



Literature

Item Sampler Scoring Guide

2025–2026



Pennsylvania
Department of Education

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INFORMATION ABOUT LITERATURE

Introduction

General Introduction

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

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

Pennsylvania Core Standards (PCS)

The online Item Sampler and this Sampler Guide contain examples of exam questions designed to assess the Pennsylvania Assessment Anchors and Eligible Content aligned to the PCS.

What Is Included

The online Item Sampler contains exam questions, or exam “items,” that have been written to align to the Assessment Anchors that are based on the PCS. The sample exam questions model the types of items that may appear on an operational Keystone. Each sample exam question has been through a rigorous review process to ensure alignment with the Assessment Anchors prior to being piloted in an embedded field test within a Keystone assessment and then used operationally on a Keystone assessment. Answer keys, scoring guidelines, and any related stimulus materials are also included. To access the Online Item Sampler, go to <https://portal.te.drcedirect.com/PA>. Select Item Samplers. Then, select the subject and grade levels as needed. Additionally, this Sampler Guide PDF provides sample student responses for each constructed-response (CR) item to demonstrate the range of responses that students provided in response to these items.

Purpose and Uses

The items in the online Item Sampler may be used¹ as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the constructed-response items in the online Item Sampler. Educators may then use this Sampler Guide as a model to score the responses either independently or together with colleagues within a school or district. This Sampler Guide also includes the *General Description of Scoring Guidelines for Literature* that students will have access to during a Keystone Literature administration. The general description of scoring guidelines may be distributed to students for use during local assessments and may also be used by educators when scoring local assessments.

Item Format and Scoring Guidelines

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. Constructed-response items in Literature are scored using item-specific scoring guidelines based on a 0–4-point scale. There are two types of constructed-response items in Literature: Extended Constructed Response (ECR) and Short Constructed Response (SCR). ECR items will require students to show or explain their work to support their responses and/or explain their thinking. SCR items will be response only; no support or explanation will be required or scored. In this Sampler Guide, every item-specific scoring guideline is combined with examples of student responses that represent each score point to form a practical, item-specific scoring guide.

Item Alignment

The Literature Keystone Exam consists of questions grouped into **two modules**: Module 1 contains fiction literature and Module 2 contains 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 Keystone 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 DOK is the cognitive expectation demanded by standards, curricular activities, and assessment tasks. Webb's DOK includes four levels, from the lowest (recall) level to the highest (extended thinking) level.

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 and is assigned a DOK level. For additional information about DOK, please visit the PDE website at http://static.pdesas.org/content/documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf.

Testing Time and Mode of Exam Delivery for the Keystone

The Keystone is delivered in an online format. The estimated response time for each item type is listed below.

- **Multiple-Choice:** 1 to 1 1/2 minutes
- **Constructed-Response:** 10 minutes

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

Item and Scoring Sampler Format

The online Item Sampler and this Sampler Guide include the test directions and scoring guidelines that appear in the Keystone Exams. Each MC item contains a table that includes the item alignment, the answer key, the depth of knowledge (DOK) level, points possible, the percentage² of students who chose each answer option, and a brief answer-option analysis or rationale. The CR item contains a table that includes the item alignment, the DOK level, points possible, and the mean student score. Additionally, every item-specific scoring guideline included in this Sampler Guide 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. The student responses in this Sampler Guide are actual student responses.

Example Multiple-Choice Item Information Table

Item-Specific Information	Item Statistics
Alignment:	p -value A:
Answer Key:	p -value B:
Depth of Knowledge:	p -value C:
Points Possible:	p -value D:

Option Annotations

Brief answer-option analysis or rationale.

Example Constructed-Response Item Information Table

Category	Item-Specific Information
Alignment	Assigned AAEC
Depth of Knowledge	Assigned DOK
Points Possible	Number of Points
Mean Score	Average Score

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

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

Literature Module 1—Summary Data

Multiple-Choice

An asterisk (*) indicates the key.

Sample Number	Alignment	Answer Key	Depth of Knowledge	Points	p-value A	p-value B	p-value C	p-value D
1	L.F.1.2.3	C	2	1	4%	33%	39%*	24%
2	L.F.2.5.1	B	2	1	16%	68%*	7%	9%
3	L.F.1.1.3	C	3	1	14%	5%	77%*	4%
4	L.F.2.3.4	B	2	1	33%	53%*	7%	7%
5	L.F.2.3.1	A	2	1	67%*	10%	6%	17%
6	L.F.2.1.1	A	2	1	52%*	13%	28%	7%
7	L.F.1.3.2	C	2	1	20%	13%	58%*	9%
8	L.F.1.1.1	D	3	1	8%	23%	16%	53%*
10	L.F.1.2.4	B	2	1	4%	67%*	24%	5%
11	L.F.2.5.1	A	2	1	73%*	8%	5%	14%
12	L.F.2.1.1	C	2	1	10%	8%	80%*	2%
13	L.F.1.1.3	D	3	1	4%	12%	14%	70%*
14	L.F.2.3.3	B	2	1	11%	77%*	9%	3%
15	L.F.1.3.1	C	2	1	35%	8%	45%*	12%
16	L.F.1.2.1	B	2	1	15%	36%*	22%	27%

Constructed-Response

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.F.2.3.1	3	3	1.47
17	L.F.2.1.2	3	3	1.65

Literature Test Directions

Read these directions carefully before beginning the assessment. To look at these directions again, select the ? **[Help]** button and choose the **Test Directions** tab.

This test has multiple-choice questions and constructed-response questions. Each multiple-choice question has four answer choices. Each constructed-response question has one or more areas in which to enter your response(s). The constructed-response questions may have multiple pages. These page numbers will be shown below the question number, for example, “Page 1 of 3.”

Answering Questions

Read each question carefully and choose your answer or enter your response.

1. For the multiple-choice questions, first, find the answer to the question. Then, choose the correct answer by clicking on the answer bubble using the **Pointer** tool.
 - Only one of the answer choices provided is correct.
 - If none of the choices matches your answer, go back and check your work for possible errors.
 - To change an answer, use the **Pointer** tool to choose a different answer.
 - Click on the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For the constructed-response questions, use the keyboard and other online tools to enter your response in the areas provided.
 - An example of the scoring guidelines that professional scorers will use to evaluate your responses to the constructed-response questions can be found by clicking on the ? **[Help]** button and choosing the **Scoring** tab. You may refer to the Scoring Guidelines at any time while responding to the constructed-response questions.
3. Use tools such as the **Cross-Off**, **Highlighter**, **Notepad**, **Magnifier**, and **Line Guide** to assist you during the test.

Navigation

1. Use the **Next** and **Back** buttons to move from question to question or page to page.
2. Finally, when you have answered all the questions, click on the **Review/End Test** button at the top-right of the screen.
 - You may check your work by selecting questions from the list that appears on the screen.
 - When you have finished and have checked your answers, follow the directions on the screen to exit.

Helpful Hints

- There is no time limit to finish the test.
- If you need to take a break from the assessment, select the **Pause Test** button. Select the **Resume** button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.
- To see your progress on the test, select the **Review/End Test** button. You may go to any question by selecting it from the list that appears on the screen.
- Select the ? **[Help]** button to find more information.

#9 Constructed Response Item-Specific Scoring Guideline

#9 Item Information

Category	Item-Specific Information
Alignment	L.F.2.3.1
Depth of Knowledge	3
Points Possible	3
Mean Score	1.47

Score	Description
3	The response is a clear, complete, and accurate analysis of how the author portrays Larry as a reflective character. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the author portrays Larry as a reflective character. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the author portrays Larry as a reflective character. 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.

Sample Student Responses

Item 9 – Score Point 3

Student Response

The author portrays Larry as a reflective character in that he shows Larry's progression from a student only taking philosophy because of a course requirement into a student who critically thinks about his philosophy material outside of class. The author shows this in multiple scenes. They first show Larry reflecting on philosophic ideology during his shift at the pizzeria where he works. Larry is shown considering Plato's tale of the cave and how it relates to real life, even to the point of discussing the subject with his coworker, Nancy, despite her minimal interest in the subject. He spends many hours thinking about this, with the author adding the detail of there being six hours between Larry and Nancy's initial and final conversations on the topic. Larry also reflects on the content of his philosophy class while doing work for his business courses, pondering to himself about his philosophy class's debate on whether a computer can think, and drawing his own conclusions in the end. Finally, Larry continues to reflect on philosophy at another of his shifts at the pizzeria. He takes a fifteen minute break during which he plays arcade games and thinks about how Ludwig Wittgenstein believed language to be a game, too. The author shows Larry reflecting on the material of his philosophy course during all times of the day, given that many aspects of his day remind him of philosophy he is learning.

Annotation

The response is a clear, complete, and accurate analysis of how the author portrays Larry as a reflective character. The response begins with a clear piece of analysis in response to the prompt (*he shows Larry's progression . . . into a student who critically thinks about his philosophy material outside of class*). This analysis is supported by a blend of paraphrased source material and multiple pieces of analysis (*Larry reflecting on philosophic ideology during his shift at the pizzeria where he works . . . He spends many hours thinking about this, with the author adding the detail of there being six hours between*). There is then a second example to support the original analysis that also blends text support with analysis (*Larry also reflects on the content . . . pondering to himself . . . and drawing his own conclusions*). The response ends with a third example (*Larry continues to reflect on philosophy . . . during all times of the day, given that many aspects of his day remind him of philosophy he is learning*). The multiple insightful examples of analysis make this response clear and complete, and the source support is thorough and specific.

Item 9 – Score Point 2

Student Response

The author portrays Larry as a reflective character by showing how he carries the thoughts from his classes into every day life. The author writes, “Between taking pizza orders and dispatching drivers, Larry Grey read ‘Landmarks of Thought,’ a collection of excerpts from philosophical classics.” This shows that even during his job, he is still thinking about his college class. Later, Larry is writing a paper from another class, but still thinks about his philosophy class. The author writes, “But can a computer really think? The philosophy class had debated that.” Through showing how Larry thinks about his philosophy class throughout the day, we can infer that Larry is a reflective character.

Annotation

The response is a partial analysis of how the author portrays Larry as a reflective character. The response begins with analysis that directly responds to the prompt (*by showing how he carries the thoughts from his classes into every day life*). There is then a quote from the text to support this (“*Between taking pizza orders and dispatching drivers, Larry Grey read ‘Landmarks of Thought,’ a collection of excerpts from philosophical classics*”) followed by a brief piece of analysis (*This shows . . . he is still thinking about his college class*). There is then a new piece of analysis (*Larry is writing a paper from another class, but still thinks about his philosophy class*) which is supported by a quote (“*But can a computer really think? The philosophy class had debated that*”). The response ends with a rewording of the initial analysis. The analysis in the response is too limited and requires further elaboration.

Item 9 – Score Point 1

Student Response

The author portrays Larry as a reflective character by describing us how he uses his philosophy class during his daily life . In the story it states “ while delivering pizzas Larry read Landmarks of thought a collection of excerpts from Philosophical classics

Annotation

The response is a minimal analysis of how the author portrays Larry as a reflective character. The response begins with a brief piece of analysis that responds to the prompt (*by describing us how he uses his philosophy class during his daily life*). There is then a quote to support this (“ *while delivering pizzas Larry read Landmarks of thought a collection of excerpts from Philosophical classics*”), but without any further analysis, the response remains minimal.

Item 9 – Score Point 0

Student Response

Larry is just trying to get his credits

Annotation

The response is irrelevant. While some information from the source is present, there is no indication that this response is answering the prompt.

#17 Constructed Response Item-Specific Scoring Guideline

#17 Item Information

Category	Item-Specific Information
Alignment	L.F.2.1.2
Depth of Knowledge	3
Points Possible	3
Mean Score	1.65

Score	Description
3	The response is a clear, complete, and accurate analysis of how the passage supports the generalization that having a sense of humor can be helpful when dealing with an uncomfortable situation. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the passage supports the generalization that having a sense of humor can be helpful when dealing with an uncomfortable situation. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the passage supports the generalization that having a sense of humor can be helpful when dealing with an uncomfortable situation. 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.

Sample Student Responses

Item 17 – Score Point 3

Student Response

In the excerpt, Hope is having a difficult time talking with her rarely-present mother, putting her in an uncomfortable situation, to her co-worker responds with a red clown nose that Hope wears around. The passage supports having a good sense of humor in uncomfortable situations can be better than facing problems head-on, while relieving social pressure.

In the passage Hope explains, “Everyone was laughing and pointing and my mother started chuckling. I did a little twirl getting some ice water—you can do things like that in a red clown nose.” These sentences really get the point across that comedy relieves pressure and makes certain situations more comfortable to be in. By making her mother laugh and everyone else around her, it is a small distraction and it makes people happy, it lifts the mood making it possibly easier to talk through things and get through uncomfortable situations. By the narrator adding the peoples reactions to the clown nose, it supports the generalization that having a sense of humor can be helpful in the ways that everyone seems to be enjoying Hope in the clown nose, and it relieved some pressure between Hope and her mother and got them talking without the tension that was present before Hope recieved the clown nose.

Annotation

The response shows a clear, complete, and accurate analysis of how the passage supports the generalization that having a sense of humor can be helpful when dealing with an uncomfortable situation. The response begins by addressing the prompt with an insightful piece of analysis blended with relevant and specific passage information (*Hope is having a difficult time talking with her rarely-present mother . . . her co-worker responds with a red clown nose . . . having a good sense of humor in uncomfortable situations can be better than facing problems head-on, while relieving social pressure*). The response continues with a quote from the passage (“*Everyone was laughing and pointing and my mother started chuckling. I did a little twirl getting some ice water—you can do things like that in a red clown nose*”). There is then a piece of analysis (*comedy relieves pressure*). This is followed by analysis blended with specific information from the passage (*By making her mother laugh and everyone else around her, it is a small distraction and it makes people happy, it lifts the mood . . . get through uncomfortable situations*). The response ends with analysis that shows a synthesis of ideas that also includes specific information from the passage for support (*adding the peoples reactions to the clown nose . . . having a sense of humor can be helpful in the ways that everyone seems to be enjoying Hope in the clown nose, and it relieved some pressure between Hope and her mother and got them talking without the tension*).

Item 17 – Score Point 2

Student Response

In the passage, Hope is uncomfortable when she encounters her mom after not being on the best terms. Hope feels overwhelmed and goes off into the kitchen to calm down. One of the cooks presents her with a clown nose and Hope goes on the floor with it to gain laughs. Hope's sense of humor helps her to feel more confident and she claims her tips increased. Here, having a good sense of humor helped Hope reroute her emotions and put a smile back on her face after facing an uncomfortable situation.

Annotation

The response shows a partial analysis of how the passage supports the generalization that a sense of humor can be helpful when dealing with an uncomfortable situation. The response begins with a blend of information chosen from the passage that clearly addresses the prompt mixed with some analysis (*Hope is uncomfortable when she encounters her mom after not being on the best of terms. Hope feels overwhelmed*). The response continues with more information about what happens in the passage blended with some analysis (*goes off into the kitchen to calm down . . . Hope goes on the floor with it to gain laughs. Hope's sense of humor helps her to feel more confident*). This is followed by a supporting piece of information from the passage (*she claims her tips increased*). The response ends with a final piece of insightful analysis (*having a good sense of humor helped Hope reroute her emotions and put a smile back on her face after facing an uncomfortable situation*); however, most of the analysis is relatively surface level.

Item 17 – Score Point 1

Student Response

Yes , having a sense of humom can help a lot with dealing with uncomfortalbe and acward Situation . Like Hope mom Deena laghed it off and faked a smile when Hope corrected her on her name!

Annotation

The response shows a minimal analysis of how the passage supports the generalization that having a sense of humor can be helpful when dealing with an uncomfortable situation. The response begins by stating an opinion on the generalization before giving a single example from the response that supports this opinion (*Like Hope mom Deena laghed it off and faked a smile when Hope corrected her on her name!*). While the response does contain some analysis and information from the passage, it would require more analysis to receive a score higher than minimal.

Item 17 – Score Point 0

Student Response

“Keep a bottle of tylenol in your pockey in case a customer has a headache. You get rid of that headcahe for them, you’ll see it in your tip

Annotation

The response is irrelevant. This is a piece of copied text taken from the passage that shows no connection to how the passage supports the generalization that having a sense of humor can be helpful when dealing with an uncomfortable situation.

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LITERATURE MODULE 2

Literature Module 2—Summary Data

Multiple-Choice

An asterisk (*) indicates the key.

Sample Number	Alignment	Answer Key	Depth of Knowledge	Points	p-value A	p-value B	p-value C	p-value D
1	L.N.1.2.4	D	2	1	4%	12%	20%	64%*
2	L.N.1.2.1	C	1	1	13%	8%	44%*	35%
3	L.N.1.2.3	D	2	1	5%	9%	6%	80%*
4	L.N.1.1.4	C	2	1	8%	8%	80%*	4%
5	L.N.2.4.4	A	3	1	53%*	33%	9%	5%
6	L.N.2.1.2	C	2	1	19%	5%	74%*	2%
7	L.N.2.3.6	A	3	1	64%*	12%	11%	13%
8	L.N.1.1.1	B	3	1	9%	67%*	12%	12%
10	L.N.2.3.5	D	2	1	4%	14%	10%	72%*
11	L.N.2.3.6	A	2	1	62%*	11%	16%	11%
12	L.N.1.2.4	B	2	1	6%	69%*	19%	6%
13	L.N.1.1.3	A	3	1	57%*	10%	23%	10%
14	L.N.2.1.2	B	2	1	25%	44%*	8%	23%
15	L.N.1.1.1	A	3	1	55%*	9%	20%	16%
16	L.N.2.1.1	C	2	1	20%	17%	37%*	26%
17	L.N.2.5.6	C	3	1	12%	6%	51%*	31%

Constructed-Response

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.N.2.5.6	3	3	1.74
18	L.N.2.3.4	3	3	1.53

Literature Test Directions

Read these directions carefully before beginning the assessment. To look at these directions again, select the ? **[Help]** button and choose the **Test Directions** tab.

This test has multiple-choice questions and constructed-response questions. Each multiple-choice question has four answer choices. Each constructed-response question has one or more areas in which to enter your response(s). The constructed-response questions may have multiple pages. These page numbers will be shown below the question number, for example, “Page 1 of 3.”

Answering Questions

Read each question carefully and choose your answer or enter your response.

1. For the multiple-choice questions, first, find the answer to the question. Then, choose the correct answer by clicking on the answer bubble using the **Pointer** tool.
 - Only one of the answer choices provided is correct.
 - If none of the choices matches your answer, go back and check your work for possible errors.
 - To change an answer, use the **Pointer** tool to choose a different answer.
 - Click on the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For the constructed-response questions, use the keyboard and other online tools to enter your response in the areas provided.
 - An example of the scoring guidelines that professional scorers will use to evaluate your responses to the constructed-response questions can be found by clicking on the ? **[Help]** button and choosing the **Scoring** tab. You may refer to the Scoring Guidelines at any time while responding to the constructed-response questions.
3. Use tools such as the **Cross-Off**, **Highlighter**, **Notepad**, **Magnifier**, and **Line Guide** to assist you during the test.

Navigation

1. Use the **Next** and **Back** buttons to move from question to question or page to page.
2. Finally, when you have answered all the questions, click on the **Review/End Test** button at the top-right of the screen.
 - You may check your work by selecting questions from the list that appears on the screen.
 - When you have finished and have checked your answers, follow the directions on the screen to exit.

Helpful Hints

- There is no time limit to finish the test.
- If you need to take a break from the assessment, select the **Pause Test** button. Select the **Resume** button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.
- To see your progress on the test, select the **Review/End Test** button. You may go to any question by selecting it from the list that appears on the screen.
- Select the ? **[Help]** button to find more information.

#9 Constructed Response Item-Specific Scoring Guideline

#9 Item Information

Category	Item-Specific Information
Alignment	L.N.2.5.6
Depth of Knowledge	3
Points Possible	3
Mean Score	1.74

Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of how the author supports the claim about “a good apology letter.” The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the author supports the claim about “a good apology letter.” The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the author supports the claim about “a good apology letter.” 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.

Sample Student Responses

Item 9 – Score Point 3

Student Response

The author of the passage made clear that good apologies are necessary. He begins the passage with a simple concept including three things. “The first stanza confesses; the second acknowledges; the third begs for forgiveness and understanding.” The author is sure that these three components are perfect ingredients for a good apology. He used real life examples where an apology was sufficient compensation for internment survivors during World War II, and the people of Korea. The Japanese Prime minister clearly addressed the purpose of his apology when he said, “There was a period in which we were aggressors and you were victims.” This short sentence only verifies the first of the three concepts mentioned, the first being confession. It is later elaborated on that “a good apology letter has to own up to the offense, be sincere, and acknowledge the feelings of the offended party. It should explain – but not defend – the reason for the wrong.” This method as well as idea of a good apology is put to the test when he uses it for forgiveness from his wife. Just as the author claimed, a good apology letter does consist of three things, as his wife approved by granting forgiveness.

Annotation

The response is a clear, complete, and accurate analysis of how the author supports the claim about “a good apology letter.” It begins with some clear overall analysis mixed with text (*The author of the passage made clear that good apologies are necessary. He begins the passage with a simple concept including three things. “The first stanza confesses; the second acknowledges; the third begs for forgiveness and understanding.” The author is sure that these three components are perfect ingredients for a good apology.*). It then focuses in further on how the author showed this (*He used real life examples where an apology was sufficient compensation*) and references specific examples from the text (*for internment survivors during World War II, and the people of Korea*). The response then further elaborates on this analysis (*The Japanese Prime minister clearly addressed the purpose of his apology*), again giving a specific text example (*when he said, “There was a period in which we were aggressors and you were victims”*) and still more analysis (*This short sentence only verifies the first of the three concepts mentioned, the first being confession*). It then moves to another part of what makes “a good apology letter” (*It is later elaborated on that “a good apology letter has to own up to the offense, be sincere, and acknowledge the feelings of the offended party. It should explain – but not defend – the reason for the wrong”*) and gives another example from the text that illustrates this idea while also being blended with analysis (*This method as well as idea of a good apology is put to the test when he uses it for forgiveness from his wife. Just as the author claimed, a good apology letter does consist of three things, as his wife approved by granting forgiveness*).

Item 9 – Score Point 2

Student Response

The author supports the claim about “a good apology letter,” by writing his own. He claims that a good letter owns up to the offense. In his letter, he starts off by admitting he left the tissues in his pocket. Next, he says “be sincere.” He owns up for his wrong doing and takes full responsibility. He also says “and acknowledge the feelings of the offended party.” He does this in the last line when he says she would rather be writing than doing laundry. The last step to a good apology is to explain the reason for the wrong. He explains his reason by saying he should have concentrated more while taking off his clothes.

Annotation

The response is a partial analysis of how the author supports the claim about “a good apology letter.” It begins with analysis that responds to the prompt (*The author supports the claim about “a good apology letter,” by writing his own*). It then takes the parts of the quote in the prompt and breaks them apart, addressing each one with text support from the apology letter that the author wrote to his wife. It starts with *He claims that a good letter owns up to the offense* and follows this with text support (*In his letter, he starts off by admitting he left the tissues in his pocket*). The response then takes the next part of the quote (*Next, he says “be sincere”*) and gives some general text support (*He owns up for his wrong doing and takes full responsibility*). That is followed by the next part of the quote (*He also says “and acknowledge the feelings of the offended party”*) and text evidence (*He does this in the last line when he says she would rather be writing than doing laundry*). It then addresses the final part (*The last step to a good apology is to explain the reason for the wrong*) and gives text support to match this (*He explains his reason by saying he should have concentrated more while taking off his clothes*). While there is a fair amount of implicit analysis in the source material the response selects, there is a lack of explicit analysis that clearly explains how this information answers the prompt.

Item 9 – Score Point 1

Student Response

He says that you should apologize without trying to explain why you were right, or why you did something. if you are going to write an appology, that you should make sure your regret is longer than the explanation.

Annotation

The response is a minimal analysis of how the author supports the claim about “a good apology letter.” It starts by rephrasing part of the sentence in the prompt, showing some minimal analysis/ understanding, and then cites a piece of text information from the chart in the passage (*If you are going to write an appology, that you should make sure your regret is longer than the explanation*). More elaboration on the limited analysis in this response would be necessary for a higher score.

Item 9 – Score Point 0

Student Response

He supports the claim a good apology by defining what it is.

Annotation

The response contains insufficient information to demonstrate comprehension. The first part (*He supports the claim a good apology*) just copies the prompt, and the second part (*by defining what it is*) is too vague to show any understanding of the passage.

#18 Constructed Response Item-Specific Scoring Guideline

#18 Item Information

Category	Item-Specific Information
Alignment	L.N.2.3.4
Depth of Knowledge	3
Points Possible	3
Mean Score	1.53

Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of how the sentence represents a theme of the passage. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the sentence represents a theme of the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the sentence represents a theme of 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.

Sample Student Responses

Item 18 – Score Point 3

Student Response

This sentence represents the theme of “lessening the environmental impacts of certain areas will influence others to do the same.” The author says that “A third of all cargo packed in containers that is imported into the United States passes through those gates. Los Angeles is the busiest port in the United States for container traffic; Long Beach is no. 2.” By showing the importance of these two ports, it makes it clear how influential they are. If they were to change something that would benefit some aspect of transportation, then other ports will likely follow suit. one of the people in charge said that “If the equiptment can work [in Los Angeles], it can work anywhere!” The better that the more environmentally conscous transportation works in California, the more likely other cities will do the same. The influence of Los Angeles and Long Beach ports can strongly impact the actions of other ports, and therefore the environment.

Annotation

The response is a clear, complete, and accurate analysis of how the sentence represents a theme of the passage. The response begins by stating a theme (*lessening the environmental impacts of certain areas will influence others to do the same*) and follows this with text support (“*A third of all cargo packed in containers that is imported into the United States passes through those gates. Los Angeles is the busiest port*”). There is then some insightful analysis of this quote (*By showing the importance of these two ports, it makes it clear how influential they are. If they were to change something . . . other ports will likely follow suit*) followed by another relevant text example (“*If the equiptment can work [in Los Angeles], it can work anywhere!*”). The response concludes with a summarizing analysis that helps clarify the analysis at the beginning of the response (*The better that the more environmentally conscous transportation works in California, the more likely other cities will do the same. The influence of Los Angeles and Long Beach ports can strongly impact the actions of other ports, and therefore the environment*).

Item 18 – Score Point 2

Student Response

This part of the sentence shows how change is happening that make our envioment better. Their for these ports they sate that they are “the toughest testing venues there are for new technology” and are ‘expected to run more fequently and for longer hous than at many other u. S sports. Overall it states that if we make a change now we can improve our US port and Show the rest of the world the enprovement we have outcome.

Annotation

The response is a partial analysis of the how the sentence represents a theme of the passage. The response begins by stating a theme (*how change is happening that make our envioment better*) and supports this with a source quotation and paraphrase (“*the toughest testing venues there are for new technology*” and are ‘*expected to run more fequently and for longer hous than at many other u. S sports*’). The response concludes with some additional surface-level analysis of the original quote (*Overall it states that if we make a change now we can improve our US port and Show the rest of the world the enprovement we have outcome*).

Item 18 – Score Point 1

Student Response

This sentence represents the theme of the passage by stating that if the clean air plan goes well, this can become a global project and we can end air pollution all over the world.

Annotation

The response is a minimal analysis of how the sentence represents a theme of the passage. The response contains an interpretation of the prompt quote that shows some analysis but lacks any text to support this analysis.

Item 18 – Score Point 0

Student Response

its a small summary of the paragrah telling what is said

Annotation

The response contains insufficient information to demonstrate comprehension.

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Keystone Exams Literature Item Sampler Scoring Guide

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