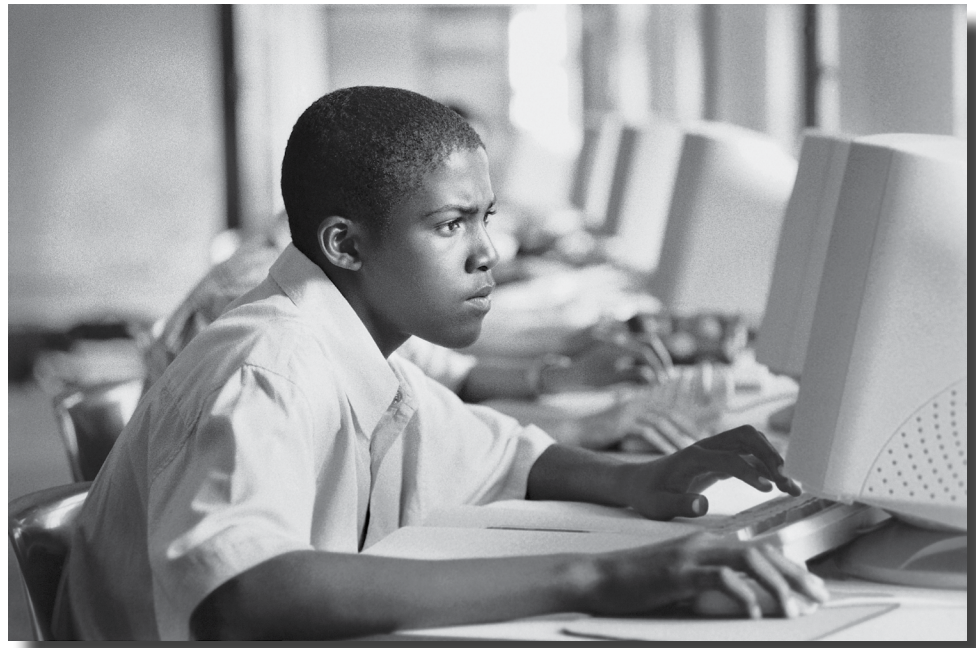




pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2017–2018
Grade 7

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INTRODUCTION

General Introduction

The Pennsylvania Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include Academic Standards, Assessment Anchor documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing local instructional programs. It can also be useful in preparing students for the statewide assessment.

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

Pennsylvania Core Standards (PCS)

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

The 2013 PCS-aligned Assessment Anchor and Eligible Content documents are posted on this portal:

- www.education.pa.gov [Hover over “K–12,” select “Assessment and Accountability,” and select “Pennsylvania System of School Assessment (PSSA).” Then select “Assessment Anchors/Eligible Content” on the right side of the screen.]

Change in Test Design

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2016–2017 school year. The writing prompt in this sampler is provided as an instructional resource. The writing prompt and all resources for the writing prompt in this item sampler are for instructional purposes. The 2018 ELA PSSA test will not include a mode-specific writing prompt.

What Is Included

This sampler contains stimulus reading passages with test questions, standalone questions, and mode-specific writing prompts that have been written to align to the Assessment Anchors that are based on the Pennsylvania Core Standards. The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

Purpose and Uses

The items in this sampler may be used 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 test questions in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

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

Item Format and Scoring Guidelines

The 2016–2017 PCS-based PSSA has multiple types of test questions. For grade 7, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, Text-Dependent Analysis (TDA) prompts, and mode-specific Writing Prompts (WP).

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

Evidence-Based Selected Response: Each two-part EBSR question is designed to elicit an evidence-based response from a student who has read either a Literature or an Informational Text passage. In Part One, which is a multiple-choice question, the student analyzes a passage and chooses the best answer from four answer choices. In Part Two, the student utilizes evidence from the passage to select one or more answers based on his or her response to Part One. Part Two is different from a multiple-choice question in that there may be more than four answer options and more than one correct answer. Each EBSR test question is worth either two or three points, and students can receive partial credit for providing a correct response to Part One or for providing one or more correct responses in Part Two.

Text-Dependent Analysis Prompt: Unlike a writing prompt, the TDA prompt is a text-dependent analysis prompt based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5,000 characters in the online format. Both Literature and Informational Texts are addressed through this item type. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. The demand required of a student’s reading and writing skills in response to a TDA prompt coincides with the similar demands required for a student to be college and career ready. The TDA response is scored using a holistic scoring guideline on a 1–4-point scale.

Writing Prompt: Each of this type of test question includes an extended response space in which the student composes an answer based on a provided prompt. There are two response pages in the paper-and-pencil format and up to 3,000 characters in the online format. A writing prompt is based on a specific mode of writing and may ask the student to write an argumentative essay, an informative/explanatory essay, or a narrative essay. Each writing prompt is scored on a 1–4-point scale using a holistic, mode-specific scoring guideline. In this sampler, examples of student responses representing each score point can be combined with the mode-specific scoring guideline to form a practical scoring guide.

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

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

Refusal – Refusal to respond to the task

Non-scorable – In a language other than English, incoherent, illegible, insufficient, unrelated to the passage (for TDAs), or consisting solely or almost solely of text copied from the passage (for TDAs)

Off Topic – Makes no reference to the item or passage but is not an intentional refusal

Copied – Consists of text copied from the item and/or test directions

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

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

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


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

English Language Arts Grade 7

This English Language Arts Sampler is composed of 2 passages, 6 passage-based multiple-choice questions, 2 evidence-based selected-response questions, a text-dependent analysis prompt, 4 standalone multiple-choice questions, and a mode-specific writing prompt.

There are 2 passages in this booklet. The first passage is followed by a set of passage-based multiple-choice questions and two evidence-based selected-response questions. The second passage is followed by a text-dependent analysis prompt. This booklet also contains 4 standalone multiple-choice questions and a mode-specific writing prompt.

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

The PCS-based PSSA may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of text-dependent analysis prompt responses and mode-specific writing prompt responses in both formats. A sample online response is noted by the symbol .

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS**Directions:**

On the following pages are the Reading passages and questions.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

Directions for Evidence-Based Selected-Response Questions:

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

For the evidence-based selected-response questions:

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

Directions for Text-Dependent Analysis (TDA) Prompts:

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

For the TDA Essay:

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

PASSAGE 1

Read the following passage about a farmer in the Netherlands, where farmland has been recaptured from swampland. Then answer questions 1–8.

The Farm That Ran Away and Came Back

by William Elliot Griffis

There was once a Dutchman who lived in the province called Drenthe. Because there was a row of little trees on his farm, his name was Ryer Van Boompjes: that is, Ryer of the Little Trees. After a while, he moved to the shore of the Zuyder Zee and into Overijssel. Overijssel means over the IJssel River. There he bought a new farm, near the village of Blokzyl. By dyking and pumping¹, certain wise men had changed ten acres of sand and heath into pasture and land for plowing. They surrounded it on three sides with canals. The fourth side fronted on the Zuyder Zee. Then they advertised, in glowing language, the merits of the new land, and Ryer Van Boompjes bought it and paid for his real estate. He was as proud as a popinjay of his island, and he ruled over it like a czar or a kaiser.

A few years before, Ryer had married. At this date, when our story begins, he had four blooming, but old-fashioned, children, who had good appetites. They could eat cabbage and potatoes, rye bread and cheese, by the half peck, and drink buttermilk by the quart. In addition, Ryer owned four horses, six cows, two dogs, some roosters and hens, a flock of geese, two dozen ducks, and a donkey.

Yet although Ryer was rich, as wealth is reckoned in Drenthe, whence he had come, he was greedy for more. He skimmed the food of his animals. So much did he do this that his neighbors declared that they had seen him put green spectacles on his cows and the donkey. Then he mixed straws and shavings with the hay to make the animals think they were eating fresh grass.

When he plowed, he drove his horses close to the fenland edge next to the water, so as to make use of every half inch of land. When sometimes bits of fenland from his neighbors' farms got loose and floated on the water, Ryer felt he was in luck. He would go out at night, grapple the boggy stuff, and fasten it to his own land.

After this had happened several times and Ryer had added a half acre to his holdings, his greed possessed him. Whenever he saw, or heard of, a floating bit of territory, he rowed his boat after it by night. Before morning, he would have the bog attached to his own farm.

All this time, he hardly realized that his ill-gotten property, now increased to twelve acres or more, was itself a very shaky bit of real estate.

About this time, heavy rains fell for many days and without ceasing, until all the region was reduced to pulp and the country seemed afloat. The dykes appeared ready to burst.

¹ dyking and pumping—creating a dam by moving water from one location to another

Yet none of this impending trouble worried Ryer, whose greed grew by what it fed upon. In fact, the first day the sun shone again, quickly drying up parts of his farm, he had two horses harnessed up for work. Then he drove them so near the edge of the ditch that plough, man, and horses tumbled, and down they went, into the shiny mess of mud and water.

At this moment also, the water from below the bottom of the Zuyder Zee welled up in a great wave, like a mushroom, and the whole of Ryer's soggy estate was on the point of breaking loose and seemed ready to float away.

The stingy fellow, as he fell overboard, bumped his head so hard on the plough beam that he lay senseless for a half hour. Pete, his stout son, who was not far away and had seen the tumble, ran to the house, launched a boat, and rowed quickly to the spot where he had last seen his father. Grabbing his father by the collar, he hauled him into the boat.

All this, however, took a long time, even an hour or more. When his father was able to sit up and talk, Pete started to row back to the little wharf in front of his home.

But where was it—the farm with the house and fields? Whither had they gone? Ryer was too mystified to get his bearings, but Pete knew the points of the compass. Yet his father's farm was not there. He looked at the shore of Overijssel, which he had left. It looked as if a giant, as big as the world itself, had bitten out a piece of land and swallowed it down. Dumbfounded, father and son looked, the one at the other, but said nothing, for there was nothing to say.

Meanwhile, what had become of the mother with the children? These good people soon saw that they were floating off somewhere. The mainland was every moment receding farther into the distance. In fact, the farm was moving from Overijssel northward toward Friesland. One by one, the church spires of the village nearby faded from sight.

But when the wind changed from south to west, they seemed as if on a ship with sails set and to be making due west for North Holland. The younger children, so far from being afraid, clapped their hands in glee. They thought it great fun to ferry across the big water, which they had so long seen before their eyes.

As for the floating farm, the cows could not understand it. They moored piteously, while the donkey brayed loudly. At night, and day after day, no one could attend properly to the animals, to see that they were fed and given water. One always sees a big tub in the middle of a Dutch pasture field. Neither ducks nor geese nor chickens minded it in the least, but the thirsty cattle and horses, at the end of the first day, had drunk the tub dry.

Occasionally this errant farm, that had thus broken loose, passed by fishermen, who wondered at so much land thus adrift. Yet they feared to hail and go on board, lest the owners might think them intruding. Others thought it none of their business, supposing some fellow was using his farm as a ship to move his lands, goods, and household and thus save expense. In some of the villages, the runaway farm was descried from the tops of the church towers. Then, it furnished a subject for chat and gossip, during three days, to the women as they milked the cows or knitted stockings. To the men, also, while they drank their coffee, it was a lively topic.

“There were real people on it and a house and stables,” said the sexton² of a church.

² sexton—an official of the church

At last, after several days and when Ryer and his son were nearly finished with fatigue and fright in trying to row their boat to catch up with the runaway farm, they finally reached a village across the Zuyder Zee in North Holland where rye bread and turnips satisfied their hunger and they had waffles for dessert. Their small change went quickly, and then the two men were at their wit's end to know what further to do.

Happily, however, in drifting within sight of the village of Oosterbeek, the mother and the children noticed that the east wind was freshening. Soon they descried the tops of the church towers of North Holland. The smell of cows and cheese and burning peat fires from the chimneys made both animals and human beings happy as the wind blew the island westward to the village.

Curiously enough, this was the very place at which, by hard rowing, Ryer and Pete had also arrived. Father and son were sitting in the hotel parlor, with their eyes down on the sandy floor, wondering how they were to pay for their next sandwich and coffee, for their money was all gone.

At that moment, a small boy clattered over the bricks in his klomps³. Half out of breath, he announced the coming, afloat, of what looked like a combination of farm and menagerie. A house, a woman, some girls, a dog, a cat, and a stork were on it and afloat.

At once, Ryer, still stiff from his long, cold bath, hobbled out, and Pete ran before him. Yes, it was mother, the children, and all the animals!

A whole convoy of boys, fishermen, and farmers volunteered to go out and tow the runaway farm to the village wharf. They succeeded in grappling the float and held it fast by ropes tied to a horse post.

As for the Van Boompjeses, in order to save a landlord's bill for beds, they slept in their house on board the farm.

Suddenly, and as straight as if steered by a skilled pilot, the Van Boompjes' farm, now an accomplished traveler after its many adventures, shot into its old place. This took place with such violence that Ryer Van Boompjes and his wife were both thrown out of bed. The cows were knocked over in the stable. The dog barked. One old rooster, jostled off his perch, set up a tremendous crowing that brought some of the early risers out to rub their eyes and see what was going on.

In fact, the Van Boompjes' real estate was snugly fitted once more to the mainland and again in the niche it had left. It had struck so hard that a ridge of raised sod five inches high marked the place of junction.

From that day forth the conscience of Van Boompjes returned, and he actually became an honest man. He sawed off, from time to time, portions of his big farm, and returned them home, with money paid as interest, to the owners.

On the farm, all the animals, from duck to stork and from dog to ox, now led happier lives. In the family, all declared that the behavior of the farm and the wind of the Zuyder Zee had combined to make a new man and a delightful father of Ryer Van Boompjes.

³ klomps—a type of shoe

Multiple-Choice Questions

1. Read the sentences from the passage.

“When he plowed, he drove his horses close to the fenland edge next to the water, so as to make use of every half inch of land.”

“All this time, he hardly realized that his ill-gotten property, now increased to twelve acres or more, was itself a very shaky bit of real estate.”

Which conclusion is **best** supported by the sentences?

- A. Ryer believes that trying new methods will make working on the farm easier.
- B. Ryer is too busy with chores on the farm to pay attention to other events.
- C. Ryer is too consumed by the desire to expand the farm to notice signs of danger.
- D. Ryer believes that the farm will become more stable as its size increases.

Item Information	
Alignment	A-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	12%
p-value B	11%
p-value C	62% (correct answer)
p-value D	15%
Option Annotations	The student is asked to choose the conclusion that is best supported by the given sentences. Option C is the correct answer since the given sentences show that Ryer is reckless in his desire to make his farm bigger. Options A and B are not correct since there is no textual support for these conclusions. Even though the size of Ryer’s farm does increase, option D is not correct since it states a false conclusion that shows a misinterpretation of the given sentences.

2. Read the sentence from the passage.

“About this time, heavy rains fell for many days and without ceasing, until all the region was reduced to pulp and the country seemed afloat.”

How does the description of the storm’s effects **most** contribute to the development of the plot?

- A. The description foreshadows the fate of Ryer’s property.
- B. The description foreshadows the path of Ryer’s journey.
- C. The description explains why Ryer falls into the water.
- D. The description explains why Ryer is able to acquire land.

Item Information	
Alignment	A-K.1.1.3
Answer Key	A
Depth of Knowledge	2
p-value A	56% (correct answer)
p-value B	23%
p-value C	12%
p-value D	9%
Option Annotations	The student is asked to analyze how the description of the storm’s effects contributes to the development of the plot. Option A is the correct answer because the use of the words “country seemed afloat” foreshadows how Ryer’s property will be washed away. Option B is not correct since there is nothing in the given sentence to suggest the path of Ryer’s journey. Option C is not correct; although Ryer does fall into the water, the given sentence does not explain how he does so. Option D is not correct; although Ryer was able to acquire land by adding pieces from his neighbors’ properties, these actions occur before the heavy rains come in the passage.

3. Read the sentences from the passage.

“The dykes appeared ready to burst.”

“Yet none of this impending trouble worried Ryer, whose greed grew by what it fed upon.”

What is the meaning of the word impending as it is used in the sentence?

- A. about to occur
- B. easy to prevent
- C. slow to develop
- D. strange to behold

Item Information	
Alignment	A-V.4.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	66% (correct answer)
p-value B	12%
p-value C	13%
p-value D	9%
Option Annotations	The student is asked to use context clues to determine the meaning of the word “impending.” Option A is the correct answer. The phrase “ready to burst” helps the reader to conclude that “impending” means “about to occur.” Options B, C, and D are not correct, and the context provided does not support these meanings.

4. Read the sentence from the passage.

“The mainland was every moment receding farther into the distance.”

What does the word receding mean as it is used in the sentence?

- A. blocking access
- B. decreasing speed
- C. moving away
- D. reaching up

Item Information	
Alignment	A-V.4.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	5%
p-value B	7%
p-value C	79% (correct answer)
p-value D	9%
Option Annotations	The student is asked to use context clues to determine the meaning of the word “receding.” Option C is the correct answer. The phrase “farther into the distance” helps the reader to infer that the meaning of “receding” is “moving away.” Options A, B, and D are not correct, and the context provided in the given sentence does not support these meanings.

5. Read the sentence from the passage.

“. . . the Van Boompjes’ farm, now an accomplished traveler after its many adventures, shot into its old place.”

How is the metaphor being used in the sentence?

- A. to show that the farm is a cause of the Van Boompjes’ problems
- B. to emphasize the length of time the farm has been floating on water
- C. to highlight the physical condition of the farm after floating on water
- D. to reveal that the farm is an important part of the Van Boompjes’ lives

Item Information	
Alignment	A-V.4.1.2
Answer Key	B
Depth of Knowledge	2
p-value A	15%
p-value B	44% (correct answer)
p-value C	17%
p-value D	24%
Option Annotations	The student is asked to interpret how the metaphor “an accomplished traveler” is being used in the given sentence. Option B is the correct answer. The words “accomplished” and “after its many adventures” suggest that the farm knew exactly where to go to attach itself to the adjacent land. Therefore, it is suggested that the farm had experience and had been floating on water for a great amount of time and was eager to get home. Option A is not correct; even though it may be somewhat true, the given metaphor does not support this inference. Options C and D are not correct since they do not make sense with the given metaphor and are not supported by textual evidence.

Evidence-Based Selected-Response Questions

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

Part One

How does Pete's point of view differ from Ryer's point of view?

- A. Pete is less patient.
- B. Pete is less sympathetic.
- C. Pete is more sensible.
- D. Pete is more optimistic.

Part Two

Which sentences from the passage support the answer in Part One? Choose **two** answers.

- A. "Pete, his stout son, who was not far away and had seen the tumble, ran to the house, launched a boat and rowed quickly to the spot where he had last seen his father."
- B. "Ryer was too mystified to get his bearings, but Pete knew the points of the compass."
- C. "Father and son were sitting in the hotel parlor, with their eyes down on the sandy floor, wondering how they were to pay for their next sandwich and coffee, for their money was all gone."
- D. "At once, Ryer, still stiff from his long, cold bath, hobbled out, and Pete ran before him."

Item Information	
Alignment	A-C.2.1.1
Answer Key: Part One	C
Answer Key: Part Two	A, B
Depth of Knowledge	3
Mean Score	1.21
Option Annotations	<p>The student is asked to analyze how Pete’s point of view differs from Ryer’s point of view and to then select two sentences from the passage that support that analysis.</p> <p>Part One: Option C is the correct answer. Pete’s actions show that he has common sense and can solve problems quickly. Options A, B, and D are not reasonable inferences since there is no text support for these options within the passage.</p> <p>Part Two: Options A and B are the correct answers because they show that Pete is able to react to problems quickly and make good decisions. By rowing to the spot where he had seen his father, Pete shows good problem-solving skills; knowing how to use a compass shows that Pete has real-world practical sense. Options C and D do not relate to Pete being more sensible than this father.</p>

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

Part One

Which statement **best** describes the role of the setting in the passage?

- A. The setting emphasizes the absurdity of the conflict.
- B. The setting highlights the heroism of the main character.
- C. The setting creates doubt that the conflict will be resolved.
- D. The setting reveals the distinct personalities of the characters.

Part Two

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

- A. “There was once a Dutchman who lived in the province called Drenthe.”
- B. “When his father was able to sit up and talk, Pete started to row back to the little wharf in front of his home.”
- C. “A house, a woman, some girls, a dog, a cat, and a stork were on it and afloat.”
- D. “On the farm, all the animals, from duck to stork and from dog to ox, now led happier lives.”

Item Information	
Alignment	A-K.1.1.3
Answer Key: Part One	A
Answer Key: Part Two	C
Depth of Knowledge	3
Mean Score	0.34
Option Annotations	<p>The student is asked to analyze the role of the setting in the passage and then to select one sentence from the passage that supports that analysis.</p> <p>Part One: Option A is the correct answer since the setting, a farm that floats away with a house and animals, seems absurd; therefore, the silliness of the actual setting relates to the silliness of the farm floating away. Option B is not correct since there is nothing majestic or dignified about the setting that would highlight the heroism of Ryer. Options C and D are not correct since the setting does not relate to doubt or to the distinct personalities of the characters.</p> <p>Part Two: Option C is the correct answer. The sentence allows the reader to visualize the silliness of the setting. Options A, B, and D do not support the correct answer in Part One since they do not represent the most absurd aspects of the setting.</p>

Multiple-Choice Question

8. Which sentence from the passage **best** illustrates the theme that people can learn from their mistakes?
- A. “Yet although Ryer was rich, as wealth is reckoned in Drenthe, whence he had come, he was greedy for more.”
 - B. “The stingy fellow, as he fell overboard, bumped his head so hard on the plough beam that he lay senseless for a half hour.”
 - C. “As for the Van Boompjeses, in order to save a landlord’s bill for beds, they slept in their house on board the farm.”
 - D. “He sawed off, from time to time, portions of his big farm, and returned them home, with money paid as interest, to the owners.”

Item Information	
Alignment	A-K.1.1.2
Answer Key	D
Depth of Knowledge	3
p-value A	18%
p-value B	13%
p-value C	14%
p-value D	55% (correct answer)
Option Annotations	The student is asked to infer which sentence from the passage best illustrates the theme that people can learn from their mistakes. Option D is the correct answer because it shows that Ryer learns to change his greedy ways, given his decision to return the land he had taken and pay his neighbors for his actions. Although option A shows that Ryer was greedy, it does not explain how he learned from this mistake. Option B is incorrect since it does not relate to people learning from their mistakes. Option C is incorrect; although the family is able to problem solve how to save money on hotel expenses, this sentence does not show how they learn from a mistake.

PASSAGE 2

Read the following passage about a unique art project. Then answer question 9.

Sowing Community

by Kim Palmer

A lot has changed in the 10 weeks since the Schoenherr family allowed a crew to tear up their entire front lawn in Woodbury and replace it with edible plants.

Instead of a flat expanse of turf grass, the family's front yard is now mounded and thick with growing cabbages, tomatoes, salad greens, peppers, herbs, and fruit—"over 100 crops in all, if you include different colors," said John Schoenherr.

"My favorite thing is the purple cauliflower," said his wife, Catherine. "We knew it was cauliflower. We didn't know it was purple. We don't know all the plants—we're waiting for them to reveal themselves."

A lot of mystery edibles have sprouted in the Schoenherrs' yard since the crew, led by California artist Fritz Haeg, transformed it into Edible Estate #15.

The garden is part of Haeg's residency at the Walker Art Center, which is kicking off a related exhibit, including the premiere of a video about the Schoenherrs' landscape makeover.

Haeg's worldwide project involves creating prototype gardens that put "visible food production" in residential communities to shift perceptions about what constitutes an attractive, acceptable front yard. While traditional suburban lawns hog resources while contributing little, edible landscapes not only produce food but also promote human interaction, according to Haeg.

Both food and connections appear to be flourishing now at the Schoenherrs'. When the family is truly stumped about something that's growing in their front yard, they ask Anna Bierbrauer, a local landscape architect who is serving as their coach during this growing season.

For now, they're busy making salsas and pestos. John has experimented with juicing. And they're tossing salads. Many, many salads. "We're eating a lot more lettuce," said Catherine, plus giving away bag after bag to friends and acquaintances. Still, the greens keep coming. "I don't want another salad for a while," she admitted.

The Schoenherrs' abundance has intensified their interaction with their landscape and with their neighborhood. Now they're spending a lot more time in their front yard, and so are their neighbors.

Catherine has organized Wednesday "gardening nights" so neighbors can gather, pull a few weeds, and help themselves to produce. "Some people feel very welcome cutting things; others I need to bribe," she said with a laugh.

They hosted a pizza party on Father's Day. Catherine also hopes to host a "sauerkraut-making party" later in the growing season. "We're going to have a ton of cabbage," she said.

Kids who attend the home-based child-care facility across the street regularly visit the “Children’s Garden,” a cozy plot tucked into the corner of the Schoenherrs’ front yard. (One little boy became so enamored of picking fresh produce that he went home and tried to eat his parents’ hostas.)

The Schoenherrs’ own two children, both young adults, no longer live at home but spend a lot of time in their parents’ garden.

Son Aaron, who helped his dad build their trellis and lashing for their hops plants, stops by routinely. “I’ve been here every weekend, a couple Wednesdays, and a couple random days,” he said.

His sister, Andrea, also is a regular visitor. “My job has been eating,” she said. “And blogging.” (She chronicles the family’s garden journey.)

“There are so many people helping that it doesn’t feel overwhelming,” Catherine said. “If I had to do it myself, it would not be good.”

But so far, tending the massive garden hasn’t been as labor-intensive as one might expect. “We’re starting to get more weeds, but we’re still spending less time weeding than we did last year,” John said. “This was clean dirt.”

And vegetables are planted close together, giving weeds little room to grow, Bierbrauer noted.

She’s been struck by the family’s enthusiastic commitment to their new landscape. “The most amazing thing is how much the Schoenherrs have embraced it, their willingness to take it on and to learn,” she said. “There’s never a moment of intimidation.”

Catherine finds she spends more time chatting with neighbors, less time getting things done. “I’ve always been punctual. Now I come out, I’m visiting, and I have to say, ‘I gotta go.’ But that’s the life I want,” she said. “We always had a close neighborhood, but neighbors I didn’t know as well, I know better now.”

The 9-year-old girl who lives across the street is now a frequent garden helper—and consumer. “She’s trying things she wouldn’t eat before,” Catherine said.

Another neighbor is planning to install her own edible landscape next year. “I can’t even begin to understand what effect this is having on everybody,” Catherine said. “I think it’s the start of a really good thing.”

Text-Dependent Analysis Prompt

9. The passage “Sowing Community” focuses on a family’s participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

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

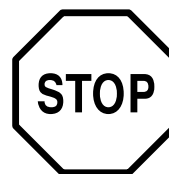
FOCUS while you write

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

PROOFREAD after you write

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

After you have checked your work, close your answer booklet and test booklet so your teacher will know you are finished.



Text-Dependent Analysis Scoring Guideline

#9 Item Information

Alignment	E.1.1	Depth of Knowledge	3	Mean Score	1.71
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Assessment Anchor:

E07.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E07.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score	Description
4	<ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score	Description
2	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

STUDENT RESPONSE

Response Score: 4 points



9. The passage “Sowing Community” focuses on a family’s participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

When the Schoenherr family decided to turn their front yard into a garden, they changed their lives. That garden had three very good effects on the neighborhood. With its combined healthy choice, appealing colors, and human interaction, the garden would prove to be a very successful decision.

The best thing about the garden is that it’s an abundant, healthy choice, all there for the taking. They’re tossing “many, many salads”, and Catherine Schoenherr herself even says “We’re eating a lot more lettuce”. Because of all the greens that are growing, Catherine, her family, and even the entire neighborhood all have a healthy choice in their lives. The garden will help them stay fit when they need to the most. To summarize, the garden provides a way to stay fit, and be healthy during times when you need it most.

Another way that the garden has been a success is that it has made the family’s front yard more appealing. Because of all the different colors of the Schoenherr’s plants, the garden looks like a thriving rainbow. John says that there is “over 100 crops in all if you include different colors”. Also, because of the many colors in the garden, people are tempted to try things they’ve never tasted or even seen before.

One of the biggest reasons the garden was a good idea is that it brought people together. It raised questions and conversations with neighbors, and probably started some friendships. They host things for the neighborhood like “gardening nights” and “pizza parties”. John’s wife, Catherine, “also hopes to host a sauerkraut making party”. This garden has allowed human interaction, something thought to be lost in the world of technology that we live in.

In conclusion, the healthy element, appealing colors, and human interaction made this garden something amazing. The whole neighborhood is aglow with the frenzy of gardening that has touched the hearts of their friends and family.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong; the response has an introduction, development, and conclusion that identify the effects the garden has had on the neighborhood (*healthy choice, appealing colors, and human interaction*). Each of these ideas is well developed with thorough analysis (*entire neighborhood all have a healthy choice . . . stay fit, made the family’s front yard more appealing, it brought people together . . . started some friendships, allowed human interaction, something thought to be lost in the world of technology*) that effectively supports the ideas. Substantial, accurate, and direct references to the text (*tossing “many, many salads”, “we’re eating a lot more lettuce”, “over 100 crops in all”, people are tempted to try things they’ve never tasted, “gardening nights”, “pizza parties”*) provide support for the beneficial effects identified. Transitions are used to establish connections between ideas, and effective use of precise language (*they changed their lives, raised questions and conversations, human interaction*) helps to clearly explain ideas. Although there are a few errors present in this response, they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points

9. The passage "Sowing Community" focuses on a family's participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

The passage "Sowing Community" describes the change that was made to a family's front yard, and the effects that followed it. The "edible landscape" not only grew a colorful array of crops, but also friendships and human interaction. Now that the Schoenherr family allowed for this project, they find themselves getting to know people more. The effects of the edible landscape are building blocks to something new.

One benefit of this project is the food that is grown. The mother in the Schoenherr family, Catherine, admits "We don't know all the plants—we're waiting for them to reveal themselves." The landscape makeover is pushing Catherine's family to try new things. It's opening them up to a new, healthier lifestyle.

In addition to growing crops, friendships in the neighborhood are increasing rapidly. Catherine explains, "Neighbors I didn't know as well, I know better now." Neighbors gather together on "gardening nights" and can even stop to chat casually once in a while.

GO ON 

The new landscape has attracted people, and with Catherine outside working frequently, she often has quick conversations with friendly neighbors.

However, new friendships and crops aren't the only benefits. With an edible landscape in the neighborhood, kids are opening their minds to trying new things. "She's trying things she wouldn't eat before," says Catherine about a 9-year-old across the street. These kids are being enlightened by the opportunity to contribute to the process. Hopefully, growing up around gardens will motivate the kids to follow suit.

The edible landscape started out as just an idea — a project — for the Schoenherrs. But with time, it has become so much more. The benefits are too much to go to waste, and now that the Schoenherr family began the landscape, they won't. Who knows? Maybe someday more than just one neighborhood will be gardening for the better.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. There is a strong organizational structure. An effective introduction, development, and conclusion identify and support the controlling idea (the "edible landscape" not only grew a colorful array of crops, but also friendships and human interaction, are building blocks to something new). Thorough analysis of both implicit and explicit meanings from the text (pushing Catherine's family to try new things, opening them up to a new, healthier lifestyle, friendships in the neighborhood are increasing rapidly, kids are opening their minds to trying new things, being enlightened by the opportunity to contribute to the process, Maybe someday more than just one neighborhood will be gardening for the better) effectively supports and explains the main idea. Substantial, accurate, and direct references to the text ("We don't know all the plants . . . reveal themselves"; "neighbors I didn't know as well, I know better now"; quick conversations with friendly neighbors, "she's trying things she wouldn't eat before") are found throughout the response and serve to support the student's claims. The use of precise language and domain-specific vocabulary assists in effectively explaining ideas (increasing rapidly, motivate). A variety of transitions skillfully link ideas (Now that, However, Hopefully). Minor errors are present but do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



9. The passage “Sowing Community” focuses on a family’s participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

In the passage “Sowing Community” (by Kim Palmer) an edible landscape changed peoples lives. It made everyone in the neighborhood eat more healthy, it gave people exercise and it brought people together.

The edible landscape helped the Schoenherr family eat more healthy. Kim states “There busy making salsas and pestos... And there tossing salads.” This shows that the family is making the best out of the yard by actually using the food in it and not just showing off. Also in the same paragraph kim writes “were eating lots more lettuce” said Catherine, plus giving away bag after bag to acquaintances.” That shows that the Schoenherr family is not only eating more healthy but they are also convincing people around them to eat healthy too.

Not only is the community being more healthy by what they eat but they are also getting a lot of exercise. Kim writes “They are spending a lot more time in there front yard and so are there neighbors.” This tells the reader than the garden has made the Schoenherr family and there neighbors to spend more time getting exercise by weeding and caring for there garden. Also it is written “We are starting to get more weeds, but we are still spending less time then last year.” this sentence shows that more people are helping and getting exercise.

The main thing that this garden is doing is it is bringing people closer together as the passage states “The Schoenherrs own two children, both young adults, no longer living at home but spend a lot of time in the garden.” Even though the kids don’t live close to the parents they are driven to visit because of the garden. The passage states “Kids who attend the home-based child-care facility across the street regularly visit the “Childrens Garden” this garden is bringing joy to little boys and girls faces.

People eating more healthy, giving people exercise, and bringing people together are just a few good ways how the edible landscape had effect on the Schoenherrs community.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure is evident; a clear introduction identifies a controlling idea (*made everyone in the neighborhood eat more healthy, it gave people exercise and it brought people together*). The response includes clear analysis of the explicit and implicit meanings of the text (*the family is making the best out of the yard . . . using the food in it and not just showing off, the Schoenherr family is not only eating more healthy but they are also convincing people around them, spend more time getting exercise by weeding and caring for there garden, it is bringing people closer together, Even though the kids don't live close to the parents they are driven to visit because of the garden*). Sufficient, accurate, and direct references to the text (“*busy making salsas and pestos*”, “*eating lots more lettuce*”, “*giving away bag after bag to acquaintances*”, “*spending a lot more time in there front yard and so are there neighbors*”, “*no longer living at home but spend a lot of time in the garden*”, “*child-care facility across the street regularly visit the “Childrens Garden’*”) support the analysis and help to explain how the garden has affected the community. Some transitions are used that serve to link ideas both internally (*Even though*) and between paragraphs (*Not only*). Although there are some errors in sentence formation and usage, they do not interfere with meaning.

STUDENT RESPONSE


Response Score: 3 points

9. The passage "Sowing Community" focuses on a family's participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

The Schoenherr's have gotten the experience to have their front lawn turned into a garden full of an abundant amount of edible plants. The garden is part of Fritz Haeg's residency at the Walker Art Center. The art center is starting a exhibit similar to this, it will include the premier of a film about the family's front lawn renovation.

The Schoenherr's garden has greatly effected, the community in various ways. The edible landscape has not only brought the community together, but it has also encouraged neighbors to lend a helping hand. The Woodbury community has been greatly impacted by the Schoenherr's redone front yard.

With the help of the garden the community of Woodbury has been brought closer together. All the neighbors are getting to know each other much better. They are also talking with each other more and spending time together. The people of the community are going to parties

A rectangular box containing the text "GO ON" with a large arrow pointing to the right.

thrown by Catherine Schoenherr in the edible landscape, too.

Community members are also lending a helping hand towards caring for the garden. Tending for the garden has become much easier with the help of others. Neighbors are also encouraged to take some fresh fruits and vegetables home with them. Because they are so many helping hands the garden is continuing to flourish and grow.

The edible landscape has greatly impacted the community in many ways. The garden has brought the community closer and it has also encouraged neighbors to lend a helping hand towards caring for the garden. The Schoenherr family believes that the edible landscape is really a good thing, and that in the future more people will be interested in getting one.

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The organizational structure is appropriate and the response has a clear introduction, development, and conclusion. Clear analysis of the text (*not only brought the community together, but it has also encouraged neighbors to lend a helping hand, neighbors are getting to know each other much better, Tending for the garden has become much easier with the help of others, Because they are so many helping hands the garden is continuing to flourish and grow*) addresses the effects that the edible landscape project has had on the community. These ideas are supported with sufficient, accurate text references (*talking with each other more and spending time together, people of the community are going to parties, encouraged to take some fresh fruits and vegetables home with them*). Precise language (*abundant, greatly impacted, Tending, encouraged*) is used to clearly explain the effect of the garden on the community. Although there are some minor usage errors present (*effected for affected*), they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



9. The passage “Sowing Community” focuses on a family’s participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

The effect of the edible landscape has been positive. It don’t really prefer vegetables, but there are kids in the story that are younger than me that really enjoy it. The Schoenherr family has also influenced other people to plant gardens. In fact, “another neighbor is planning to install her own edible landscape next year.”

Having an edible landscape not only looks good, but tastes good too. When people have edible landscapes, they are also associating with neighbors more. Although there is little trouble, “tending the massive garden hasn’t been as labor-intensive as one might expect.” The family has so many green they have “gardening nights so neighbors can pull a few weeds, and help themselves to produce.” Having this big open garden is influencing younger people to eat healthy, and it’s helping families bond with each other.

All in all, having an edible landscape is a good idea. The younger you start liking vegetables, the healthier your likely to be. More people should have edible landscapes.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is an organizational structure, but it inconsistently supports the focus. There is weak analysis of the text (*influenced other people to plant gardens, Having this big open garden is influencing younger people to eat healthy, it’s helping families bond, the younger you start liking vegetables, the healthier your likely to be*) that addresses the effect that the edible landscape project has had on the community; however, these ideas are weakly developed and the text evidence used to support some of the ideas (*Having this big open garden is influencing younger people to eat healthy*) is vague. Transitions (*All in all*) are used inconsistently to link ideas. There are a few errors in this response, but they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

9. The passage "Sowing Community" focuses on a family's participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

The edible garden has effected the community by bringing them together. For example adults get to know each other better. In the passage it says "We always had a close neighborhood, but neighbors I didn't know as well I know better now." Another example is that Children are getting to go to it. In the passage it says "Kids who attend the home-based child-care facility across the street regularly visit the "Childrens Garden," a cozy plot tucked into the corner of the Schoenherrs' front yard." Lastly it is getting people in the neighborhood to come together. In the passage it says "Catherine has organized Wednesday "gardening nights" so neighbors can gather, pull a few weeds, and help themselves to produce." That is how the Schoenherr family's edible garden has effected the community.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is weak analysis (*adults get to know each other better, Children are getting to go to it, it is getting people in the neighborhood to come together*) that is followed by direct quotes from the text; however, there is little development or explanation to support the analysis, and the meaning behind some of the analysis is unclear (*Children are getting to go to it*). A weak organizational structure is evident; both the introduction and conclusion do little more than restate the task. Some transitions are used (*For example, Lastly*), but they inconsistently link ideas and many are repetitive (*In the passage it says*). A few errors are present in this response, but they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



9. The passage “Sowing Community” focuses on a family’s participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

The effect that the edible landscape project had on the community was big. I think so because alot of people helped them with it. “Some people feel very welcome cutting things,” Catherine said. That quote shows that people help them alot with their edible landscape. “One little boy became so enamored of picking fresh produce that he went home and tried to eat his parents’ hostas.” This quote shows that this boy was delighted by picking the produce because of the edible landscape.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure. The response has a minimal introduction, is insufficiently developed, and lacks a conclusion. Attempts at analysis (*alot of people helped them with it, this boy was delighted by picking the produce*) are insufficient because they only paraphrase the chosen text references without explaining their relevance. The word *and* is overused to transition between sentences and does little to link ideas. Few errors are present (*there for their*) in this response.

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STUDENT RESPONSE

Response Score: 1 point

9. The passage "Sowing Community" focuses on a family's participation in an art project. Write an essay analyzing the effect that the edible landscape project has had on the community. Use evidence from the passage to support your response.

The effect that the edible landscape project had on the community was how the Schoenherr's front yard was like a farm, and there front yard had plenty of produce because they had so much neighbors were aloud to come over and pick some crops from there front yard. And when they had to much of things they gave them away. And when they needed help pulling weeds people came over and helped. And little kids would come over and eat things they have never ate before, and they would go home and try to eat there parents hostas. And the Schoenherr's kids would come over often to help, like there son Aaron comes over to help build trellis and lashing for their plants. There daughter Andrea, eats, and blogs about the chronicles of the family's garden journey. A 9 year old girl who lives

GO ON 

across the street from the Schoenherr's is
a frequent garden helper - and consumer.
And other neighbors are planning to install
their own edible landscape.

This response minimally addresses parts of the task, demonstrating inadequate analytic understanding of the text. Minimal organizational structure is evident. The effect the edible landscape project has had on the community is minimally developed, and there is no conclusion. Insufficient analysis is demonstrated, as much of the response is a literal retelling of the text. There is one evaluative idea (*the Schoenherr's front yard was like a farm*), but it does not relate to how the community is affected by the garden. Few transitions link ideas. Many errors are present (*ate* for *eaten*, *to much of things*, *like there son*), and some interfere with meaning.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS AND WRITING PROMPT

Directions:

On the following pages are the Language questions and the Writing Prompt.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

Directions for the Writing Prompt:

- Review the Writer’s Checklist to help you plan and organize your response.
- Read the writing prompt carefully.
- Write your response in the appropriate space in the answer booklet.

STANDALONE MULTIPLE-CHOICE QUESTIONS

10. Read the paragraph.

(1) Everybody (this includes sixth, seventh, and eighth graders) is going to hear Professor McGregor speak about his research. (2) *Facts about Science for Non-Scientists* is the book that he wrote. (3) Neither the science teachers nor their students have read the book yet. (4) By next week, someone from each of the three grades have to be prepared to ask an interesting question about the topic.

Which change would correct the mistake in the paragraph?

- A. Change is to are in sentence 1.
- B. Change is to are in sentence 2.
- C. Change have to has in sentence 3.
- D. Change have to has in sentence 4.

Item Information	
Alignment	D.1.1.9
Answer Key	D
Depth of Knowledge	2
p-value A	27%
p-value B	4%
p-value C	14%
p-value D	55% (correct answer)
Option Annotations	The student is asked to determine which change would correct the mistake in the given paragraph. Option D is the correct answer because “have” needs to be changed to “has” to ensure subject-verb agreement with “someone,” which is singular. Option A is not correct since sentence 1 already has subject-verb agreement between “everybody” and “is.” Option B is not correct since sentence 2 has subject-verb agreement between <i>Facts about Science for Non-Scientists</i> and “is.” Option C is not correct since sentence 3 has subject-verb agreement between “teachers”/“students” and “have.”

11. Which sentence is the **most** descriptive?

- A. Waiting backstage, John was nervous about having to perform a solo in front of so many people at the annual music night at his school.
- B. He had practiced for days on end, trying to play the music as perfectly as he could.
- C. In fact, he had memorized his solo weeks before the night of his performance because he had thought that doing so would help.
- D. Feeling jittery, John stepped unsteadily onto the stage and into the glaring lights to brave a sea of faces in the audience.

Item Information	
Alignment	D.2.1.5
Answer Key	D
Depth of Knowledge	2
p-value A	16%
p-value B	3%
p-value C	5%
p-value D	76% (correct answer)
Option Annotations	The student is asked to identify the sentence that is most descriptive. Option D is the correct answer because it allows the reader to understand best how John feels and what he sees through specificity. Option A is not correct; even though it says that John was “nervous,” it does not describe it as specifically as option D. Options B and C are not correct since they do not specifically describe actions or feelings.

12. Read the paragraph.

(1) As the head of postal services, Benjamin Franklin established a profitable mail delivery system in colonial America. (2) The adventurous Franklin traveled some 1,600 miles between postal offices to mark all possible direct routes. (3) He had riders transport mail day and night for faster more productive delivery. (4) He also created a simpler and more standard rating system so postmasters could consistently calculate the price of postage.

Where should a comma be added?

- A. after profitable in sentence 1
- B. after possible in sentence 2
- C. after faster in sentence 3
- D. after simpler in sentence 4

Item Information	
Alignment	D.1.2.1
Answer Key	C
Depth of Knowledge	2
p-value A	6%
p-value B	5%
p-value C	67% (correct answer)
p-value D	22%
Option Annotations	The student is asked to determine the word in the given paragraph after which a comma should be added. Option C is the correct answer; a comma needs to be placed after “faster” in sentence 3 since “faster” and “more productive” are coordinate adjectives. Option A is not correct since “profitable” and “mail delivery” do not function as coordinate adjectives in sentence 1. Option B is not correct since “possible” and “direct” do not function as coordinate adjectives in sentence 2. Option D is not correct since “simpler” and “more standard” do not function as coordinate adjectives in sentence 4.

13. Read the sentence.

The International Space Station a large satellite in outer space, orbits Earth at speeds of about 17,500 miles per hour.

Which revision should be made to the sentence?

- A. Add a comma after Station.
- B. Add a dash before orbits.
- C. Add a comma after speeds.
- D. Add parentheses around miles per hour.

Item Information	
Alignment	D.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	83% (correct answer)
p-value B	5%
p-value C	4%
p-value D	8%
Option Annotations	The student is asked to determine which revision should be made to correctly use punctuation to set off nonrestrictive elements. Option A is the correct answer; since “a large satellite in outer space” is a nonrestrictive clause, it should be set off with a comma after “Station.” Option B is not correct. A dash is used to strongly emphasize a parenthetical element and often conveys a change in tone, which is not appropriate in this sentence. Option C is not correct since no comma is needed after “speeds.” Option D is not correct; parentheses should not be placed around “miles per hour” since this phrase is necessary for the completion of the sentence and is not additional or unneeded information.

Change in Test Design

Beginning with tests taken in the 2017–2018 school year, the English Language Arts PCS-based PSSA will no longer include a mode-specific writing prompt. This Item and Scoring Sampler contains items representative of the tests administered during the 2016–2017 school year. The writing prompt in this sampler is provided as an instructional resource. The writing prompt and all resources for the writing prompt in this item sampler are for instructional purposes. The 2018 ELA PSSA test will not include a mode-specific writing prompt.

WRITER'S CHECKLIST AND OPINION WRITING PROMPT WRITER'S CHECKLIST AND INFORMATIVE/EXPLANATORY WRITING PROMPT

14.

Think about what age you would most like to be. Would you like to be younger, older, or the same age as you are now?

Write an essay for your teacher that tells what age you would like to be and explains why. Be sure to use details and examples to support your ideas.

Writer's Checklist for the Informative/Explanatory Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

- I stayed focused on the topic.
- I used specific details to support my ideas.
- I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Directions: On the following pages is the Informative/Explanatory Writing Prompt.

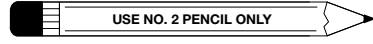
14.

Think about what age you would most like to be. Would you like to be younger, older, or the same age as you are now?

Write an essay for your teacher that tells what age you would like to be and explains why. Be sure to use details and examples to support your ideas.

Go to the next page to begin writing your response.

14. Informative/Explanatory Writing Prompt
Final Copy



Lined writing area consisting of multiple horizontal lines for text entry.

If you need additional space, please continue on the next page.



Informative/Explanatory Scoring Guideline

#14 Item Information

Alignment	C.1.2	Depth of Knowledge	3	Mean Score	2.39
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Assessment Anchor:

E07.C.1 – Text Types and Purposes

Specific Eligible Content addressed by this item:

E07.C.1.2— Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Score	Description
4	<ul style="list-style-type: none"> • Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective organizational strategies and structures that develop a topic • Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details • Effective transitions that connect and clarify ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate organizational strategies and structures that develop a topic • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details • Appropriate transitions that connect and clarify ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning

Score	Description
2	<ul style="list-style-type: none"> • Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inadequate organizational strategies and structures that somewhat develop a topic • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details • Inconsistent/limited transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal organizational strategies and structures • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped writing with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

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STUDENT RESPONSE

Response Score: 4 points



14.

Think about what age you would most like to be. Would you like to be younger, older, or the same age as you are now?

Write an essay for your teacher that tells what age you would like to be and explains why. Be sure to use details and examples to support your ideas.

How old would you want to be? Would you want to be older, younger, or the age you are now? Many people wouldn't want to be a different age than they are now, they just want to grow and and live their life. But I personally would want to be older than I am now. When I think about it, I would want to be sixteen and it could be great for many different reasons.

I always wanted to learn how to drive when I was younger, even though I wasn't old enough. If I could be sixteen right now I would be driving all day. My family would always say to me, that when I turn sixteen I'll be driving them everywhere. I would just laugh—when really I wanted too. I can just imagine myself in my own car enjoying myself because I would finally be sixteen.

Since I was five years old, I loved to play soccer. So this year I tried out for the Junior High soccer team for the school and I made it. After that, I instantly knew that I wanted to be on the High School team. If I could be sixteen right now, I could be on that team. I could be living the dream. My whole life evolves around soccer and if I can persue my dream of becoming a professional soccer player, I may be the happiest person alive.

Just thinking about my life now, I am only allowed to stay home alone for a short period of time. But if I was sixteen, I could hang out with my friends whenever I want. Take the other day for example, I was going to the movies with some friends and their parents just dropped them off. Instead of my mom doing the same, she stayed and watched the movie. I don't know if she didn't trust me or she didn't think I was old enough to be their alone. So that's why my life could be so much easier if I was older and can be trusted.

Concluding, I mainly want to be able to make my own choices instead of my parents to. I know that if I wanted to make my own decisions it would take responsibility, but I think I'm capable of it. When I told my mom I was joining track and field and that it was on the same day I have soccer and dance, she wasn't sure I was doing the right thing. But I shouldn't be told what after school activities I can and cannot do. I want to be able to make my own choices and if I was sixteen I'd have the power to.

To think about it, being another age might make someone's life happy and a little easier. That's why if I was the age sixteen my life will be the way I've always wanted it to be. I could be proud of who I am, even if there is a few flaws in my life. I wish I could be a couple years older right now.

This response provides a sharp, distinct topic (*When I think about it, I would want to be sixteen and it could be great for many different reasons*) that is introduced, developed, and concluded with evident awareness of task, purpose, and audience. An effective organizational structure supports the development of the topic and includes an effective opening and conclusion. The topic is thoroughly elaborated with detailed examples (*that when I turn sixteen I'll be driving them everywhere. I would just laugh—when really I wanted too, Take the other day for example, I was going to the movies with some friends and their parents just dropped them off. Instead of my mom doing the same, she stayed*). Varied transitions (*Since I was five years old, After that*) are used effectively to establish clear relationships between ideas. A wide variety of sentence types are used to clearly convey the student's ideas, and there is effective control of language. The student demonstrates control of sentence formation, and the few errors present do not interfere with meaning.

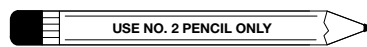
STUDENT RESPONSE

Response Score: 3 points

14.

Think about what age you would most like to be. Would you like to be younger, older, or the same age as you are now?

Write an essay for your teacher that tells what age you would like to be and explains why. Be sure to use details and examples to support your ideas.

14. Informative/Explanatory Writing Prompt
Final Copy

Time is always moving, forward. So I often think about my age. Though some would disagree, I think that the best age to be would be twenty-five. The reason for this is because when I'm twenty-five, I'll have freedom, I would no longer be in school, and I can begin my life.

Being twenty-five seems to have many perks, and one of them is that I'll be free. I won't constantly be told what to do. I can make my own decisions. My parents won't nag me. My whole life people have told me how to act, where to go, and who to be. But for once in my life, I can be independent.

The next reason I would like to be twenty-five is because I will be out of school. I may still be in college, but that would soon be ending. I will be able to enter the real world, and I can start a job. All of the years of being treated like a child will be over, and I can finally be free of it.

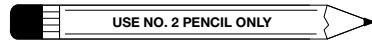
Maturity will have entered into my world.

The final reason I chose to be the age of twenty-five is because I can begin my life. I will finally see where life will take me. Every moment, second, and minute has been looking for this moment. I can finally become part of something. I can finally become someone. Life is filled with days of sadness. But without

If you need additional space, please continue on the next page.



14. Informative/Explanatory Writing Prompt (cont.)
Final Copy



those days, where would we be? I can and will live my dreams.

In conclusion, if I could be any age, it would be twenty-five. This is because when I'm twenty-five, I will be free, I will be out of school, and I will be able to start living my dreams. What age would you choose?

This response provides a clear topic (*Though some would disagree, I think that the best age to be would be twenty-five*) that is introduced, developed, and concluded with a general awareness of task, purpose, and audience. The organizational structure of this response is adequate and supports the development of the student's ideas. There is sufficient elaboration that adequately develops the student's ideas with relevant content that includes some well-chosen examples (*My parents won't nag me. My whole life people have told me how to act, where to go, and who to be, I will be able to enter the real world, and I can start a job. All of the years of being treated like a child will be over, and I can finally be free of it*). Transitions are used adequately to clarify relationships between ideas (*Though some would disagree, But without those days*). Sentence structures are varied, and domain-specific vocabulary (*maturity*) is used appropriately. The student demonstrates control of sentence formation. Few errors are present, and they do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



14.

Think about what age you would most like to be. Would you like to be younger, older, or the same age as you are now?

Write an essay for your teacher that tells what age you would like to be and explains why. Be sure to use details and examples to support your ideas.

The age I would like to be is 7. I choose the number 7 because at 7 years old you can very well take care of yourself and you are still not responsible for anything. Age 7 gives you all free time to enjoy play and things of that nature. I would like to be younger because as you get older you have many more responsibilities. Also as you grow, more drama and worries bother you. As you are young, you dont care what the world says because nothing matters. Another reason in bills. Bills cause much stress + if your a child you wouldnt have to worry about paying bills. An example is if you were doing something like sleeping, you wouldnt have to wake up to go to work + make a living each day. Those are some reasons why I would like to be 7 years old.

This response provides an incomplete topic (*The age I would like to be is 7*) that is introduced, developed, and concluded with limited awareness of task, purpose, and audience. Inadequate organizational strategies are used to develop the topic, and both the introduction and conclusion do little more than state the student's chosen age. The ideas in this response are underdeveloped (*Age 7 gives you all free time to enjoy play and things of that nature. I would like to be younger because as you get older you have many more responsibilities*) and inconsistently supported with facts and details that explain the student's ideas (*Also as you grow, more drama and worries bother you. As you are young, you dont care what the world says because nothing matters*). Transitions (*Also as you grow*) are used inconsistently. Errors present in grammar, usage (*your for you're*), and punctuation (*dont, wouldnt*) may interfere with meaning.

STUDENT RESPONSE

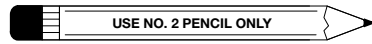
Response Score: 1 point

14.

Think about what age you would most like to be. Would you like to be younger, older, or the same age as you are now?

Write an essay for your teacher that tells what age you would like to be and explains why. Be sure to use details and examples to support your ideas.

14. Informative/Explanatory Writing Prompt
Final Copy



Here is my essay about the age I would like to be and why and would I like to be younger, older or the same age I am?

I would like to be 16 because I can hang with friends have my sweet sixteen b-day.

I would like to be old because when your younger you cant do many things.

This response provides a minimal topic (*I would like to be 16 because*) that is introduced, developed, and concluded with little awareness of task, purpose, and audience. Minimal organizational strategies are employed in this response. The introduction does little to set up the response (*Here is my essay about*), and there is minimal sense of a conclusion. The minimal content demonstrates little understanding of the purpose, and the student's ideas (*I can hang with friends have my sweet sixteen b-day*) lack development. Transitions are not used to connect ideas. There is little variety of sentence structure, and the vocabulary (*I would like*) is limited and repetitive. Control of sentence formation is not demonstrated. Errors present in punctuation (use of a question mark instead of a period, *cant*), usage (*your* for *you're*), and grammar interfere with meaning.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	A-K.1.1.1	C	2	12%	11%	62%	15%
2	A-K.1.1.3	A	2	56%	23%	12%	9%
3	A-V.4.1.1	A	2	66%	12%	13%	9%
4	A-V.4.1.1	C	2	5%	7%	79%	9%
5	A-V.4.1.2	B	2	15%	44%	17%	24%
6	A-C.2.1.1	Part One: C Part Two: A, B	3	Mean Score: 1.21			
7	A-K.1.1.3	Part One: A Part Two: C	3	Mean Score: 0.34			
8	A-K.1.1.2	D	3	18%	13%	14%	55%
10	D.1.1.9	D	2	27%	4%	14%	55%
11	D.2.1.5	D	2	16%	3%	5%	76%
12	D.1.2.1	C	2	6%	5%	67%	22%
13	D.1.2.3	A	2	83%	5%	4%	8%

TEXT-DEPENDENT ANALYSIS AND WRITING PROMPT

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	E.1.1	4	3	1.71
14	C.1.2	4	3	2.39

ACKNOWLEDGEMENTS

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PSSA Grade 7 English Language Arts Item and Scoring Sampler

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