



pennsylvania
DEPARTMENT OF EDUCATION



LITERATURE
ITEM AND SCORING SAMPLER

2014

INFORMATION ABOUT LITERATURE

Introduction	1
About the Keystone Exams	1
Item and Scoring Sampler Format	3
Literature Exam Directions	4
General Description of Scoring Guidelines for Literature.....	5

LITERATURE MODULE 1

Passage and Multiple-Choice Items.....	6
Constructed-Response Item	16
Passage and Multiple-Choice Items.....	22
Constructed-Response Item	32
Literature Module 1—Summary Data.....	38

LITERATURE MODULE 2

Passage and Multiple-Choice Items.....	40
Constructed-Response Item	52
Passage and Multiple-Choice Items.....	58
Constructed-Response Item	67
Literature Module 2—Summary Data.....	73

ACKNOWLEDGEMENTS.....75

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, assessment handbooks, and content-based item and scoring samplers. This 2014 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, and 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 they may also 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. The Pennsylvania Department of Education continues to evaluate the implementation schedule for additional subjects, including English Composition, Civics and Government, U.S. History, World History, Algebra II, Geometry, and Chemistry. The Keystone Exams are just one component of Pennsylvania's high school graduation requirements. Students must also earn state-specified credits, fulfill the state's service-learning and attendance requirements, and complete any additional district requirements to receive a Pennsylvania high school diploma.

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 Web site at <http://www.education.state.pa.us>. Click on the green check mark and select "Keystone Exams."

Alignment

The Literature Keystone Exam consists of exam questions grouped into **two modules**: Fiction Literature and 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.

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

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.

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 Web Site at http://static.pdesas.org/Content/Documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.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. 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, answer key, 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 item alignment, 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 in their test booklets. 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 three 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 AND MULTIPLE-CHOICE ITEMS

Read the following passage. Then answer questions 1–9.

excerpt from **To Build a Fire**

by Jack London

Day had broken cold and grey, exceedingly cold and grey, when the man turned aside from the main Yukon¹ trail and climbed the high earth-bank, where a dim and little-travelled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall² over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the sky-line and dip immediately from view.

The man flung a look back along the way he had come. The Yukon lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hairline that curved and twisted from around the spruce-covered island to the south, and that curved and twisted away into the north, where it disappeared behind another spruce-covered island. This dark hairline was the trail—the main trail—that led south five hundred miles to the Chilcoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more.

But all this—the mysterious, far-reaching hairline trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all—made no impression on the man. It was not because he was long used to it. He was a new-comer in the land, a *chechaquo*, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

As he turned to go on, he spat speculatively. There was a sharp, explosive crackle that startled him. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. He knew that at fifty below spittle crackled on the snow, but this spittle had crackled in the air. Undoubtedly it was colder than fifty below—how much colder he did not know. But the temperature did not matter. He was bound for the old claim on the left fork of Henderson Creek, where the boys were already.

¹ Yukon—the territory in northwest Canada between Alaska and British Columbia

² pall—a gloomy feeling

They had come over across the divide from the Indian Creek country, while he had come the roundabout way to take a look at the possibilities of getting out logs in the spring from the islands in the Yukon. He would be in to camp by six o'clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon.

He plunged in among the big spruce trees. The trail was faint. A foot of snow had fallen since the last sled had passed over, and he was glad he was without a sled, travelling light. In fact, he carried nothing but the lunch wrapped in the handkerchief. He was surprised, however, at the cold. It certainly was cold, he concluded, as he rubbed his numbed nose and cheek-bones with his mittened hand. He was a warm-whiskered man, but the hair on his face did not protect the high cheek-bones and the eager nose that thrust itself aggressively into the frosty air.

At the man's heels trotted a dog, a big native husky, the proper wolf-dog, grey-coated and without any visible or temperamental difference from its brother, the wild wolf. The animal was depressed by the tremendous cold. It knew that it was no time for travelling. Its instinct told it a truer tale than was told to the man by the man's judgment. In reality, it was not merely colder than fifty below zero; it was colder than sixty below, than seventy below. It was seventy-five below zero. Since the freezing-point is thirty-two above zero, it meant that one hundred and seven degrees of frost obtained. The dog did not know anything about thermometers. Possibly in its brain there was no sharp consciousness of a condition of very cold such as was in the man's brain. But the brute had its instinct. It experienced a vague but menacing apprehension that subdued it and made it slink along at the man's heels, and that made it question eagerly every unwonted³ movement of the man as if expecting him to go into camp or to seek shelter somewhere and build a fire. The dog had learned fire, and it wanted fire.

³ unwonted—unusual

1. What does the word intangible mean as it is used in the passage?
- A. not able to be travelled
 - B. not able to be eaten
 - C. not able to be completely frozen
 - D. not able to be clearly understood

Item Information				Option Annotations
Alignment		L.F.1.2.3		Students are asked to determine the meaning of the word “intangible.” Students are prompted to use context from the passage in determining this meaning.
Answer Key		D		
Depth of Knowledge		2		
p-values				Option D is the correct answer. “Not able to be clearly understood” is a meaning for the word “intangible.” The phrase from the passage, “absence of sun,” along with other clues, provides context. Options A, B, and C are incorrect definitions for “intangible.” Students may choose these options if they do not identify or understand the context provided from the passage.
A	B	C	D	
9%	2%	7%	83%	

2. Read the sentences from the passage.

“He plunged in among the big spruce trees. The trail was faint. A foot of snow had fallen since the last sled had passed over, and he was glad he was without a sled, travelling light.”

What emotion is conveyed through the use of the word plunged?

- A. doubt
- B. determination
- C. evasiveness
- D. hatred

Item Information		Option Annotations					
Alignment	L.F.1.2.4	Students are asked to draw a conclusion about the connotation of the word “plunged.” Students must understand the emotional implications of words and should use the context to determine the emotion associated with the use of the word.					
Answer Key	B						
Depth of Knowledge	2						
p-values		Option B is the correct answer. The word “plunged” means to thrust forcibly or suddenly into something. The use of this word suggests that the man is determined to arrive at camp by evening. Since the man is thrusting himself into the woods, option A is incorrect; this action does not suggest a feeling of “doubt.” Option C is incorrect since thrusting himself into the woods does not suggest “evasiveness” or deceit. Option D is incorrect since there is no contextual support for a feeling of “hatred” from the man on his journey. Students may choose these options if they misinterpret the connotation of the given word or the context.					
A	B					C	D
5%	80%					14%	2%

3. What is the **best** summary of the passage?

- A. A man walks the Yukon trail even though the weather is unpromising and very cold. He is new to the land and has no imagination, so he sees no significance in his journey. The man is followed by a large dog.
- B. A man turns off the Yukon trail onto a snowy trail that is seldom used. The man fails to understand the significance of the intense cold. The dog following the man recognizes the absolute need for shelter and warmth.
- C. A man is walking on the Yukon trail on a grey day at nine o'clock in the morning. He has not travelled this way before, but he does realize the necessity of trying to stay warm. A dog accompanies him.
- D. A man and a dog on the main Yukon trail turn onto a smaller trail. The man realizes that the temperature is below freezing but can imagine no significance to his journey. The man carries biscuits inside his shirt for their lunch.

Item Information				Option Annotations
Alignment		L.F.1.3.2		<p>Students are asked to determine the best summary for an entire fictional passage. Students must discern key details and events to select the best summary of the passage.</p> <p>Option B is correct. This option contains the key events that comprise the plot. The man's decision to take the less travelled trail, the man's failure to recognize the implications of his decision, and the dog's recognition of the importance of warmth are all key events that shape the plot and foreshadow the resolution. Option A leaves out key events of the passage. Option C contains minor details that would not be included in a summary. Option D contains minor details and a misreading of the text; there is no evidence that the man intends to share his lunch with the dog. Students who select these options misunderstand the components of a summary.</p>
Answer Key		B		
Depth of Knowledge		3		
p-values				
A	B	C	D	
20%	55%	18%	6%	

4. How does the author’s decision to have the protagonist remain nameless affect the mood of the passage?
- A. It creates a feeling of emotional detachment from the man.
 - B. It creates a feeling of respect toward the man.
 - C. It creates a feeling of understated anger toward the man.
 - D. It creates a feeling of warm concern for the man.

Item Information		Option Annotations					
Alignment	L.F.2.3.5	Students are asked to determine how the author’s decision to have the protagonist remain nameless affects the mood of the passage. Students must use the events of the plot to ascertain how the reader is made to feel toward this protagonist.					
Answer Key	A						
Depth of Knowledge	3						
p-values		Option A is the correct answer. Since the protagonist is referred to as “the man” throughout the passage, the readers never get to know him as an individual. Instead, he is merely an archetype represented in a universal conflict. Therefore, the readers are focused primarily on the conflict and not “the man” himself. As a result, the readers feel detached from the man as an individual. Options B, C, and D are all incorrect since the use of “the man” precludes any sort of strong emotional attachment, positive or negative, to the protagonist.					
A	B					C	D
53%	13%					5%	29%

5. Which sentence **best** describes the relationship of the setting to the plot in the passage?
- A. The setting makes it easy for the protagonist to solve a problem.
 - B. The setting is an important element only at the beginning.
 - C. The setting contributes little to the rising action.
 - D. The setting is the main source of the conflict.

Item Information				Option Annotations
Alignment		L.F.2.3.2		<p>Students are asked to analyze the relationship of the setting to the plot. Students must understand the significance and influence of this particular setting on the events of the plot.</p> <p>Option D is the correct answer. The passage takes place during an extremely cold winter day in Canada. Since the focus is on the man's survival in this harsh setting, it instigates the conflict in the passage, which is human vs. nature. Option A is incorrect, since the man's ability to solve the problem of completing his journey to camp is not easy. Option B is incorrect since the setting is important throughout the entire passage, not just at the beginning. In fact, the setting becomes more significant as the temperature gets colder. Option C is incorrect since the weather and winter season in the Yukon contribute mostly to the rising action of the plot. As the day heads toward evening and the man has been in the cold for a longer period of time on a seldom-used trail, the likelihood of his surviving decreases. Students may select these options if they misunderstand the role of the setting in the passage.</p>
Answer Key		D		
Depth of Knowledge		3		
p-values				
A	B	C	D	
4%	5%	9%	81%	

6. Read the sentence from the passage.

“. . . the eager nose that thrust itself aggressively into the frosty air.”

How does the author’s use of personification help to communicate an idea?

- A. It conveys the man’s outrage about his lack of food.
- B. It suggests the man’s annoyance with the whiskers on his face.
- C. It indicates the man’s desire to complete his journey.
- D. It shows the man’s satisfaction with his travelling companion.

Item Information		Option Annotations					
Alignment	L.F.1.1.3	Students are asked to determine how the author’s use of personification, a literary technique, helps to communicate an idea. Students must understand the meaning of personification as a literary technique.					
Answer Key	C						
Depth of Knowledge	2						
p-values		Option C is correct. Assigning a human emotion, eagerness, to the man’s nose emphasizes his desire to reach his destination. Students may choose options A, B, or D if they misinterpret the use of the literary technique or the context in which it appears in the passage.					
A	B					C	D
6%	12%					75%	7%

7. What is the author's purpose in writing the passage?
- A. to explain the effects of severe below-zero temperatures
 - B. to describe the lack of a human's realization in a dangerous environment
 - C. to contrast the experience of the man with the inexperience of a native animal
 - D. to compare the ability of a human to endure a cold environment to that of an animal

Item Information				Option Annotations
Alignment		L.F.1.1.1		Students are asked to determine the author's intended purpose for writing the passage. Students must use clues from the setting, the conflict, the events of the plot, and the text structure to draw an inference about the overall purpose.
Answer Key		B		
Depth of Knowledge		3		
p-values				
A	B	C	D	Option B is correct. The author uses the setting, the conflict, and the events of the plot to show the reader the consequences of human ignorance and unwise decisions. The human in the passage is not well prepared to undertake a journey in such harsh conditions. Option A is incorrect since it indicates a more informative purpose. Option C is incorrect because the contrast described in the passage is between the inexperience of the human and the instinct of the dog. Option D is incorrect since a comparison of the human to the dog is not the main focus of the passage. Students may choose these options if they misinterpret literary elements or misunderstand the text structure.
7%	50%	15%	28%	

8. Which sentence from the passage **best** supports the generalization that hope is a motivating force?
- A. “It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch.”
- B. “There was no sun nor hint of sun, though there was not a cloud in the sky.”
- C. “He would be in to camp by six o’clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready.”
- D. “Since the freezing-point is thirty-two above zero, it meant that one hundred and seven degrees of frost obtained.”

Item Information		Option Annotations					
Alignment	L.F.2.1.2	The student is asked to identify evidence from the passage that best supports the given generalization that hope is a motivating force. The student must be able to relate events in the passage to the more general statement of truth.					
Answer Key	C						
Depth of Knowledge	2						
p-values		Option C is correct. The man thinks of the upcoming evening and plans that he will have a hot dinner, companionship, and warmth from a fire. Option A is incorrect since this statement comes at the beginning of the man’s journey and indicates the man’s attempt to pace his journey. Option B is incorrect since it is just an observation the man makes about the setting. Option D is incorrect since it is merely the man’s observation regarding the current temperature. Students may select these options if they misinterpret the connection between the given generalization and events from the text.					
A	B					C	D
10%	9%					76%	5%

SCORING GUIDE**#9 ITEM INFORMATION**

Alignment	L.F.2.3.6	Depth of Knowledge	3	Mean Score	1.55
------------------	-----------	---------------------------	---	-------------------	------

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate analysis of how the focus of the passage would be different if it were written using the first person point of view. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the focus of the passage would be different if it were written using the first person point of view. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the focus of the passage would be different if it were written using the first person point of view. 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

9. Analyze how the focus of the passage would be different if it were written using the first person point of view. Use information from the passage to support your analysis.

The passage from "How to Build a Fire," would be a lot different if it was written in the first person point of view. It would have been much more emotional. We would have understand the traveler's feelings more. Instead of just knowing it was cold we would have been able to know the affect the cold had on the human body.

Also, the story kept referencing certain temperatures as well as Frost. Had the passage been written in first person, we most likely would not have known these facts. However, the biggest influence a first person narrator would make is in regard to the dog. The narrator would not know the dog's feelings about the cold and the traveling. Although having a first person narrator would help the story become more emotional, it would also lose the scientific facts, as well as the dog's feelings.

The student has given a clear, complete, and accurate analysis of the impact of point of view on the meaning of a text as a whole. The student explains how the focus of the passage would be different if it were written using the first person point of view ("It would have been much more emotional. We would have understand the traveler's feelings more...we most likely would not have known these [scientific] facts...The narrator would not know the dog's feelings"). The student supports the analysis with relevant and specific information from the passage ("Instead of just knowing it was cold, we would have been able to know the affect the cold had on the human body...the story kept referencing certain temperatures as well as Frost...the dog's feelings about the cold and the traveling").

STUDENT RESPONSE

RESPONSE SCORE: 2 POINTS



9. Analyze how the focus of the passage would be different if it were written using the first person point of view. Use information from the passage to support your analysis.

If this passage was written in first person point of view, it would be different because the author of the passage would be describing the surroundings of the environment and the struggles that could be involved with the bad weather. However, the author uses third person to tell the story of a man in harsh weather conditions, trying to find food and shelter and explains all the obstacles that the man has gone through just to get some food and warmth. I think that if this passage was written in first person, it would not be as interesting, nor be as descriptive about the man and the environment he's in and the author would not be able to give as many examples or good details about the story.

699/1000

The student has given a partial analysis of the impact of point of view on the meaning of a text as a whole. The student explains how the focus of the passage would be different if it were written using the first person point of view (*"the author of the passage would be describing the surroundings of the environment and the struggles that could be involved with the bad weather...it would not be as interesting, nor be as descriptive about the man and the environment he's in and the author would not be able to give as many examples or good details about the story"*). The student supports the analysis with limited information from the passage (*"the story of a man in harsh weather conditions, trying to find food and shelter and explains all the obstacles that the man has gone through just to get some food and warmth"*).

STUDENT RESPONSE**RESPONSE SCORE: 1 POINT**

9. Analyze how the focus of the passage would be different if it were written using the first person point of view. Use information from the passage to support your analysis.

Since it would be in first person the whole tense of the story would be different. It would be him telling his own story. He could add what his opinion was about the weather and tell more of his story and feelings.

217/1000

The student has given a minimal analysis of the impact of point of view on the meaning of a text as a whole. The student explains how the focus of the passage would be different if it were written using the first person point of view (*"the whole tense of the story would be different. It would be him telling his own story. He could add what his opinion was...and tell more of his story and feelings"*). The student uses little information from the passage (*"the weather"*).

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

9. Analyze how the focus of the passage would be different if it were written using the first person point of view. Use information from the passage to support your analysis.

It would be different because it would change the whole story. If it was told in first person point of view it would change the whole outcome of the story.

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

PASSAGE AND MULTIPLE-CHOICE ITEMS

Read the following passage. Then answer questions 10–18.

excerpt from **Emma**
by Jane Austin

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex¹ her.

She was the youngest of the two daughters of a most affectionate, indulgent father. Her mother had died too long ago for her to have more than an indistinct remembrance of her caresses; and her place had been supplied by an excellent woman as governess², who had fallen little short of a mother in affection.

Sixteen years had Miss Taylor been in Mr. Woodhouse's family, less as a governess than a friend, very fond of both daughters, but particularly of Emma. Between them it was more the intimacy of sisters. They had been living together as friend and friend very mutually attached, and Emma doing just what she liked; highly esteeming Miss Taylor's judgment, but directed chiefly by her own.

The real evils, indeed, of Emma's situation were the power of having rather too much her own way, and a disposition to think a little too well of herself; these were the disadvantages which threatened alloy³ to her many enjoyments. The danger, however, was at present so unperceived, that they did not by any means rank as misfortunes with her.

Sorrow came—a gentle sorrow—but not at all in the shape of any disagreeable consciousness. Miss Taylor married. It was Miss Taylor's loss which first brought grief. It was on the wedding day of this beloved friend that Emma first sat in mournful thought of any continuance. The wedding over, and the people gone, her father and herself were left to dine together, with no prospect of a third to cheer a long evening. Her father composed himself to sleep after dinner, as usual, and she had then only to sit and think of what she had lost.

The event had every promise of happiness for her friend. Mr. Weston was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners; and there was some satisfaction in considering with what self-denying, generous friendship she had always wished and promoted the match; but it was a black morning's work for her. The want of Miss Taylor would be felt every hour of every day. She recalled her past kindness—the kindness, the affection of sixteen years—how she had taught and how she had played with her from five years old—how she had devoted all her powers to attach and amuse her in health—and how nursed her through the various illnesses of childhood. A large debt of gratitude was owing here; but the last seven years, the equal footing and perfect unreserve which had soon followed Isabella's⁴ marriage, on their being left to each other, was yet a dearer, tenderer recollection.

¹ vex—annoy

² governess—a woman who supervises children in a household

³ alloy—something added that decreases value

⁴ Isabella—Emma's sister

She had been a friend and companion such as few possessed: intelligent, well-informed, useful, gentle, knowing all the ways of the family, interested in all its concerns, and peculiarly interested in herself, in every pleasure, every scheme of hers—one to whom she could speak every thought as it arose, and who had such an affection for her as could never find fault.

How was she to bear the change? It was true that her friend was going only half a mile from them; but Emma was aware that great must be the difference between a Mrs. Weston, only half a mile from them, and a Miss Taylor in the house; and with all her advantages, natural and domestic, she was now in great danger of suffering from intellectual solitude. She dearly loved her father, but he was no companion for her. He could not meet her in conversation.

Her sister, though comparatively but little removed by matrimony, being settled in London, only sixteen miles off, was much beyond her daily reach; and many a long October and November evening must be struggled through at Hartfield, before the next visit from Isabella and her husband, and their little children, to fill the house, and give her pleasant society again.

10. What effect does the author's description have in the first paragraph of the passage?
- A. It establishes the physical setting.
 - B. It introduces the conflict.
 - C. It hints at the main theme.
 - D. It establishes the main character.

Item Information				Option Annotations
Alignment		L.F.1.1.3		<p>Students are asked to determine the effect the author's description has in the first paragraph of the passage. Students must be able to discern that the description is used by the author as a technique to effectively communicate an important idea.</p> <p>Option D is the correct answer. The first paragraph describes Emma Woodhouse, the main character, giving physical characteristics and character traits. Options A, B, and C are incorrect responses since it is not the physical setting, the conflict, or the theme that is the focus of the first paragraph. Students may choose these options if they misinterpret the purpose of the introductory paragraph.</p>
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	
6%	5%	8%	81%	

11. Which word is a synonym for esteeming?

- A. respecting
- B. reporting
- C. creating
- D. supporting

Item Information		Option Annotations					
Alignment	L.F.1.2.1	Students are asked to determine a synonym for the word “esteeming.”					
Answer Key	A						
Depth of Knowledge	1						
p-values		Option A is the correct answer. The phrases from the passage, “the intimacy of sisters,” “very mutually attached,” and “judgment” suggest a feeling of respect between Emma and Miss Taylor. Options B, C, and D are not synonyms for “esteeming.”					
A	B					C	D
69%	3%					3%	24%

12. Based on the passage, what does Emma believe about Mr. Weston?
- A. He is satisfactory but uninteresting.
 - B. He has questionable motives.
 - C. He is a fortune seeker who married for money.
 - D. He will be a good companion for Miss Taylor.

Item Information				Option Annotations
Alignment		L.F.2.3.1		Students are asked to identify what Emma believes about Mr. Weston. The phrase “based on the passage” prompts students to use evidence from the passage when analyzing the character’s feelings.
Answer Key		D		
Depth of Knowledge		2		
p-values				Option D is the correct answer. The passage states that Mr. Weston “was a man of unexceptionable character, easy fortune, suitable age, and pleasant manners.” Therefore, students would conclude that Mr. Weston would be a good choice for a husband. The passage does not state or imply that Mr. Weston is uninteresting; therefore, option A is incorrect. Since Mr. Weston has “unexceptionable character,” he would not have questionable motives; therefore, option B is incorrect. Since the passage states that Mr. Weston has his own money, he would not have married for money; therefore, option C is incorrect. Students may choose these options if they fail to use or misinterpret details from the passage.
A	B	C	D	
26%	11%	8%	55%	

13. Read the sentence from the passage.

“. . . she had always wished and promoted the match; but it was a black morning’s work for her.”

What effect does the irony in the sentence have in relation to Emma?

- A. It undermines Emma’s thoughts to one day get married as well.
- B. It reveals that a happy event was actually not happy from Emma’s perspective.
- C. It creates a prediction about what will happen after Miss Taylor’s marriage.
- D. It exposes Emma’s negative feelings about her friendship with Miss Taylor.

Item Information		Option Annotations					
Alignment	L.F.2.5.1	Students are asked to determine the effect of irony used in the passage. Students must analyze the juxtaposition of “promoted the match” and “a black morning’s work” in order to discern the irony of this statement.					
Answer Key	B						
Depth of Knowledge	3						
p-values		Option B is the correct answer. In the passage, Emma has mixed feelings about the marriage of Miss Taylor. On one hand, she is happy for Miss Taylor since she has found a good husband. On the other hand, Emma feels sorry for herself since she believes she has lost a friendship. There is no textual evidence to support options A, C, or D. Students may choose these options if they misinterpret the details provided in the passage.					
A	B					C	D
11%	68%					11%	9%

14. Read the sentence from the passage.

“He could not meet her in conversation.”

What does the sentence **best** reveal about Emma’s father?

- A. He does not like talking to Emma.
- B. He rarely stops to talk with Emma.
- C. He does not offer Emma stimulating discussion.
- D. He prevents Emma from discussing her family life.

Item Information				Option Annotations
Alignment		L.F.2.3.1		Students are asked to determine what the given sentence reveals about Emma’s father. Students must use the context of the passage to interpret the meaning of the given sentence as it relates to Emma’s father.
Answer Key		C		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option C is the correct answer. The passage states that Miss Taylor had been “intelligent, well-informed . . . knowing all the ways of the family.” Thus, Miss Taylor could be seen as providing good conversation for Emma. Conversely, Emma’s father was “no companion for her.” There is no textual evidence to support options A, B, and D. Students may choose these options if they misinterpret contextual details from the passage.
10%	21%	63%	5%	

15. What is the last paragraph of the passage mainly about?

- A. the solitude at Hartfield
- B. the pressures of society
- C. the conflict with Isabella
- D. the difficulties of travel

Item Information				Option Annotations
Alignment		L.F.1.3.1		Students are asked to determine the main idea of the last paragraph of the passage. The phrases “removed,” “settled in London,” “sixteen miles off,” “much beyond her daily reach,” and “many a long October and November evening must be struggled through” all provide context that allows students to determine the main idea.
Answer Key		A		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option A is the correct answer. The example phrases from the last paragraph all relate to Emma feeling isolated at her home. There is no textual support for options B and C. Option D mentions the difficulty of travel, but this is a cause for Emma’s feelings of solitude; it is not the main idea of the paragraph. Students may choose options B or C if they misinterpret textual details. Students may choose option D if they make an erroneous analysis of the significance of details.
31%	16%	28%	25%	

16. Which event marks the climax of the passage?

- A. Isabella's marriage
- B. Miss Taylor's marriage
- C. Isabella's move to London
- D. Miss Taylor's arrival at Hartfield

Item Information				Option Annotations
Alignment		L.F.2.3.3		<p>Students are asked to determine the climax of the passage. Students must know that the meaning of "climax" refers to the crisis or to the turning point in the passage.</p> <p>Option B is the correct answer. It is Miss Taylor's marriage that is the turning point of the passage. Up to this point, Emma has recounted her life with Miss Taylor. After Miss Taylor's marriage, Emma then describes how her life will most likely change. Isabella's marriage is referenced as having occurred some time ago in the past; therefore, option A is not correct. It is stated that Isabella lives in London, but the passage does not state when she moved there. In addition, Isabella's location is not the focus of the events and is not the turning point for Emma; therefore, option C is incorrect. The passage relays how many years Miss Taylor had been at Hartfield; however, this is not the turning point in the passage for Emma. Therefore, option D is incorrect. Students may choose these options if they misunderstand the meaning of the element of climax or if they misinterpret events in the passage.</p>
Answer Key		B		
Depth of Knowledge		2		
p-values				
A	B	C	D	
14%	70%	11%	6%	

17. What impact does the point of view have on the passage?
- A. The narrator is personally involved in the events.
 - B. The narrator reveals the thoughts of all characters.
 - C. The narrator influences the way the reader perceives the main character.
 - D. The narrator describes the characters with mostly equal objectivity.

Item Information		Option Annotations					
Alignment	L.F.2.3.6	Students are asked to determine the impact the point of view has on the passage. Students must understand the concept of point of view and be able to identify the point of view used in the passage.					
Answer Key	C						
Depth of Knowledge	2						
p-values		Option C is the correct answer. Such phrases as “Emma doing just what she liked,” “directed chiefly by her own,” “having rather too much her own way,” and “a disposition to think a little too well of herself” provide context for the impact of the point of view. These phrases allow readers to form a distinct opinion about Emma. The use of third person omniscient but biased point of view influences how the reader perceives the character of Emma. Students may choose options A, B, and D if they misunderstand the context from the passage as it relates to point of view.					
A	B					C	D
15%	20%					47%	17%

SCORING GUIDE**#18 ITEM INFORMATION**

Alignment	L.F.2.3.1	Depth of Knowledge	3	Mean Score	1.59
------------------	-----------	---------------------------	---	-------------------	------

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate explanation of how the relationship between Emma and Miss Taylor changes over time. The response includes relevant and specific information from the passage.
2	The response is a partial explanation of how the relationship between Emma and Miss Taylor changes over time. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal explanation of how the relationship between Emma and Miss Taylor changes over time. 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. Explain how the relationship between Emma and Miss Taylor changes over time. Use information from the passage to support your explanation.

The relationship between Emma and Miss Taylor went from better to worse over time. The two of them started out being very close, almost able to be mistaken for sisters. Then Miss Taylor decided to get married, and even though Emma thought the man she wed was a suitable counterpart, she knew how it was going to affect the time that Miss Taylor and she would be able to spend together. Although they don't live worlds apart now, there's still a distance between them that makes it hard for the both of them to enjoy the other's presence. So it did not go from good to bad, but from tight-knit to more distant.

614/1000

The student has given a clear, complete, and accurate explanation of the relationship between characters within a fictional text. The student has described how the relationship between Emma and Miss Taylor changes over time (*"The relationship between Emma and Miss Taylor went from better to worse over time. The two of them started out being very close...a distance between them that makes it hard for the both of them to enjoy the other's presence. So it did not go from good to bad, but from tight-knit to more distant"*). The student supports the explanation with relevant and specific information from the passage (*"almost able to be mistaken for sisters. Then Miss Taylor decided to get married, and even though Emma thought the man she wed was a suitable counterpart, she knew how it was going to affect the time that Miss Taylor and she would be able to spend together...they don't live worlds apart now"*).

STUDENT RESPONSE

RESPONSE SCORE: 2 POINTS

18. Explain how the relationship between Emma and Miss Taylor changes over time. Use information from the passage to support your explanation.

The relationship between Emma and Miss Taylor seem to become more distant over time. When it says "Between them it was more the intimacy of sisters." This shows that they were so close, such as much as sisters. Then, over time when Miss Taylor is going to Marry Mr. Weston, their relationship starts to fade because Miss Taylor is moving.

The student has given a partial explanation of the relationship between characters within a fictional text. The student has described how the relationship between Emma and Miss Taylor changes over time ("The relationship between Emma and Miss Taylor seem to become more distant over time...they were so close...their relationship starts to fade"). The student supports the analysis with limited information from the passage (" 'Between them it was more the intimacy of sisters'...Miss Taylor is going to Marry Mr. Weston...Miss Taylor is moving").

STUDENT RESPONSE**RESPONSE SCORE: 1 POINT**

18. Explain how the relationship between Emma and Miss Taylor changes over time. Use information from the passage to support your explanation.

The relationship changes from a really good one to a fair one. This happens because Miss Taylor gets married and then moves away.

The student has given a minimal explanation of the relationship between characters within a fictional text. The student has described how the relationship between Emma and Miss Taylor changes over time (“*The relationship changes from a really good one to a fair one*”). The student uses little information from the passage (“*Miss Taylor gets married and then moves away*”).

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

18. Explain how the relationship between Emma and Miss Taylor changes over time. Use information from the passage to support your explanation.

It would change as they got older. I think that time will change it.

68/1000

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	p-values			
				A	B	C	D
1	L.F.1.2.3	D	2	9%	2%	7%	83%
2	L.F.1.2.4	B	2	5%	80%	14%	2%
3	L.F.1.3.2	B	3	20%	55%	18%	6%
4	L.F.2.3.5	A	3	53%	13%	5%	29%
5	L.F.2.3.2	D	3	4%	5%	9%	81%
6	L.F.1.1.3	C	2	6%	12%	75%	7%
7	L.F.1.1.1	B	3	7%	50%	15%	28%
8	L.F.2.1.2	C	2	10%	9%	76%	5%
10	L.F.1.1.3	D	2	6%	5%	8%	81%
11	L.F.1.2.1	A	1	69%	3%	3%	24%
12	L.F.2.3.1	D	2	26%	11%	8%	55%
13	L.F.2.5.1	B	3	11%	68%	11%	9%
14	L.F.2.3.1	C	2	10%	21%	63%	5%
15	L.F.1.3.1	A	2	31%	16%	28%	25%
16	L.F.2.3.3	B	2	14%	70%	11%	6%
17	L.F.2.3.6	C	2	15%	20%	47%	17%

CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.F.2.3.6	3	3	1.55
18	L.F.2.3.1	3	3	1.59



**THIS PAGE IS
INTENTIONALLY BLANK.**

LITERATURE MODULE 2

PASSAGE AND MULTIPLE-CHOICE ITEMS

Read the following passage. Then answer questions 1–10.

excerpt from **Maria Mitchell**
by Ellen Bailey

A Nantucket Childhood

Maria (pronounced Ma-RYE-ah) Mitchell was not only the first woman astronomer in the United States, but also the preeminent woman scientist of the nineteenth century. In addition to her discovery of the comet that would be named after her, she also taught at Vassar College. She spent a good part of her life training women astronomers and encouraging women to enter scientific professions.

Mitchell was born August 1, 1818, on Nantucket Island, Massachusetts, the third of the ten children of William and Lydia Coleman Mitchell. Her mother was a librarian and her father was a schoolteacher, banker and an amateur astronomer.

Mitchell began school at the age of four, which was not unusual at that time. Learning was by rote memorization, and the children spent six hours a day at school. Windows were often painted over so the children would not be distracted from their studies. In this atmosphere, Mitchell was considered an indifferent student.

After a few years, she began attending her father's school. He encouraged his students in various ways of learning, and taught them always to be observant and questioning, and often took them on field trips.

Mitchell was a visual learner, and under her father's tutelage, she made rapid progress in her studies. Another unofficial teacher was her cousin Phoebe Folger, a mathematical genius who taught navigation to her husband, who became a ship's captain as a result.

Nantucket was the world capital of the whaling industry, and it was natural that these seafaring people would be drawn to astronomy. From her earliest days, Mitchell was fascinated with the stars. This interest particularly pleased her father, who spent most of his free time gazing through his telescope. Whenever a whaling ship returned to the island, its chronometer¹ was always taken to Mitchell's father to be adjusted.

By age twelve, Mitchell was assisting in this work, which required stellar observations and a knowledge of the sextant. It was during this time that she and her father observed a total eclipse, an event that left a strong impression on her. For the rest of her life, she used her father's telescope to sweep the sky.

Eventually, her father gave up teaching for a position as a banker. Mitchell was then taught by her father's friend Cyrus Peirce, who would later become principal of the first "normal school," or teachers' school, in the United States.

Impressed by Mitchell's ability in mathematics, Peirce took particular interest in his pupil, even though mathematical instruction was unheard of for young women. Under Peirce's guidance,

¹ chronometer—a device for measuring longitude at sea

Mitchell studied conic sections and navigation. She also learned to construct astronomical tables.

The Comet

At the age of sixteen, Mitchell's formal education was finished, since women were not allowed to attend college at the time. She was forced to learn on her own, through books and astronomical observations.

At first she worked for Peirce as an assistant teacher, but she soon decided to open her own school for girls. Mitchell operated her school in an innovative manner. Hours were varied: sometimes the pupils would meet at dawn to observe bird behavior, and at other times, they would gather at night to observe the stars. She also admitted Portuguese and African American girls to her school, an especially unusual practice in the nineteenth century.

After a year, Mitchell was hired to run the library on Nantucket. Since the library was open only part-time, Mitchell had plenty of time to pursue her own studies. These studies included continuing observations of the night sky with her father. He had mounted his telescope on the roof of the bank where he worked, and Mitchell swept the skies with it nightly. She made her notations in pencil, by the light of a whale-oil lamp.

On October 1, 1847, Mitchell observed a comet she had never seen before, five degrees above the North Star. Her father immediately informed his friend, William C. Bond, the director of the observatory at Harvard University, of his daughter's discovery. Suddenly, Mitchell, at the age of twenty-nine, was famous. Her discovery was named Miss Mitchell's Comet and is sometimes called the Nantucket Comet. People were particularly astounded by the news of her discovery, because it was almost impossible for a woman to receive an education in the sciences.

In 1832, King Frederick VI of Denmark had established a gold medal in honor of Danish astronomer Tycho Brahe (1546–1601) to be given to any person who found a comet with a telescope. Mitchell's father, assuming that others had seen the comet before his daughter, did not notify the Danish astronomical journal, as required. However, Mitchell's observation was proven to be the first. Her eligibility for the prize was established by her father's letter to Bond. The prize was awarded by King Frederick VII, successor to the medal's founder.

Mitchell was hired as a field researcher and "computer" for the U.S. Nautical Almanac Office. In this capacity, she calculated the position of Venus for the "American Ephemeris and Nautical Almanac." She would continue this work for twenty years.

A year after the discovery of her comet, Mitchell was elected to the American Academy of Arts and Sciences, the first woman to receive this honor. The Smithsonian Institution in Washington, D.C., awarded her a \$100 prize. She began traveling to attend scientific conventions, and she earned money giving lectures and writing articles for professional publications.

Vassar Professor

In 1857, Mitchell traveled to Europe, where she visited numerous observatories and met leading scientists, such as Cambridge University Professor George Stokes, England's leading mathematician. On her return to the United States, she received a telescope purchased by American women interested in science.

In 1861, Matthew Vassar (1792–1868) founded Vassar College for women in Poughkeepsie, New York. His purpose was to provide women with an education equal to that given to men in the country's best schools. He tried to hire the best women professors he could find.

When Vassar created an astronomy department, it was obvious that Mitchell was the best person to head the department. In 1865, Mitchell accepted the appointment as professor of astronomy and director of the observatory. She moved into quarters in the observatory.

Mitchell spent the rest of her working life at Vassar, and became a strong proponent of science education for women. She taught her students by including them in her astronomical work. Though this was considered radical, her students ranked at the top of Vassar's scholars.

When Mitchell discovered that women professors at Vassar were paid less than the men, she and Dr. Alida Avery, the college physician and professor of physiology, threatened to resign. The women's salaries were raised, though they still did not equal those of the men.

Mitchell was a member and president of the American Association for the Advancement of Women. Through this organization, she promoted the idea of women in science and medicine. She was also a member of the American Philosophical Society, an honorary member of the Women's Anthropological Society, and vice president for the Social Science Association. She was also the only woman elected unanimously to the American Association for the Advancement of Science.

Mitchell tried to retire in 1889, when she was seventy, due to her failing health. The college trustees, however, granted her an indefinite leave of absence instead. She died in Lynn, Massachusetts, on June 28, 1889.

1. What is the topic of the section of the passage titled “A Nantucket Childhood”?
- A. Mitchell’s early relationships with her family
 - B. Mitchell’s desire to follow in her father’s footsteps
 - C. Mitchell’s desire to excel in mathematics and science
 - D. Mitchell’s family background and early education

Item Information				Option Annotations
Alignment		L.N.1.3.1		<p>Students are asked to determine the topic of the section of the passage titled “A Nantucket Childhood.” The student must use the details in the section to identify the overall subject.</p> <p>Option D is the correct answer. This section provides information about Mitchell’s parents and describes her early experiences in education in school and at home. Options A, B, and C either describe ideas too narrow to be called a topic or contain ideas not discussed in this section of the passage. Students may choose these options if they misread information in the section or misinterpret the topic.</p>
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	
5%	14%	18%	63%	

2. What is the meaning of the word proponent as it is used in the passage?
- A. supporter
 - B. member
 - C. distributor
 - D. professor

Item Information		Option Annotations			
Alignment	L.N.1.2.3	Students are asked to determine the meaning of the word “proponent.” The phrase “as it is used in the passage” cues students to use context from the passage in ascertaining this meaning. Such phrases as, “spent the rest of her working life at Vassar,” “science education for women,” “including them,” and “was considered radical,” provide this context.			
Answer Key	A				
Depth of Knowledge	2				
p-values					
A	B	C	D	Option A is the correct answer. The meaning of “proponent” is supporter. Options B, C, and D are not the correct meanings. Students may choose these options if they misinterpret the context provided from the passage.	
56%	18%	9%	17%		

3. According to the passage, why does Mitchell deserve the gold medal in honor of Tycho Brahe?
- A. for her scholastic achievements
 - B. for her discovery of a previously unknown comet
 - C. for her work with the American Association for the Advancement of Women
 - D. for her election to the American Academy of Arts and Sciences

Item Information		Option Annotations					
Alignment	L.N.1.3.1	Students are asked to determine why Mitchell deserves the gold medal in honor of Tycho Brahe. The use of the phrase “according to the passage” cues students that the correct answer can be found in the text.					
Answer Key	B						
Depth of Knowledge	1						
p-values		Option B is the correct answer. The passage states that a gold medal had been established by King Frederick VI of Denmark and was to be given to “any person who found a comet with a telescope,” and Mitchell had found a new comet in 1847. Options A, C, and D are incorrect answers. Students may choose these options if they misread or misidentify details from the passage.					
A	B					C	D
7%	78%					11%	4%

4. Which sentence from the passage is a fact?
- A. “. . . it was natural that these seafaring people would be drawn to astronomy.”
- B. “Mitchell operated her school in an innovative manner.”
- C. “After a year, Mitchell was hired to run the library on Nantucket.”
- D. “. . . it was obvious that Mitchell was the best person to head the department.”

Item Information		Option Annotations			
Alignment	L.N.2.5.1	Students are asked to determine which sentence from the passage is a fact. Students must use their knowledge of what differentiates fact from opinion in order to arrive at the correct answer. Facts can be proven to be true, whereas opinions are beliefs.			
Answer Key	C				
Depth of Knowledge	2				
p-values					
A	B	C	D	Option C is the correct answer. It can be proven that Mitchell was hired and worked at the library on Nantucket. On the other hand, options A, B, and D are all opinions since they are beliefs held by others and cannot be proven. Students may select these options if they do not understand the difference between fact and opinion.	
4%	7%	84%	5%		

5. Which statement from the passage **best** supports the author’s purpose in the section titled “Vassar Professor”?
- A. “On her return to the United States, she received a telescope purchased by American women interested in science.”
- B. “In 1861, Matthew Vassar (1792–1868) founded Vassar College . . .”
- C. “Mitchell spent the rest of her working life at Vassar . . .”
- D. “Mitchell was a member and president of the American Association for the Advancement of Women.”

Item Information				Option Annotations
Alignment		L.N.1.1.2		Students are asked to identify the statement from the passage that supports the author’s purpose in the section titled “Vassar Professor.” Students must understand how the text structure helps to inform a reader about the author’s purpose.
Answer Key		C		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option C is the correct answer. Students must successfully identify the author’s purpose as giving information about Mitchell’s work at Vassar College. Option A reflects a time period in Mitchell’s life before her appointment to Vassar College. Option B provides a fact about the founder of Vassar College, which does not relate to the author’s purpose. Option D provides a detail about Mitchell that occurred during her appointment at Vassar. However, this fact does not support the main purpose of the author in this section. Students may select these options if they do not understand the author’s purpose or misinterpret the text structure.
6%	14%	62%	17%	

6. What sentence from the passage **best** supports the generalization that Maria Mitchell was a valued member of the Vassar faculty?
- A. “In 1857, Mitchell traveled to Europe, where she visited numerous observatories and met leading scientists . . .”
- B. “She taught her students by including them in her astronomical work.”
- C. “Through this organization, she promoted the idea of women in science and medicine.”
- D. “The college trustees, however, granted her an indefinite leave of absence instead.”

Item Information				Option Annotations
Alignment		L.N.2.1.2		Students are asked to determine the statement from the passage that supports the given generalization that Maria Mitchell “was a valued member of the Vassar faculty.” Students must understand that a generalization is a broad statement that is true most of the time.
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option D is the correct answer. Mitchell wanted to retire when her health began to fail. However, the administrators at Vassar College “granted her an indefinite leave of absence.” This action shows they valued her and wanted to retain her on their faculty. Options A, B, and C show the contributions that Mitchell made to science, not how she was valued by others. Students may select these options if they misread or misinterpret the details or if they do not understand the given generalization.
14%	17%	18%	51%	

7. What is the author's purpose in writing the passage?
- A. to inform the reader about one woman's life and accomplishments as a scientist
 - B. to explain to the reader the difficulties faced by women scientists in the past
 - C. to persuade the reader to study math and astronomy in school
 - D. to describe to the reader the place where one scientist worked

Item Information				Option Annotations
Alignment		L.N.1.1.1		<p>Students are asked to determine the author's purpose in writing the passage. Students must understand and use the text structure of the passage to help them identify this purpose.</p> <p>Option A is the correct answer. This passage gives information about a woman's life and accomplishments as a scientist. Although the passage states difficulties faced by Mitchell as a woman scientist, this is given in the context of relating events of her life only; therefore, option B is incorrect. Although a reader may be influenced to study math and astronomy from reading the passage, this is not the author's intended purpose; therefore, option C is incorrect. Although Mitchell's work at Vassar is described, it is a detail and not the author's purpose; therefore, option D is incorrect. Students may select these options if they misunderstand the concept of author's purpose or misinterpret the text structure.</p>
Answer Key		A		
Depth of Knowledge		3		
p-values				
A	B	C	D	
77%	15%	4%	3%	

8. How does the style of the passage affect the tone?
- A. The use of humorous language creates an amused tone.
 - B. The use of derogatory language creates a disrespectful tone.
 - C. The use of positive language creates an admiring tone.
 - D. The use of objective language creates a speculative tone.

Item Information				Option Annotations
Alignment		L.N.2.3.5		<p>Students are asked to determine how the style of the passage affects the tone. Students must understand the concepts of style and tone as well as how they interact.</p> <p>Option C is the correct answer. The use of phrases such as “was not only the first woman astronomer,” “but also the preeminent woman scientist of the nineteenth century,” “she made rapid progress in her studies,” “by age twelve, Mitchell was assisting in this work,” “she was forced to learn on her own,” and “it was obvious that Mitchell was the best person to head the department” are all examples of positive language that praise Mitchell. Therefore, the tone can be discerned as being admiring. There is no textual support for options A, B, or D. Students may select these options if they misunderstand the concepts of style and tone or if they misinterpret the language used.</p>
Answer Key		C		
Depth of Knowledge		3		
p-values				
A	B	C	D	
4%	5%	75%	16%	

9. What is the effect of the subheadings in the passage?
- A. They compare Mitchell’s life to the lives of others.
 - B. They indicate eras in Mitchell’s life.
 - C. They emphasize Mitchell’s challenges.
 - D. They identify Mitchell’s accomplishments.

Item Information				Option Annotations
Alignment		L.N.2.4.3		<p>Students must identify the effect of the subheadings in the passage. Students must be able to discern the main topics in order to answer correctly.</p> <p>Option B is the correct answer. The subheadings “A Nantucket Childhood,” “The Comet,” and “Vassar Professor” refer to sequential time periods that were significant during Mitchell’s life. Option A is incorrect since no comparison to others is made with these subheadings. Option C is incorrect since they do not identify specific challenges. Although “The Comet” and “Vassar Professor” could be seen as accomplishments, “A Nantucket Childhood” does not reflect this statement; therefore, option D is incorrect. Students may choose these options if they misunderstand the text structure of the passage.</p>
Answer Key		B		
Depth of Knowledge		3		
p-values				
A	B	C	D	
5%	66%	7%	22%	

#10 ITEM INFORMATION

Alignment	L.N.2.1.1	Depth of Knowledge	3	Mean Score	1.69
------------------	-----------	---------------------------	---	-------------------	------

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate analysis of the early influences that prepared Maria Mitchell for her career. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of the early influences that prepared Maria Mitchell for her career. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of the early influences that prepared Maria Mitchell for her career. 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**

10. Analyze the early influences that prepared Maria Mitchell for her career. Use examples from the passage to support your analysis.

One major influence that prepared Maria Mitchell for her career was the work she did with her father as a child. When she was 12 she assisted her father at work which required her to work with stellar observations. It was because of this that she observed her first total eclipse which left a lasting impression on her life. It was this even that inspired her to continue her work with the stars. Another influence was the education that Maria had the privilege to receive. She was lucky enough to have her father's friend Cyrus Pierce take interest in her, so much so that he taught her mathematics when that was unheard of for women at this time. These influences gave her the skills and drive that she needed to carry out her career as an astronomer.

753/1000

The student has made a clear, complete, and accurate inference based on his/her analysis of a text. The student has analyzed the early influences that prepared Maria Mitchell for her career (*"the work she did with her father as a child...left a lasting impression on her life. It was this even that inspired her to continue her work with the stars. Another influence was the education that Maria had the privilege to receive...gave her the skills and drive that she needed to carry out her career as an astronomer"*). The student supports the explanation with relevant and specific information from the passage (*"When she was 12 she assisted her father at work which required her to work with stellar observations. It was because of this that she observed her first total eclipse...She was lucky enough to have her father's friend Cyrus Pierce take interest in her, so much so that he taught her mathematics when that was unheard of for women at this time"*).

STUDENT RESPONSE

RESPONSE SCORE: 2 POINTS

10. Analyze the early influences that prepared Maria Mitchell for her career. Use examples from the passage to support your analysis.

MANY PARTS OF MITCHELL'S LIFE INFLUENCED HER WANT OF BEING AN ASTRONOMER. WHEN SHE WAS YOUNG SHE FOLLOWED HER DAD AS HE WAS AN AMÉUTOR ASTRONEMER. SHE LEARNED AS MUCH AS SHE COULD WHILE AT SCHOOL. AFTER SCHOOL HER PERSONAL DESIRE FORCED HER TO STUDY AND LEARN ON HER OWN HELPING HER WITH HER CAREER. LATER SHE OPEND UP HER OWN SCHOOL WHICH WOULD GIVE THE EXPERRONCE SHE NEEDED FOR HER CAREER AT VASSAR UNIVERSITY.

The student has made a partial inference based on his/her analysis of a text. The student has analyzed the early influences that prepared Maria Mitchell for her career ("When she was young she followed her dad...She learned as much as she could...her personal desire forced her to study and learn on her own helping her with her career. Later she opend up her own school which would give the experronce she needed for her career"). The student supports the analysis with limited information from the passage ("her want of being an astronomer...he was an ameutur astronemer...she opend up her own school...career at Vassar University").

STUDENT RESPONSE**RESPONSE SCORE: 1 POINT**

10. Analyze the early influences that prepared Maria Mitchell for her career. Use examples from the passage to support your analysis.

Her fathers interest with
astronomy led her to persue it.

The student has made a minimal inference based on his/her analysis of a text. The student has analyzed the early influences that prepared Maria Mitchell for her career ("*Her fathers interest with astronomy led her to persue it*"). The student uses no information from the passage.

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

10. Analyze the early influences that prepared Maria Mitchell for her career. Use examples from the passage to support your analysis.

Early influences that prepared Maria for her career was she was a preeminent woman scientist. She discovered a comet, and she taught at Vassar College. She spent time encouraging women to enter scientific professions.

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

PASSAGE AND MULTIPLE-CHOICE ITEMS

Read the following passage. Then answer questions 11–18.

How to Write an A+ Research Paper

from A Research Guide

STEP 1. CHOOSE A TOPIC

Choose a topic which interests and challenges you. Your attitude towards the topic may well determine the amount of effort and enthusiasm you put into your research.

Focus on a limited aspect, e.g., narrow it down. Select a subject you can manage. Avoid subjects that are too technical, learned, or specialized. Avoid topics that have only a very narrow range of source materials.

STEP 2. FIND INFORMATION

Surf the Net.

For general or background information, check out useful URLs, general information online, almanacs or encyclopedias online such as *Britannica*, or *Encarta*, etc. Use search engines and other search tools as a starting point.

Pay attention to domain name extensions, e.g., .edu (educational institution), .gov (government), or .org (nonprofit organization). These sites represent institutions and tend to be more reliable, but be watchful of possible political bias in some government sites. Be selective of .com (commercial) sites. Many .com sites are excellent; however, a large number of them contain advertisements for products and nothing else. Learning how to evaluate Web sites critically and to search effectively on the Internet can help you eliminate irrelevant sites and waste less of your time.

Check out other print materials available in the library:

- Almanacs, Atlases, AV Catalogs
- Encyclopedias and Dictionaries
- Government Publications, Guides, Reports
- Magazines, Newspapers
- Vertical Files
- Yellow Pages, Zip or Postal Code and Telephone Directories

Check out online resources, Web-based information services, or special resource materials on CDs:

- Online reference materials (including databases, e.g., SIRS, ProQuest, eLibrary)
- Wall Street Executive Library
- Index to Periodicals and Newspapers (e.g., MagPortal.com, OnlineNewspapers.com)
- Answers.com—an online dictionary and encyclopedia all-in-one resource that you can install on your computer free of charge and find one-click answers quickly
- Encyclopedias (e.g., *Encarta*, *Britannica*, *Canadian Encyclopedia*)
- Magazines and Journals (e.g., *Time*, *Discover*, *National Geographic*, *Maclean's*, *Newsweek*)

- Newspapers (e.g., *Los Angeles Times*, *New York Times*, *USA Today*, *the Toronto Star*, *Vancouver Sun*)
- Social Issues
- Subject specific software (e.g., *Discovering Authors*, *Exploring Shakespeare*)

Check out public and university libraries, businesses, and government agencies, and contact knowledgeable people in your community.

Read and evaluate. Bookmark your favorite Internet sites. Print out, photocopy, and take notes on relevant information.

As you gather your resources, jot down full bibliographical information (author, title, place of publication, publisher, date of publication, page numbers, URLs, creation or modification dates on Web pages, and your date of access) on your work sheet or printout, or enter the information on your laptop or desktop computer for later retrieval. Remember that an article without bibliographical information is useless since you cannot cite its source.

STEP 3. STATE YOUR THESIS

Do some critical thinking and write your thesis statement down in one sentence. Your thesis statement is a declaration of your belief. The main portion of your paper will consist of arguments to support and defend this belief.

STEP 4. MAKE A TENTATIVE OUTLINE

The purpose of an outline is to help you think through your topic carefully and organize it logically before you start writing. A good outline is the most important step in writing a good paper. Check your outline to make sure that the points covered flow logically from one to the other. Include in your outline an INTRODUCTION, a BODY, and a CONCLUSION. Make the first outline tentative¹.

INTRODUCTION—State your thesis and the purpose of your research paper clearly. What is the chief reason you are writing the paper? State also how you plan to approach your topic. Is this a factual report, a book review, a comparison, or an analysis of a problem? Explain briefly the major points you plan to cover in your paper and why readers should be interested in your topic.

BODY—This is where you present your arguments to support your thesis statement. Remember the Rule of 3, i.e., find three supporting arguments for each position you take. Begin with a strong argument, then use a stronger one, and end with the strongest argument for your final point.

CONCLUSION—Restate or reword your thesis. Summarize your arguments. Explain why you have come to this particular conclusion.

¹ tentative—experimental

11. Read the sentence from the passage.

“Your attitude towards the topic may well determine the amount of effort and enthusiasm you put into your research.”

Based on the sentence, what conclusion can be made about how to write a research paper?

- A. Having an interesting topic will make the research paper more successful.
- B. Writing a research paper will be more pleasant if the topic is common.
- C. Learning about a topic before writing the paper is a helpful approach to research.
- D. Researching a complicated topic thoroughly will result in a superior paper.

Item Information				Option Annotations
Alignment		L.N.2.1.1		<p>Students are asked to draw a conclusion about how to write a research paper based on a given sentence. Students must be able to use the given textual evidence as support for this conclusion.</p> <p>Option A is the correct answer. From reading the given sentence from the passage, one can deduce that whatever one’s attitude is toward the research topic will affect the effort put forth on the research paper. Therefore, if one has a positive attitude toward the topic, more effort will be put into the research, which could result in the paper being of higher quality. Conversely, if one has a negative attitude toward the topic, less effort might be placed into the research, which could result in the paper being of lower quality. The topic should be of personal interest to the writer, which may be different for each person and which may not be common or popular; therefore, option B is incorrect. Options C and D do not relate to the concept of one’s attitude that is referenced in the given sentence; therefore, these are incorrect. Students may select option B if they use faulty reasoning. Students may choose options C and D if they misinterpret the given sentence.</p>
Answer Key		A		
Depth of Knowledge		2		
<i>p</i> -values				
A	B	C	D	
71%	7%	16%	6%	

12. How do the bullet points help to simplify **STEP 2** of the passage?
- A. They allow the reader to understand the number of resources that must be used.
 - B. They allow the reader to understand the order in which to select resources.
 - C. They allow the reader to learn how to find complicated resource types.
 - D. They allow the reader to easily go back and scan the types of resources.

Item Information				Option Annotations
Alignment		L.N.2.4.5		<p>Students are asked to determine how the bullet points help to simplify Step 2 in the passage. Students must understand the purpose of different text features, such as bullets.</p> <p>Option D is the correct answer. The use of the bulleted points in Step 2 allows the reader to scan the examples of resources while reading and allow the reader to find them easily again after reading. The text does not make any reference to the number of resources that should be used when writing a research paper; therefore, option A is incorrect. Numbers, not bullets, are typically used to indicate order; therefore, option B is incorrect. The bullets do not give directions for how to find different types of resources; therefore, option C is incorrect. Students may choose these options if they do not understand the use of bullets as a text feature.</p>
Answer Key		D		
Depth of Knowledge		2		
p-values				
A	B	C	D	
13%	11%	12%	64%	

13. According to the passage, what should the student do immediately before beginning the outline?
- A. Find sufficient supporting details.
 - B. Eliminate unnecessary information.
 - C. Determine the organization of the paper.
 - D. Write a defensible thesis statement.

Item Information				Option Annotations
Alignment		L.N.2.4.2		Students are asked to determine the step completed immediately before beginning the outline. The phrase “according to the passage” prompts students that the answer is within the text. Students must understand the concept of sequential order in sets of instructions.
Answer Key		D		
Depth of Knowledge		1		
p-values				
A	B	C	D	Option D is the correct answer. Step 4 is labeled as “Make a Tentative Outline.” The step immediately before this step is Step 3, “State Your Thesis.” Finding sufficient information from resources is done in Step 2; therefore, option A is incorrect. Eliminating unnecessary information is not referenced in the passage; therefore, option B is incorrect. The organization of the paper is determined while making the outline; therefore, option C is incorrect. Students may select these options if they misread the sequential instructions or if they misinterpret details in the passage.
15%	10%	16%	58%	

14. How is **STEP 3** similar to **STEP 1** of the passage?
- A. They both deal with the subject of a paper.
 - B. They both deal with defending a point of view in a paper.
 - C. They both deal with the importance of doing thorough research.
 - D. They both deal with the importance of entertaining the reader.

Item Information				Option Annotations
Alignment		L.N.2.4.2		Students are asked to determine the similarity between Steps 1 and 3 in the passage. Students must understand how to analyze the sequence of events in a list of directions as well as how to compare broad concepts to find what they have in common.
Answer Key		A		
Depth of Knowledge		3		
p-values				Option A is the correct answer. Step 1 asks readers to choose a topic that interests them. Step 3 asks readers to state a thesis, a “declaration of your belief.” Both of these steps relate to a particular subject. Although Step 3 involves taking a particular point of view, it does not involve defending this point of view, and Step 1 does not relate to this statement at all. Therefore, option B is incorrect. It is Step 2 that involves doing thorough research, not Step 1; therefore, option C is incorrect. The process of writing a research paper does not relate to entertaining the reader; therefore, option D is incorrect. Students may select these options if they do not understand the concept of comparison or if they misinterpret information contained in the instructions.
A	B	C	D	
66%	16%	12%	5%	

15. What is the effect of the use of all-capital words beneath **STEP 4**?
- A. They emphasize to the reader the importance of organizing the materials.
 - B. They emphasize to the reader that this method of organization is optional.
 - C. They emphasize to the reader the distinct parts of an outline.
 - D. They emphasize to the reader the style to use in an outline.

Item Information				Option Annotations
Alignment		L.N.2.4.3		<p>Students are asked to determine the use of all-capital words beneath Step 4 in the passage. Students must understand the purpose of different text features.</p> <p>Option C is the correct answer. The words “introduction,” “body,” and “conclusion” are written in capital letters to emphasize visually for the readers the distinct parts of an outline. The use of all capital words does not relate to organizing materials, but rather to organizing the sections of writing; therefore, option A is incorrect. This text feature does not relate to the parts of an outline being required or optional; therefore, option B is incorrect. The use of all capital words is not used to direct the readers to what concrete style to use in their outline; therefore, option D is incorrect. Students may select these options if they misunderstand the function of this text feature.</p>
Answer Key		C		
Depth of Knowledge		2		
p-values				
A	B	C	D	
30%	4%	58%	8%	

16. Based on information in the passage, how does the stating of a thesis relate to being able to write a high quality research paper?
- A. It will help the writer locate better sources in the library.
 - B. It will help the writer focus the argument behind a single belief.
 - C. It will help the writer obtain bibliographical information to be cited.
 - D. It will help the writer choose a highly specialized topic.

Item Information				Option Annotations
Alignment		L.N.1.3.3		Students are asked to determine how the stating of a thesis relates to being able to write a high quality research paper. The use of the phrase “based on information in the passage” prompts students to use the context from the passage to discern this relationship.
Answer Key		B		
Depth of Knowledge		2		
p-values				
A	B	C	D	Option B is the correct answer. Step 3 of the passage states that the “main portion of your paper will consist of arguments to support and defend this belief.” This belief refers to the thesis statement that the writer has formed. The stating of a thesis relayed in Step 3 does not relate to being able to locate better sources in the library; therefore, option A is incorrect. The stating of a thesis does not relate to obtaining bibliographical information; therefore, option C is incorrect. Stating a thesis does not relate to choosing a topic; therefore, option D is incorrect. Students may select these options if they misinterpret the connection between ideas.
7%	73%	9%	10%	

17. Which sentence from the passage **best** supports the idea that statements in a paper must be accompanied with documented proof?
- A. “Avoid subjects that are too technical, learned, or specialized.”
 - B. “Print out, photocopy, and take notes on relevant information.”
 - C. “Remember that an article without bibliographical information is useless since you cannot cite its source.”
 - D. “The main portion of your paper will consist of arguments to support and defend this belief.”

Item Information		Option Annotations			
Alignment	L.N.1.3.1	Students are asked to determine the textual evidence that best supports the given idea that statements made in a research paper must be accompanied with documented proof. Students must understand how to differentiate between those details that support a given idea and those that do not.			
Answer Key	C				
Depth of Knowledge	2				
p-values					
A	B	C	D	Option C is the correct answer. The passage emphasizes the importance of recording bibliographical information as sources are gathered. The “documented proof” refers to bibliographical information of sources and are incorrect. Students may select these options if they misread details from the passage or if they cannot deduct statements that support a given main idea.	
8%	14%	66%	11%		

#18 ITEM INFORMATION

Alignment	L.N.2.4.5	Depth of Knowledge	3	Mean Score	1.41
------------------	-----------	---------------------------	---	-------------------	------

ITEM-SPECIFIC SCORING GUIDELINE

Score	Description
3	The response is a clear, complete, and accurate analysis of how the addition of graphics could be useful to readers of the passage. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the addition of graphics could be useful to readers 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 addition of graphics could be useful to readers 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.

STUDENT RESPONSE

RESPONSE SCORE: 3 POINTS

18. Analyze how the addition of graphics could be useful to readers of the passage. Use examples from the passage to support your analysis.

FOR MANY PEOPLE, ESPECIALLY YOUNG AGED STUDENTS, UNDERSTANDING DIRECTIONS IS NOT AN EASY TASK. BY READING THE PASSAGE, ONE CAN UNDERSTAND WHAT THEY MUST DO, BUT MOST LIKELY NOT HOW IT IS DONE. BY ADDING GRAPHICS TO THE PASSAGE, IT WOULD BE EASIER TO UNDERSTAND HOW ONE CAN DO THINGS. IN THE PASSAGE IT STATED THAT "AN ARTICLE WITHOUT BIBLIOGRAPHICAL INFORMATION IS USELESS." IF ONE DOES NOT KNOW HOW TO CITE AN ARTICLE OR BOOK, THEY MAY BE CONFUSED. IF THE PASSAGE HAD AN EXAMPLE OF A BIBLIOGRAPHY, IT WOULD MAKE MUCH MORE SENCE TO THE READER. ALSO, IF THE AUTHOR GAVE AN EXAMPLE OUTLINE OF A PAPER, THE READER WOULD HAVE A MUCH GREATER INTERPRETATION OF THE INFORMATION STATED IN THE PASSAGE.

The student has given a clear, complete, and accurate analysis of how graphics and charts clarify and/or simplify complex informational text. The student has analyzed how the addition of graphics could be useful to readers of the passage ("For many people, especially young aged students, understanding directions is not an easy task. By reading the passage, one can understand what they must do, but most likely not how it is done. By adding graphics to the passage, it would be easier to understand how one can do things.") The student supports the explanation with relevant and specific information from the passage ("'An article without bibliographical information is useless.' If one does not know how to cite an article or book, they may be confused. If the passage had an example of a bibliography, it would make much more sence... if the author gave an example outline of a paper, the reader would have a much greater interpretation").

STUDENT RESPONSE**RESPONSE SCORE: 2 POINTS**

18. Analyze how the addition of graphics could be useful to readers of the passage. Use examples from the passage to support your analysis.

The addition of graphics could be extremely helpful to readers because it will give us a visual image of what to expect. If one does not know what a bibliography page looks like, and there are just directions, a person will not be sure if there is right or not. Graphics help readers better understand what the steps are telling us , and the end result of what it should look like.

382/1000

The student has given a partial analysis of how graphics and charts clarify and/or simplify complex informational text (“because it will give us a visual image of what to expect... Graphics help readers better understand what the steps are telling us , and the end result of what it should look like”). The student supports the analysis with limited information from the passage (“If one does not know what a bibliography page looks like, and there are just directions, a person will not be sure if there is right or not”).

STUDENT RESPONSE**RESPONSE SCORE: 1 POINT**

18. Analyze how the addition of graphics could be useful to readers of the passage. Use examples from the passage to support your analysis.

The use of graphics could be useful because then the reader gets a visual of what the passage is about. It also help explain thing better too. It also just bring life to the passage.

187/1000

The student has given a minimal analysis of how graphics and charts clarify and/or simplify complex informational text (“because then the reader gets a visual of what the passage is about”). The student uses no information from the passage.

STUDENT RESPONSE**RESPONSE SCORE: 0 POINTS**

18. Analyze how the addition of graphics could be useful to readers of the passage. Use examples from the passage to support your analysis.

You must follow the steps in order from step 1 to step 4 to research your paper correctly and get a good grade.

First you got to clarify your topic on what you are doing. Next, if you surf the net, you need to find a general background of information, you also can use almanacs and encyclopedias online to get you on a roll, and you must pay attention to domain names, because these are sites to be more reliable, but you must be very careful because some of these sites are for the government. Then you would do some critical thinking and then you must write your thesis statement down in one sentence. Finally, the purpose of the outline is to help you think through your topic carefully and to organize it logically.

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.1.3.1	D	2	5%	14%	18%	63%
2	L.N.1.2.3	A	2	56%	18%	9%	17%
3	L.N.1.3.1	B	1	7%	78%	11%	4%
4	L.N.2.5.1	C	2	4%	7%	84%	5%
5	L.N.1.1.2	C	2	6%	14%	62%	17%
6	L.N.2.1.2	D	2	14%	17%	18%	51%
7	L.N.1.1.1	A	3	77%	15%	4%	3%
8	L.N.2.3.5	C	3	4%	5%	75%	16%
9	L.N.2.4.3	B	3	5%	66%	7%	22%
11	L.N.2.1.1	A	2	71%	7%	16%	6%
12	L.N.2.4.5	D	2	13%	11%	12%	64%
13	L.N.2.4.2	D	1	15%	10%	16%	58%
14	L.N.2.4.2	A	3	66%	16%	12%	5%
15	L.N.2.4.3	C	2	30%	4%	58%	8%
16	L.N.1.3.3	B	2	7%	73%	9%	10%
17	L.N.1.3.1	C	2	8%	14%	66%	11%

CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	L.N.2.1.1	3	3	1.69
18	L.N.2.4.5	3	3	1.41



**THIS PAGE IS
INTENTIONALLY BLANK.**



ACKNOWLEDGEMENTS

“Maria Mitchell” by Ellen Bailey. Copyright © 2006 by Ellen Bailey. Reprinted with permission of Great Neck Publishing.

“How to Write an A+ Research Paper” from www.aresearchguide.com. © 1998–2014.

KEYSTONE EXAMS
LITERATURE

ITEM AND SCORING SAMPLER 2014

Copyright © 2014 by the Pennsylvania Department of Education. The materials contained in this publication may be duplicated by Pennsylvania educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.
