed for he howled most dismally.

After we quit the canyon, I saw the most beautiful sight. It seemed as if we were driving through a golden haze. The violet shadows were creeping up between the hills, while away back of us the snow-capped peaks were catching the sun’s last rays. On every side of us stretched the poor, hopeless desert, the sage, grim and determined to live in spite of starvation, and the great, bare, desolate buttes. The beautiful colors turned to amber and rose, and then to the general tone, dull gray. Then we stopped to camp, and such a scurrying around to gather brush for the fire and to get supper! Everything tasted so good! Jerrine ate like a wolf. Then we raised the wagon tongue and spread the wagon sheet over it and made a bedroom for us women. We made our beds on the warm, soft sand and went to bed.

It was too beautiful a night to sleep, so I put my head out to look and to think. I saw the moon come up and hang for a while over the mountain as if it were discouraged with the prospect, and the big white stars flirted shamelessly with the hills. I saw a coyote come trotting along and I felt sorry for him, having to hunt food in so barren a place, but when presently I heard the whirr of wings I felt sorry for the sage chickens he had disturbed. At length a cloud came up and I went to sleep, and next morning was covered several inches with snow. It didn’t hurt us a bit, but while I was struggling with stubborn shoes I communed with myself, after the manner of prodigals⁴, and said: “How much better that I were down in Denver, even at Mrs. Coney’s, digging with a skewer into the corners seeking dirt which *might* be there, yea, even eating codfish, than that I should perish on this desert—of imagination.” So I turned the current of my imagination and fancied that I was at home before the fireplace.

² Little Bo-Peep—title of a traditional nursery rhyme

³ buttes—isolated hills or mountains that rise abruptly above surrounding land

⁴ prodigals—people who are given to wasteful luxury or extravagance

After two more such days, I “arrived.” When I went up to the office where I was to file, the door was open and the most taciturn⁵ old man sat before a desk. I hesitated at the door, but he never let on. I coughed, yet no sign but a deeper scowl. I stepped in and modestly kicked over a chair. He whirled around. “Well?” he interrogated. I said, “I am powerful glad of it. I was afraid you were sick, you looked in such pain.” He looked at me a minute, then grinned and said he thought I was a book-agent. Fancy me, a comfortable widow, trying to sell books!

Well, I filed and came home. If you will believe me, the Scot⁶ was glad to see me. I’ll tell you, it is mighty seldom anyone’s so much appreciated.

No, we have no rural delivery. It is two miles to the office, but I go whenever I like. It is really the jolliest kind of fun to gallop down. We are sixty miles from the railroad, but when we want anything we send by the mail carrier for it, only there is nothing to get.

I know this is an inexcusably long letter, but it is snowing so hard and you know how I like to talk. I am sure Jerrine will enjoy the cards and we will be glad to get them. Well, I must quit writing before you vote me a nuisance.

With lots of love to you,

Your sincere friend,

Elinore Rupert

⁵ taciturn—untalkative

⁶ Scot—a native of Scotland

MULTIPLE-CHOICE ITEMS

9. How does the timeline contribute to understanding the letter?
- A. It gives dates for the events mentioned in the letter.
 - B. It provides historical context for Elinore's account.
 - C. It shows how claims like Elinore's were filed at the time.
 - D. It lists the types of jobs available to women back then.

Item Information		Option Annotations					
Alignment	L.N.2.4.5	Students are asked to determine how the timeline contributes to understanding the letter. Students must understand the purpose of a timeline and be able to make connections between graphics and text.					
Answer Key	B						
Depth of Knowledge	3						
p-values		Option B is the correct answer. The inclusion of the timeline gives the reader a historical context for Elinore's account. Although the timeline gives dates of events, those events are not mentioned in the letter; therefore, option A is incorrect. Although Elinore does mention that she needed to travel to file her claim, this information is not included on the timeline; therefore, option C is incorrect. Although the timeline mentions places where people may work and information about the first woman being elected to Wyoming's legislature, the letter does not contain that information; therefore, option D is incorrect. Students may select these incorrect options if they misinterpret information from the letter or are unable to make connections between the letter and the timeline.					
A	B					C	D
24%	61%					13%	3%

10. Which detail from the timeline is **most** relevant to the events revealed in the passage?
- A. the start of Pony Express mail delivery
 - B. the establishment of the Transcontinental Telegraph
 - C. the passing of the Homestead Act
 - D. the election of a woman to the Wyoming legislature

Item Information		Option Annotations					
Alignment	L.N.2.4.4	Students are asked to determine which detail from the timeline is most relevant to the events revealed in the passage. Students must understand the purpose of a timeline and be able to make connections between graphics and the text of the passage.					
Answer Key	C						
Depth of Knowledge	3						
p-values		Option C is the correct answer. The purpose of the letter was to inform a friend about filing for land during the time The Homestead Act was passed. The details “filed on my land and am now a landowner” and “I am going to build my house there” provide evidence about obtaining acres of land. Options A and B are incorrect because the letter does not mention the establishment of the Pony Express or the Transcontinental Telegraph. Option D is also incorrect because the passage does not indicate that a woman was elected to the Wyoming legislature. Students may select these incorrect options if they cannot make connections between a graphic and text.					
A	B					C	D
18%	7%					66%	9%

11. Read the excerpt from the letter.

“I thought it would be very romantic to live on the peaks amid the whispering pines . . .”

Which feeling is being suggested by the use of the word whispering?

- A. pride
- B. independence
- C. sincerity
- D. comfort

Item Information				Option Annotations
Alignment		L.N.1.2.4		Students are asked to draw a conclusion about the connotation of the word “whispering.” Students must understand the emotional implications of words and should use the context to determine the emotion associated with the word in the passage.
Answer Key		D		
Depth of Knowledge		2		
<i>p-values</i>				
A	B	C	D	Option D is the correct answer. The word “whispering” refers to making a soft, gentle sound. The use of this word suggests that the speaker feels comforted being surrounded by trees. Options A and B are incorrect. The speaker finds pride in owning her own land and feels a sense of independence, but the excerpt does not suggest these feelings. Option C is incorrect because there is no contextual evidence in the passage for this interpretation. Students may select these incorrect options if they misinterpret the connotation of the given word or the context.
3%	10%	17%	70%	

12. How does the second paragraph of the letter **best** support the author’s purpose?
- A. It describes to the reader the uncertainty of the author about her course of travel.
 - B. It shows the reader that the author finds her new life to be an exciting adventure.
 - C. It makes the reader sympathize with the difficulties the author has to endure.
 - D. It shares with the reader an understanding of why the author misses her old home.

Item Information				Option Annotations
Alignment		L.N.1.1.2		Students are asked to determine how the second paragraph best supports the author’s purpose for writing the letter. Students must understand the concept of the author’s purpose and be able to interpret textual details.
Answer Key		B		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option B is the correct answer. The author’s adventure to the county seat is being described in the second paragraph. The phrases “in the whole sixty miles there was but one house” and “there is not a tree to be seen, nothing but sage, sand, and sheep” do not support the idea that the author is uncertain or missing her old home; therefore, options A and D are incorrect. Since “Little Bo-Peep” and “Shades of Shakespeare” add a humorous aspect, option C is incorrect. Students may choose these incorrect options if they misinterpret details from the passage.
20%	50%	24%	6%	

13. Read the sentences from the passage.

“It was too beautiful a night to sleep, so I put my head out to look and to think. I saw the moon come up and hang for a while over the mountain as if it were discouraged with the prospect, and the big white stars flirted shamelessly with the hills.”

Which idea does the author’s use of personification communicate about the setting?

- A. It provides a vivid backdrop for Elinore’s reflective frame of mind.
- B. It serves as a constant reminder to Elinore of what she left behind.
- C. It reassures Elinore that it was wise to make the journey in the company of friends.
- D. It highlights the scarcity of resources in the area along Elinore’s route.

Item Information				Option Annotations
Alignment		L.N.1.1.3		Students are asked to determine which idea the author is communicating about the setting when using personification. Students must understand what personification is and use textual evidence to determine what the author is communicating.
Answer Key		A		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option A is the correct answer. The details “saw the moon come up and hang for a while over the mountain” and “the big white stars flirted shamelessly with the hills” provide a vivid backdrop for Elinore’s reflective frame of mind. The author does not include a description of her former home; therefore, option B is incorrect. The details in the passage refer to Mr. Stewart and a neighbor and his daughter, which indicates that the journey Elinore makes is not in the company of friends; therefore, option C is incorrect. Although the passage does indicate that Elinore and her companions had to drive until quite late before they had the resources to make a fire, the excerpt is not communicating this aspect; therefore, option D is incorrect. Students may select these incorrect options if they misinterpret the text of the letter.
65%	12%	14%	10%	

14. Which sentence from the letter **best** supports the generalization that conditions for life in Wyoming were sparse?
- A. “After driving all day over what seemed a level desert of sand, we came about sundown to a beautiful canyon, down which we had to drive for a couple of miles before we could cross.”
- B. “The violet shadows were creeping up between the hills, while away back of us the snow-capped peaks were catching the sun’s last rays.”
- C. “On every side of us stretched the poor, hopeless desert, the sage, grim and determined to live in spite of starvation, and the great, bare, desolate buttes.”
- D. “At length a cloud came up and I went to sleep, and next morning was covered several inches with snow.”

Item Information				Option Annotations
Alignment		L.N.2.1.2		Students are asked to determine a sentence that best supports the generalization that conditions for life in Wyoming are sparse. Students must use clues from the sentences in order to identify the one sentence that shows sparse conditions.
Answer Key		C		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option C is the correct answer. Phrases such as “the poor, hopeless desert,” “the sage, grim and determined to live in spite of starvation,” and “great, bare, desolate buttes” are clues that the conditions for life in Wyoming are sparse. Although options A, B, and D do provide a description of the setting, they do not support the generalization that Wyoming is sparse; therefore, these options are incorrect. Students may select these incorrect options if they misunderstand the generalization or misinterpret the clues in the sentences.
11%	8%	75%	6%	

15. Which excerpt **best** indicates a change in the mood of the passage?

- A. “. . . a small stream runs right through the center of my land . . .”
- B. “We camped out, of course, for in the whole sixty miles there was but one house . . .”
- C. “So I turned the current of my imagination and fancied that I was at home . . .”
- D. “. . . afraid you were sick, you looked in such pain.’ ”

Item Information				Option Annotations
Alignment		L.N.2.3.5		Students are asked to determine which excerpt from the passage indicates a change in mood. Students must be able to draw conclusions about the mood the author conveys and then determine which excerpt introduces a different mood.
Answer Key		C		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option C is the correct answer. The phrase “turned the current of my imagination and fancied that I was at home” indicates a change in mood. Although option A describes the author’s land, there is no indication of mood in the excerpt provided; therefore, option A is incorrect. Options B and D create a somber mood by saying “there was but one house” in a certain distance and “afraid you were sick;” therefore, these options are incorrect. Students may select these incorrect options if they misinterpret the textual evidence.
4%	15%	55%	26%	

16. Read the incomplete summary of the passage.

- Elinore decides where to build the ranch house.
- Elinore begins a week-long journey with a neighbor.
- _____
- Elinore successfully files the claim.

Which sentence is a key detail that **best** completes the summary?

- A. Elinore gathers brush as nightfall approaches.
- B. Elinore doubts the endeavor when faced with difficulty.
- C. Elinore feels bad for a coyote that is hunting for food.
- D. Elinore studies a great wolf and senses it is disappointed.

Item Information				Option Annotations
Alignment		L.N.1.3.2		Students are asked to determine which key detail best completes the summary. Students must understand what a summary is and be able to determine which detail is missing from the summary. Option B is the correct answer. This option focuses on the difficulties that Elinore faced during her trip, which is an important point in the letter. Options A, C, and D are incorrect. These options focus on specific minor details included in the letter rather than the main points of the letter. Students may select these incorrect options if they misinterpret the key ideas of the letter.
Answer Key		B		
Depth of Knowledge		2		
p-values				
A	B	C	D	
11%	64%	14%	10%	

17. What is the effect of the point of view used in the passage?
- A. It allows the author to express feelings about personal events.
 - B. It gives the reader insight to events through the use of expert opinions.
 - C. It lets the author describe events as an outside observer.
 - D. It helps the reader understand events through the perspective of multiple characters.

Item Information		Option Annotations					
Alignment	L.N.2.3.6	Students are asked to determine the effect of the point of view used in the passage. Students must understand point of view and the effects it can have on a passage.					
Answer Key	A						
Depth of Knowledge	3						
p-values		Option A is the correct answer. The letter uses the first person point of view, which allows the reader to understand the author's feelings about personal events. Since the first person point of view is used no outside observations or expert opinions are provided in the letter; therefore options B and C are incorrect. Although the letter does mention other people, such as Mr. Stewart, a neighbor, and a neighbor's daughter, the reader does not gain an understanding of the events through these characters; therefore, option D is incorrect. Students may select these incorrect options if they misinterpret the details in the letter or do not recognize the point of view used by the author.					
A	B					C	D
72%	10%					11%	7%

SCORING GUIDE**#18 ITEM INFORMATION**

Alignment	L.N.2.3.2	Depth of Knowledge	3	Mean Score	1.45
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ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate analysis of the relationship between the setting and Elinore’s statement that the letter is “inexcusably long.” The response includes relevant and specific information from the passage.
2	The response is a partial analysis of the relationship between the setting and Elinore’s statement that the letter is “inexcusably long.” The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of the relationship between the setting and Elinore’s statement that the letter is “inexcusably long.” The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

RESPONSE SCORE: 3 POINTS



18. Analyze the relationship between the setting and Elinore's statement that the letter is "inexcusably long." Use information from the passage to support your analysis.

The setting of this letter, Elinore writing from her home and newly-owned land, relates to her statement that the letter is "inexcusably long" because it had taken quite a long time to file the claim. As she writes the letter, she is at home, and directly following the statement about the letter being "inexcusably long", she says, "...it is snowing so hard and you know how I like to talk." She is in a comfortable setting having finally completed her long journey and filed her claim, and she writes with nothing else to do because of the heavy snow. To tell the story of how she decided where to build the ranch house, how she began the week-long journey with a neighbor, how she doubted the endeavor but finally succeeded took quite a long time. She understands that the reader will have a lot to take in, but the setting that she was presently in allowed for her to write a great deal about her long journey and its many challenges.

The student has given a clear, complete, and accurate analysis of the relationship between the setting and other components of a text. The student has explained the relationship between the setting and Elinore's statement that the letter is "inexcusably long" ("because it had taken quite a long time to file the claim. As she writes the letter, she is at home . . . She is in a comfortable setting having finally completed her long journey and filed her claim, and she writes with nothing else to do because of the heavy snow. To tell the story . . . took quite a long time. She understands that the reader will have a lot to take in, but the setting that she was presently in allowed for her to write a great deal about her long journey and its many challenges"). The student supports the analysis with relevant and specific information from the passage ("The setting of this letter, Elinore writing from her home and newly-owned land . . . she says, ' . . . it is snowing so hard and you know how I like to talk. ' . . . she decided where to build the ranch house, how she began the week-long journey with a neighbor, how she doubted the endeavor but finally succeeded").

STUDENT RESPONSE

RESPONSE SCORE: 2 POINTS

18. Analyze the relationship between the setting and Elinore's statement that the letter is "inexcusably long." Use information from the passage to support your analysis.

The relationship between the setting and the length of letter both show Elinore's excitement and her love of where she is now. Without the setting being described the passage may have been shorter. She goes on about her land and how "a small stream runs right through the center... [is] quite near wood." Also she describes the fantastic night sky in one whole paragraph. If Elinore had left the details about the setting out, the letter would be most definitely shorter than it was.

The student has given a partial analysis of the relationship between the setting and other components of a text. The student has explained the relationship between the setting and Elinore's statement that the letter is "inexcusably long" ("The relationship between the setting and the length of letter both show Elinore's excitement and her love of where she is now. Without the setting being described the passage may have been shorter... If Elinore had left the details about the setting out, the letter would be most definitely shorter than it was"). The student supports the analysis with limited information from the passage ("She goes on about her land and how 'a small stream runs right through the center... [is] quite near wood.' Also she describes the fantastic night sky in one whole paragraph").

STUDENT RESPONSE

RESPONSE SCORE: 1 POINT

18. Analyze the relationship between the setting and Elinore's statement that the letter is "inexcusably long." Use information from the passage to support your analysis.

The letter is "inexcusably long" because she talks about all the surroundings there. She talks about the weather and all the things there which is the setting.

The student has given a minimal analysis of the relationship between the setting and other components of a text. The student has explained the relationship between the setting and Elinore's statement that the letter is "inexcusably long" ("The letter is 'inexcusably long' because she talks about all the surroundings there. She talks about the weather and all the things there which is the setting"). The student uses little information from the passage ("talks about all the surroundings there. She talks about the weather").

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

18. Analyze the relationship between the setting and Elinore's statement that the letter is "inexcusably long." Use information from the passage to support your analysis.

The letter created problems because it was to long.

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

LITERATURE MODULE 2—SUMMARY DATA

MULTIPLE-CHOICE

Sample Number	Alignment	Answer Key	Depth of Knowledge	<i>p</i> -values			
				A	B	C	D
1	L.N.1.2.3	A	2	83%	6%	5%	6%
2	L.N.2.5.1	B	2	4%	78%	7%	10%
3	L.N.1.2.1	D	1	13%	8%	8%	70%
4	L.N.1.3.3	A	2	68%	16%	10%	5%
5	L.N.2.1.1	C	3	9%	17%	65%	8%
6	L.N.2.5.5	C	3	11%	14%	52%	22%
7	L.N.2.2.2	D	2	9%	8%	9%	73%
9	L.N.2.4.5	B	3	24%	61%	13%	3%
10	L.N.2.4.4	C	3	18%	7%	66%	9%
11	L.N.1.2.4	D	2	3%	10%	17%	70%
12	L.N.1.1.2	B	3	20%	50%	24%	6%
13	L.N.1.1.3	A	3	65%	12%	14%	10%
14	L.N.2.1.2	C	2	11%	8%	75%	6%
15	L.N.2.3.5	C	3	4%	15%	55%	26%
16	L.N.1.3.2	B	2	11%	64%	14%	10%
17	L.N.2.3.6	A	3	72%	10%	11%	7%

CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	L.N.2.1.1	3	3	1.33
18	L.N.2.3.2	3	3	1.45



ACKNOWLEDGEMENTS

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“Public university tuition remains a bargain despite recent increases” by Mark Emmert. Copyright © October 24, 2009 by Mark Emmert.

KEYSTONE EXAMS
LITERATURE

ITEM AND SCORING SAMPLER 2016

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