



pennsylvania
DEPARTMENT OF EDUCATION



**PENNSYLVANIA
KEYSTONE EXAMS**

Literature
Item and Scoring Sampler

2023–2024

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INTRODUCTION

General Introduction

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned with the Pennsylvania Core Standards (PCS). These tools include the standards, Assessment Anchors and Eligible Content (AAEC) documents, Keystone Exams Test Definition, Classroom Diagnostic Tool, Standards Aligned System, and content-based item and scoring samplers. This 2023 Literature Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing students for the Keystone Exams by providing samples of test item types and scored student responses. The Item and Scoring Sampler is not designed to be used as a pretest, a curriculum, or any other benchmark for operational testing.

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

The items in this sampler may be used¹ as samples of item types that students will encounter in operational testing. Classroom teachers may find it beneficial to have students respond to the constructed-response items in this sampler. Educators may then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

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

ABOUT THE KEYSTONE EXAMS

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

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

Alignment

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

The content included in 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 DOK is the cognitive expectation demanded by standards, curricular activities, and assessment tasks. Webb’s DOK includes four levels, from the lowest (recall) level to the highest (extended thinking) level.

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 and is assigned a DOK level. For additional information about DOK, please visit the PDE website at [http://static.pdesas.org/content/documents/Keystone Exams Understanding Depth of Knowledge and Cognitive Complexity.pdf](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. There is a single response page in the pencil-and-paper format and up to 1,500 characters in the online format. Constructed-response items in Literature are scored using item-specific scoring guidelines based on a 0–3-point scale. Each multiple-choice item is designed to take about one to one and a half minutes to complete. Each constructed-response item is designed to take about 10 minutes to complete. The estimated time to respond to a test question is the same for both methods of test delivery. During an official 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 item alignment, the answer key, the DOK, the percentage² of students who chose each answer option, and a brief answer-option analysis or rationale. Each constructed-response item is followed by a table that includes the item alignment, the DOK, and the mean student score. Additionally, each of the included item-specific scoring guidelines is combined with sample student responses representing each score point to form a practical item-specific scoring guide. The *General Description of Scoring Guidelines for Literature* used to develop the item-specific scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs. The student responses in this Item and Scoring Sampler are actual student responses; however, the handwriting has been changed to protect the students’ identities and to make the Item and Scoring Sampler accessible to as many people as possible.

Example Multiple-Choice Item Information Table

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

Example Constructed-Response Item Information Table

Alignment	Assigned AAEC	Depth of Knowledge	Assigned DOK	Mean Score	Average Score
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² All p-value percentages listed in the item information tables have been rounded.

LITERATURE EXAM DIRECTIONS

Directions:

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

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

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

There are two types of questions in each module.

Multiple-Choice Questions:

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

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

Constructed-Response Questions:

These questions will require you to write your response.

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

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

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

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

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR LITERATURE

3 Points

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

2 Points

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

1 Point

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

OR

- The response relates minimally to the task.

0 Points

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

Literature Module 1

PASSAGE 1

Read the following passage. Then answer questions 1–8 in your answer booklet.

213 Myrtle Street

by Beth Cato

The house at 213 Myrtle Street wore an enchantment that could obscure it when it so desired. This was a handy skill, particularly when salesmen roved the streets or teenagers skulked about after dark, eggs in hand.

Now there was a realtor at the gate. The smell of dozens of strange, foreign houses clung to her clothes.

The house ached in its abandonment. Mrs. Leech was gone. A stranger had to lock the door behind Mrs. Leech when she last left the house, still asleep as she was rolled along on a strange wheeled bed. They shared a comfortable existence together, woman and house. Mrs. Leech had been a mere slip of a girl when her family moved into 213 Myrtle, the place still ripe with fresh paint and cut lumber. Her parents left, then her husband, but Mrs. Leech stayed. Her bones creaked along with the settling of the pipes at night.

The house did not want a new owner. It did not like the thought of condemnation and rot, either.

Mrs. Leech just needed to come home. The porch needed sweeping.

Therefore, when the realtor arrived, 213 Myrtle Street hid. The woman strode up the front walkway, heels clicking a powerful rhythm, and she stopped.

“House, you’re not going to play this game, are you?”

The house was indignant that this person saw through its glamour so quickly. Certainly it wasn’t losing its skill? 213 Myrtle waited. The woman waited, too. The soles of her right shoe went tap-tap-tap. Finally, grudgingly, 213 Myrtle acquiesced. Its powder blue wood-paneled exterior emerged. The front steps creaked as the realtor hopped up to the porch.

“You old houses can be so temperamental,” she said, fondness in her voice. “Enchantments like that add to your value, you know. Goodness knows, I wish my condo could hide, but no one would believe the illusion.”

The house was quiet. It’s not as if it could speak or answer, not as a person would, but it was quite adept at conversation. Mrs. Leech would chat with the house for hours.

“Now,” said the woman. “I have to look you over to prepare you for sale. All the money’s going to go towards the Children’s Club.”

Mrs. Leech had taught for fifty years and mentored well beyond that. 213 Myrtle Street was accustomed to being an after-school destination. As a rule, the house did not like children, especially young ones who scribbled on walls, but Mrs. Leech had always made sure her charges treated the household with proper respect. The house had to admit it enjoyed the extra wear of feet on its veneered floor and the buoyant laughter that floated to the rafters.

The woman placed the key in the lock, the same familiar key the house had known for years and years. The house clenched the door frame.

“Now, house,” she said. “Please.”

There was something comfortably soothing about her voice and manners, but the house hesitated. This was a realtor. The house did not intend to be sold.

213 Myrtle could burn down. It would be very easy. The old wires itched in the hollow spaces between walls. Yet the house hesitated. Was that really what it wanted, the complete death of its timber and memories? Was that truly preferable to new residents or—Wright forbid—renters?

Mrs. Leech would come back. She would need a place to sleep. The house couldn't burn.

The woman rested a hand against the doorframe. A memory trickled through the layers of paint and aged wood. It understood: this was a good hand.

213 Myrtle Street relaxed. The door unstuck.

The realtor's footsteps echoed. 213 Myrtle Street felt the reverberations. It had been an awful day last week when all of the furniture had been moved out. The house had tried to hide then, too, but movers were all too familiar with the wily ways of old and enchanted houses.

Where would Mrs. Leech sleep? Where would she sit?

“My goodness. So empty.” The woman shook her head, then pulled out her phone to begin jotting down notes. The house heard her whispers. “Bay window with bench seat. Kitchen with 1950s appliances, in perfect repair . . .”

She walked onward, a scent of jasmine trailing in her wake. It reminded the house of the scent Mrs. Leech used to wear, so long ago, when Mr. Leech lived there as well. He would come to the door in that khaki uniform. The happiness of Mrs. Leech's rapid footsteps used to make the household quiver in anticipation.

Sadness ached in its support beams. The electrical wires pulsed.

The realtor laid a hand against the wainscoting in the dining room. The body warmth soothed the glossy paint all the way to the primer.

“I have so many good memories in this room,” said the realtor. “We'd all gather around the table. Mrs. Leech always had cookies, and we would sit there, do homework, crafts.”

The floorboards creaked. The woman's weight was different, the shoes new, but the house suddenly understood. Knew this as a child, grown.

“Mrs. Leech loved this place. Before she passed on, she made me promise to find good, new owners for you. People who would love you as much as she did. You can have a family live here again.” She patted the paneled wall.

213 Myrtle Street felt the touch all the way to its disused pipes. This girl's fingers had dragged along the walls, so many years before. This realtor was not such a bad person. The house wouldn't hide from her, or the guests she brought. And having a family here was a good thing. They could bring new furniture, new footsteps. Besides, Mrs. Leech would love the company when she returned.

213 Myrtle Street nestled against its concrete foundation and waited.

MULTIPLE-CHOICE ITEMS

1. Based on the prefix “re-,” what does the word “reverberations” mean?
- A. sounds from a vibration made again
 - B. not making vibrating sounds
 - C. sounds from a vibration made long ago
 - D. making vibrating sounds loudly

Item Information	
Alignment	L.F.1.2.2
Answer Key	A
Depth of Knowledge	2
p-value A	82% (correct answer)
p-value B	2%
p-value C	12%
p-value D	4%
Option Annotations	<p>Students are asked to use a prefix to identify the meaning of a given word. Students must understand the meaning of the prefix “re-” to help determine the correct meaning of the word “reverberations.”</p> <p>Option A is the correct answer since the prefix “re-” means again and “reverberations” means “sounds from a vibration made again.” Options B, C, and D are all incorrect since they do not accurately define “reverberations.” Students may select these incorrect answers if they do not know the meaning of the prefix “re-.”</p>

2. Which sentence from the passage **most** signifies the passage as fiction rather than nonfiction?
- A. “The house did not want a new owner.”
 - B. “The woman strode up the front walkway, heels clicking a powerful rhythm, and she stopped.”
 - C. “Mrs. Leech had taught for fifty years and mentored well beyond that.”
 - D. “She walked onward, a scent of jasmine trailing in her wake.”

Item Information	
Alignment	L.F.2.2.2
Answer Key	A
Depth of Knowledge	2
p-value A	87% (correct answer)
p-value B	5%
p-value C	5%
p-value D	3%
Option Annotations	<p>Students are asked to determine which sentence most signifies that the passage is fiction rather than nonfiction. Students must understand the characteristics of both nonfiction and fiction.</p> <p>Option A is the correct answer since the house is personified in the sentence, indicating that the passage is fiction. Options B, C, and D are incorrect; even though these sentences also contain elements of figurative language, they all could be part of a fiction or nonfiction piece of writing. Students may select these incorrect options if they do not understand the distinguishing characteristics between nonfiction and fiction.</p>

3. What does the word acquiesced mean as used in the passage?
- A. sustained
 - B. eluded
 - C. consented
 - D. recovered

Item Information	
Alignment	L.F.1.2.3
Answer Key	C
Depth of Knowledge	2
p-value A	16%
p-value B	11%
p-value C	60% (correct answer)
p-value D	13%
Option Annotations	<p>Students are asked to determine the meaning of the word “acquiesced” as it is used in the passage. Students must understand how to use context clues to determine the meaning of a given word.</p> <p>Option C is the correct answer since the meaning of “acquiesced” is “consented.” The passage states, “. . . 213 Myrtle <u>acquiesced</u>. Its powder blue wood-paneled exterior emerged,” which further supports this definition. Options A, B, and D are incorrect since they do not accurately define “acquiesced” as it is used in the passage. Students may select these incorrect answers if they do not understand how to use context clues to determine the meaning of a word.</p>

4. Which theme is represented in the passage?
- A. Time spent in one place can limit future options.
 - B. Gaining happiness becomes easier with age.
 - C. Trust is something that should be earned over time.
 - D. Thinking about the future can help in moving on from the past.

Item Information	
Alignment	L.F.2.3.4
Answer Key	D
Depth of Knowledge	2
p-value A	8%
p-value B	4%
p-value C	23%
p-value D	65% (correct answer)
Option Annotations	<p>Students are asked to determine a theme of the passage. Students must understand the concept of theme and be able to interpret it within a text.</p> <p>Option D is the correct answer since the passage states, “And having a family here was a good thing.” This shows that thinking about having a new family living in the house is what helps 213 Myrtle Street look forward to the future. Option A is incorrect; although the passage does talk about how long Mrs. Leech lived in the house, this theme is not developed throughout the passage. Option B is incorrect; although the passage states that Mrs. Leech was very happy living in the house, this theme is not developed throughout the passage. Option C is incorrect; although the house makes the realtor earn its trust, this is not a theme that is developed throughout the passage. Students may select these incorrect options if they do not have an understanding of theme or if they misinterpret details in the text.</p>

5. Which sentence from the passage **best** represents the climax?
- A. “The woman placed the key in the lock, the same familiar key the house had known for years and years.”
 - B. “The body warmth soothed the glossy paint all the way to the primer.”
 - C. “The woman’s weight was different, the shoes new, but the house suddenly understood.”
 - D. “213 Myrtle Street nestled against its concrete foundation and waited.”

Item Information	
Alignment	L.F.2.3.3
Answer Key	C
Depth of Knowledge	2
p-value A	34%
p-value B	6%
p-value C	50% (correct answer)
p-value D	10%
Option Annotations	<p>Students are asked to determine which sentence from the passage represents the climax of the passage. Students must understand how a passage is constructed to understand the conflict and the resolution.</p> <p>Option C is the correct answer since this represents the point at which the house begins to realize that it knows the realtor from the past and it realizes that it can trust her. Option A is incorrect since this sentence simply shows when the house lets the realtor enter. Option B is incorrect since this sentence describes the house and helps to build the character of the house. Option D is incorrect since this sentence simply describes the action of the house. Students may select these incorrect options if they misinterpret the conflict in the story.</p>

6. Which sentence from the passage **best** supports the author’s purpose of making the realtor a friendly character?
- A. “Therefore, when the realtor arrived, 213 Myrtle Street hid.”
- B. “The house was indignant that this person saw through its glamour so quickly.”
- C. “There was something comfortably soothing about her voice and manners, but the house hesitated.”
- D. “The woman rested a hand against the doorframe.”

Item Information	
Alignment	L.F.1.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	5%
p-value B	14%
p-value C	72% (correct answer)
p-value D	9%
Option Annotations	<p>Students are asked to identify which sentence best supports the author’s purpose of making the realtor a friendly character. Students must understand the concept of author’s purpose and be able to infer across the entire text.</p> <p>Option C is the correct answer since it states, “there was something comfortably soothing about her voice,” which suggests that the realtor is friendly. Option A is incorrect since this option describes the house’s original reaction to the realtor and does not support the idea that the realtor is friendly. Option B is incorrect since this sentence describes how the house feels about the realtor’s evaluation of the house and does not support the idea that the realtor is friendly. Option D is incorrect; although this sentence shows an action of the realtor, it does not strongly support the idea that the realtor is friendly. Students may select these incorrect options if they do not understand author’s purpose or if they cannot make inferences across the text.</p>

7. Which description **best** summarizes the passage?
- A. When a house attempts to avoid a visiting realtor, the house feels sorrow for its deceased owner. With some persuasion from the realtor, the house changes its mood and becomes friends with the realtor.
 - B. When a realtor comes to prepare a house for sale, the house tries to inhibit her progress. After the house realizes the realtor is a friend of the house’s deceased owner, the house becomes agreeable to the sale.
 - C. A house that feels abandoned by its deceased owner gets upset when a realtor visits. After hearing the realtor’s plan for the house’s sale, the house waits until the circumstances are better to decide if it will support the realtor.
 - D. A realtor approaches a house in order to prepare it for sale, but the house tries to remain hidden. Eventually the house allows the realtor in when the realtor commits to fixing broken parts of the house.

Item Information	
Alignment	L.F.1.3.2
Answer Key	B
Depth of Knowledge	2
p-value A	22%
p-value B	56% (correct answer)
p-value C	13%
p-value D	9%
Option Annotations	<p>Students are asked to determine which description best summarizes the passage. Students must understand the concept of a summary.</p> <p>Option B is the correct answer since it is the most accurate summary of the main events in the passage. Option A is incorrect since it omits the idea that the house realizes it knows the realtor, which is why it feels it can trust her. Option C is incorrect since the house is timid or hesitant when the realtor arrives—not upset. Option D is incorrect since the realtor is looking at how to prepare the house to be sold, but does not commit to making certain fixes. Students may select these incorrect options if they misinterpret textual details or fail to understand the components of a summary.</p>

SCORING GUIDE**#8 Item Information**

Alignment	L.F.2.5.1	Depth of Knowledge	3	Mean Score	1.80
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Item-Specific Scoring Guideline

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

STUDENT RESPONSE

Response Score: 3 points

8. Analyze how the personification of the house contributes to the sentimental tone. Use information from the passage to support your analysis.

This passage's personification contributes to the sentimental tone because it makes the house a living being. The line "The house ached in its abandonment" allows the reader to see that the house was not just a house. Rather, it had feelings and it had been affected by losing Mrs. Leech. This personification helps the reader to see the impact this loss had on the house, leading to this sorrowful tone. Additionally, "The house had tried to hide then, too" lets the reader see that the house has these human desires of wanting to run away from problems. The house does not want to accept this fate it is receiving and rather wants to take back what was. A parallel between the house and a human lets the reader see that both do not like the idea of change. The reader, a person, can relate to the house's distraught over losing Mrs. Leech and not wanting to adapt to the change of a new owner which is why there is a sentimental tone.

The response is a clear, complete, and accurate analysis of how the personification of the house contributes to the sentimental tone. It starts with a clear statement of analysis that addresses the prompt (*This passage's personification contributes to the sentimental tone because it makes the house a living being*). It then provides a line of text ("*The house ached in its abandonment*") and layered and insightful analysis that elaborates on how this quote supports the initial analysis (*The line . . . allows the reader to see that the house was not just a house. Rather, it had feelings and it had been affected by losing Mrs. Leech. This personification helps the reader to see the impact this loss had on the house, leading to this sorrowful tone.*). The response then gives another piece of specific text support ("*The house had tried to hide then, too*"), followed by more clear analysis that also fully explains how the quote supports the initial analysis (*lets the reader see that the house has these human desires of wanting to run away from problems. The house does not want to accept this fate it is receiving and rather wants to take back what was.*). Finally, the response wraps up with more analysis that pulls the whole argument together (*A parallel between the house and a human lets the reader see that both do not like the idea of change. The reader, a person, can relate to the house's distraught over losing Mrs. Leech and not wanting to adapt to the change of a new owner which is why there is a sentimental tone*).

STUDENT RESPONSE

Response Score: 2 points



8. Analyze how the personification of the house contributes to the sentimental tone. Use information from the passage to support your analysis.

Personification is when a object or thing has human characteristics that they shouldn't have. An example of that in this passage is the house thinking about what was taking place. "The house did not want a new owner," and "Mrs. Leech just needed to come home," shows that the house liked MRs. Leech and does not want a new owner. Throughout the story it shows that house misses Mrs. Leech, which is another example of personification, creating that sentimental tone in the passage.

The response is a partial analysis of how the personification of the house contributes to the sentimental tone. The response begins with an explanation of the concept of personification (*Personification is when a object or thing has human characteristics that they shouldn't have.*), and this is followed by a piece of analysis demonstrating a part of the text that meets this definition (*the house thinking about what was taking place*). This is then supported by two pieces of text evidence (*"The house did not want a new owner," and "Mrs. leech just needed to come home,"*). There is then some surface level analysis of what these quotes mean (*shows that the house liked MRs. Leech and does not want a new owner.*), followed by a final piece of analysis (*it shows that house misses Mrs. Leech, which is another example of personification, creating that sentimental tone in the passage.*). However, while this final line does address the idea of the sentimental tone, there is no explanation of how the personification actually creates that tone, leaving the analysis incomplete.

STUDENT RESPONSE

Response Score: 1 point



8. Analyze how the personification of the house contributes to the sentimental tone. Use information from the passage to support your analysis.

The personification of the house contributes to the sentimental tone because it makes it seem like the house has feelings and gives the perspective of the house as well. In the passage it says “the house did not want a new owner.”

The response is a minimal analysis of how the personification of the house contributes to the sentimental tone. A single piece of analysis that addresses the prompt is given (*it makes it seem like the house has feelings and gives the perspective of the house as well*) and followed by a piece of text as support (*In the passage it says “the house did not want a new owner.”*). However, no further analysis is given to elaborate on the connection between the quote and the initial analysis.

STUDENT RESPONSE

Response Score: 0 points

8. Analyze how the personification of the house contributes to the sentimental tone. Use information from the passage to support your analysis.

The personification of the house contributes to the setimental tone. It contributes to setimental tone becuase the personification adds detail for the passage's setimental tone. It adds detail because text shows the tone using personification. That is how personification of the house contributes to the setimental tone.

The response contains insufficient information to demonstrate comprehension. The opening and closing sentences are just restatements of the prompt (*contributes to the setimental tone*). The two sentences in the middle, while not technically incorrect (*It contributes to setimental tone becuase the personification adds detail for the passage's setimental tone. It adds detail because text shows the tone using personification.*), are vague, and do not clearly show any understanding of the passage that was supposed to be analyzed. The majority of the words here are coming directly from the prompt and could be describing almost any piece of text.

PASSAGE 2

Read the following poem. Then answer questions 9–18 in your answer booklet.

Bird Watcher

by Sandy Shreve

How could she miss them, pale tan on the mud flats
A myriad of peeps here somewhere, come from away to feed
she stands at the edge of a gravel road straining to see
The tide nibbling in and the bright bluebells
twitching with Queen Anne's lace in the wind, at first
fill up her eyes Then the land begins to lift
Again and again, all those birds, blurred air, composed profusion
the perfect music of a fugue¹, this synchronicity
in a winged field Something inside her shifts
But occasionally, when she least expects it

a lone sandpiper stays behind, too intrigued
with its small patch of tidal land to fly
off in the hope of finding what it already has
Dashing this way and that, it drills in familiar ground
each spot offering something
undiscovered, something the whole flock missed
The solitaire scatters prints along the shore
until suddenly, in the wash of the oncoming tide
it halts Stares at the water as if
in the glass of a wave a painted fish

appears, brilliant fins stiff in its liquid home
An exotic body rising from the depth of somewhere else
and with each breath of the bay, drifting closer
to the sandpiper's feet, a colorful puzzle
She observes the stillness of the bird
imagines it will soon take flight
half hoping it will find
its designated place in the flock, returning now
a curvature of movement, brown and white
like a work of art across her sight

¹ fugue—a music composition with overlapping melodies

a restless sketch, sunlit into diamonds and topaz
the radiance luring her gaze away
from the odd sandpiper enchanted, she thinks, by the tide
She blinks in disbelief at jewelled air
the like of which she's never seen before
The glitter flutters briefly, then the show
dissolves to camouflage Her heart beats wild as wings
when the solitaire breaks its trance to race
straight into the multitude, whose safe shadow
reminds her of something she doesn't know

MULTIPLE-CHOICE ITEMS

9. Based on its prefix and root, what does the word “synchronicity” mean?
- A. occurrence of events at the same time
 - B. having been moved by force
 - C. objects similar in size
 - D. belonging to an earlier time

Item Information	
Alignment	L.F.1.2.2
Answer Key	A
Depth of Knowledge	2
p-value A	83% (correct answer)
p-value B	8%
p-value C	6%
p-value D	3%
Option Annotations	<p>Students are asked to determine the meaning of a given word based on its prefix and root. Students must understand the meaning of the prefix “syn-” and the root word “chronos” in order to identify the correct meaning of the word “synchronicity.”</p> <p>Option A is the correct answer since the meaning of the root “synchronous” is “at the same time;” therefore, “synchronicity” is the “occurrence of events at the same time.” Options B, C, and D are incorrect since they do not accurately convey the meaning of “synchronicity.” Students may select these incorrect options if they do not know the meaning of the prefix and root word.</p>

10. Read the lines from the poem.

“. . . Then the land begins to lift
Again and again, all those birds, blurred air, composed profusion”

Which characteristic of the birds does the imagery in the lines **most** emphasize?

- A. their uniformity
- B. their strength
- C. their predictability
- D. their uniqueness

Item Information	
Alignment	L.F.2.5.1
Answer Key	A
Depth of Knowledge	2
p-value A	61% (correct answer)
p-value B	13%
p-value C	9%
p-value D	17%
Option Annotations	<p>Students are asked to identify which characteristic of the birds is emphasized by the imagery in specific lines from the poem. Students must understand how imagery is used in poetry.</p> <p>Option A is the correct answer since “the land begins to lift,” “Again, and again,” and “blurred air, composed profusion” all show the uniformity of the birds. Option B is incorrect; although the idea of the birds flying could be interpreted as strength, this is not the characteristic that is emphasized by the imagery in the lines. Option C is incorrect; although “Again and again” could be interpreted as predictability, this is not the characteristic that is being emphasized by the imagery in the lines. Option D is incorrect since the imagery is not emphasizing the uniqueness of the birds. Students may select these incorrect options if they do not understand imagery.</p>

11. What is the main idea of the second stanza?
- A. A bird searches for something it lost.
 - B. A bird tries to leave prints in a pattern onshore.
 - C. A bird remains onshore while its flock leaves.
 - D. A bird takes flight while searching for food in the water.

Item Information	
Alignment	L.F.1.3.1
Answer Key	C
Depth of Knowledge	2
p-value A	15%
p-value B	8%
p-value C	67% (correct answer)
p-value D	10%
Option Annotations	<p>Students are asked to identify the main idea of the second stanza of the poem. Students must understand the concept of main idea and be able to interpret textual details.</p> <p>Option C is the correct answer since the poem states, “a lone sandpiper stays behind,” and “undiscovered, something the whole flock missed,” which supports the idea that the bird stayed onshore while the rest of the flock left. Option A is incorrect; although the stanza suggests that the bird is exploring the shore and searching for something familiar, it does not indicate that it is looking for something lost. Option B is incorrect; although the bird does leave footprints in the sand, there is no indication that it is trying to create a pattern with the footprints. Option D is incorrect; although the bird stares at the water as though it sees a fish, the main idea of the stanza is not focused on the bird’s search for food in the water. Students may select these incorrect options if they misinterpret textual details or do not understand the concept of a main idea.</p>

12. Which word is an antonym for the word solitaire?

- A. enemy
- B. group
- C. human
- D. supporter

Item Information	
Alignment	L.F.1.2.1
Answer Key	B
Depth of Knowledge	1
p-value A	14%
p-value B	65% (correct answer)
p-value C	11%
p-value D	10%
Option Annotations	<p>Students are asked to identify an antonym for the word “solitaire.” Students must understand the meaning of the given word to be able to identify its antonym.</p> <p>Option B is the correct answer since “solitaire” means single, so “group” would be the opposite. Options A, C, and D are incorrect since they do not accurately state an antonym for “solitaire.” Students may select these incorrect options if they do not understand what an antonym is or they do not understand the meaning of “solitaire.”</p>

13. Read the lines from the poem.

“ . . . Stares at the water as if
in the glass of a wave a painted fish

appears, brilliant fins stiff in its liquid home”

How does the poet’s use of figurative language help to communicate an idea in the poem?

- A. It indicates the fragility of the water.
- B. It reinforces how the water affects the woman.
- C. It shows a mesmerizing quality of the water.
- D. It emphasizes how close the bird is to the water.

Item Information	
Alignment	L.F.1.1.3
Answer Key	C
Depth of Knowledge	3
p-value A	12%
p-value B	9%
p-value C	60% (correct answer)
p-value D	19%
Option Annotations	<p>Students are asked how the poet’s use of figurative language in specific lines of the poem helps to communicate an idea in the poem. Students must be able to understand how figurative language is used in poetry.</p> <p>Option C is the correct answer since the figurative language is describing how the water has caught the sandpiper’s attention. Option A is incorrect; although the figurative language is describing the water, it does not indicate that the water is fragile. Option B is incorrect; although the figurative language is describing the effect of the water, it is describing the effect of the water on the sandpiper, not on the woman. Option D is incorrect; although the sandpiper is close to the water, the figurative language is not emphasizing that idea. Students may select these incorrect options if they do not understand how figurative language is used in the poem.</p>

14. Read the lines from the poem.

“like a work of art across her sight
a restless sketch, sunlit into diamonds and topaz”

What is the effect of the simile used to describe the birds?

- A. It shows the organized pattern of the birds’ flight.
- B. It suggests the birds were seeking something valuable.
- C. It implies the birds were moving to a specific destination.
- D. It emphasizes the unique image created by the birds’ flight.

Item Information	
Alignment	L.F.2.5.1
Answer Key	D
Depth of Knowledge	2
p-value A	11%
p-value B	7%
p-value C	4%
p-value D	78% (correct answer)
Option Annotations	<p>Students are asked to determine the effect of the simile used to describe the birds in specific lines of the poem. Students must understand how figurative language is used in fiction.</p> <p>Option D is the correct answer since “like a work of art” is describing how interesting and beautiful the birds look. Option A is incorrect; although the lines are describing how the woman views the birds in flight, the figurative language is not describing the organized pattern of the birds. Option B is incorrect; although the lines mention “diamonds and topaz,” they do not suggest that the birds are looking for something valuable. Option C is incorrect; although the lines are describing the flight of the birds, the lines do not indicate that the birds are moving to a specific location. Students may select these incorrect options if they do not understand how figurative language is used in the poem.</p>

15. Which evidence from the poem **best** supports the inference that the birds move in a systematic way?
- A. “a lone sandpiper stays behind . . .”
 - B. “. . . something the whole flock missed”
 - C. “imagines it will soon take flight”
 - D. “its designated place in the flock . . .”

Item Information	
Alignment	L.F.2.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	7%
p-value B	16%
p-value C	8%
p-value D	69% (correct answer)
Option Annotations	<p>Students are asked to identify which evidence best supports the inference that the birds move in a systematic way. Students must be able to use details from the poem to make an inference.</p> <p>Option D is the correct answer since “its designated place in the flock” suggests that the bird has a specific place to be in the flock indicating that “the birds move in a systematic way.” Option A is incorrect; although this describes something the sandpiper does, this does not support the idea that the birds move in an organized way. Option B is incorrect; although this line mentions “the flock,” it does not support the idea that the birds move in an organized way. Option C is incorrect; although this line mentions “flight,” it does not support the idea that the birds move in an organized way. Students may select these incorrect options if they misinterpret details from the text.</p>

16. Why is an omniscient speaker most likely used in the poem?
- A. to emphasize the woman’s location when observing the birds
 - B. to create suspense about the woman’s opinion of how the birds behave
 - C. to reveal the thoughts of the woman while describing the actions of the birds
 - D. to develop the motivation of the woman for giving the birds so much attention

Item Information	
Alignment	L.F.2.3.6
Answer Key	C
Depth of Knowledge	3
p-value A	8%
p-value B	9%
p-value C	76% (correct answer)
p-value D	7%
Option Annotations	<p>Students are asked to identify why an omniscient speaker is used in the poem. Students must understand the concept of point of view and how it can impact a piece of fiction.</p> <p>Option C is the correct answer since the speaker reveals the thoughts of the woman while describing the actions of the birds. Option A is incorrect; although the poem does describe where the woman is, this is not the most likely reason the author uses an omniscient speaker in the poem. Option B is incorrect since there is no suspense created in relation to the woman’s opinions about how the birds behave. Option D is incorrect; although the woman does give the birds a great deal of attention, communicating her motivation for this interest is not the most likely reason an omniscient speaker is used. Students may select these incorrect options if they do not understand the effect of the omniscient speaker used in the poem.</p>

17. Which set of lines **most** contributes to a tone of admiration in the poem?
- A. “she stands at the edge of a gravel road straining to see / The tide nibbling in and the bright bluebells”
 - B. “in a winged field Something inside her shifts / But occasionally, when she least expects it”
 - C. “Dashing this way and that, it drills in familiar ground / each spot offering something”
 - D. “She blinks in disbelief at jewelled air / the like of which she’s never seen before”

Item Information	
Alignment	L.F.2.3.5
Answer Key	D
Depth of Knowledge	2
p-value A	11%
p-value B	10%
p-value C	10%
p-value D	69% (correct answer)
Option Annotations	<p>Students are asked to identify which set of lines most contributes to the tone of admiration in the poem. Students must understand the concept of tone and how authors use literary elements to create the tone of the text.</p> <p>Option D is the correct answer since “disbelief,” “jewelled air,” and “never seen before,” all contribute to developing a tone of admiration. Option A is incorrect; although the woman is “straining to see,” these lines do not help develop a tone of admiration. Option B is incorrect; although these lines are describing the feelings of the woman, they do not contribute to developing a tone of admiration. Option C is incorrect; although these lines are describing the actions of the sandpiper, they do not contribute to the development of a tone of admiration. Students may select these incorrect options if they fail to understand the concept of tone throughout the poem.</p>

SCORING GUIDE**#18 Item Information**

Alignment	L.F.2.3.1	Depth of Knowledge	3	Mean Score	1.58
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Item-Specific Scoring Guideline

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

STUDENT RESPONSE

Response Score: 3 points



18. Analyze the effect the sandpiper has on the woman in the poem. Use information from the poem to support your analysis.

The effect the sandpiper has on the woman in the poem is to help her understand herself and her place in this world better. The woman is studying all of the birds at first and the conformity they show that gives her a piece of mind. For instance, when seeing the lone bird, the text states, “She observes the stillness of the bird, imagines it will soon take flight, half hoping it will find its designated place in the flock.” This helps the reader believe that this women comes to watch the birds because it gives her a sense of calm with all the order, and that she feel anxiety of the unknown. The sandpiper can also help the women feel a wanton need to feel safe and protected by people she can trust. For example, in the text it states, “...whose safe shadow reminds her of something she doesn’t know.” This quote might help the reader understand that she feels alone in society and wonders what it would feel like to be part of a pact that care for her that way.

The response is a clear, complete, and accurate analysis of the effect the sandpiper has on the woman in the poem. It begins with a general piece of analysis that responds to the prompt (*The effect . . . is to help her understand herself and her place in this world better*). This is supported by a text detail mixed with additional analysis (*The woman is studying all of the birds at first and the conformity they show that gives her a piece of mind*). This idea is then furthered by more relevant and specific text details (*“She observes the stillness of the bird, imagines it will soon take flight, half hoping it will find its designated place in the flock.”*) and is elaborated on with clear analysis (*this women comes to watch the birds because it gives her a sense of calm with all the order, and that she feel anxiety of the unknown*). The response ends by exploring the woman’s *wanton need to feel safe* through specific detail (*“...whose safe shadow reminds her of something she doesn’t know,”*) and analysis that insightfully elaborates on the quote (*she feels alone in society and wonders what it would feel like to be part of a pact that care for her that way*).

STUDENT RESPONSE

Response Score: 2 points

18. Analyze the effect the sandpiper has on the woman in the poem. Use information from the poem to support your analysis.

I think the sandpiper makes the women realize the little things that she never really noticed before. When the bird bird stayed behind his flock because he's too intrigued with its small Patch of tidal land to fly. He stays in the hope of finding what it already has. Each spot the sandpiper lands on he finds someThing undiscovered, something the Whole flock missed. The sandpiper stares at the water as if he's seen someThing unique in the water he never saw before. The women then blinks in disbelief at jewelled air the like of she's never seen before. It's like the bird opened up her imagination, and how she sees things now.

The response is a partial analysis of the effect the sandpiper has on the woman in the poem. It begins with an overall statement of analysis (*the sandpiper makes the women realize the little things that she never really noticed before*) that is then followed by several pieces of text summary (*When the bird bird stayed behind his flock because he's too intrigued with its small Patch of tidal land to fly. He stays in the hope of finding what it already has. Each spot the sandpiper lands on he finds someThing undiscovered, something the Whole flock missed. The sandpiper stares at the water as if he's seen someThing unique in the water he never saw before. The women then blinks in disbelief at jewelled air the like of she's never seen before*). It ends with a final piece of analysis that does attempt to tie the source support to the initial analysis (*It's like the bird opened up her imagination, and how she sees things now.*). However, not all the text material is clearly relevant, and the analysis is not complete enough to rise above partial credit.

STUDENT RESPONSE

Response Score: 1 point



18. Analyze the effect the sandpiper has on the woman in the poem. Use information from the poem to support your analysis.

It makes her feel unsure about herself. An example of this would be in the last line when it talks about the safe shadows remind her of something she dosen't know.

The response is a minimal analysis of the effect the sandpiper has on the woman in the poem. The response begins with a brief piece of analysis that responds to the prompt (*It makes her feel unsure about herself.*), which is supported by a paraphrased text example (*. . . it talks about the safe shadows remind her of something she dosen't know*). There is no further analysis to elaborate on how this text supports the initial analysis.

STUDENT RESPONSE

Response Score: 0 points

18. Analyze the effect the sandpiper has on the woman in the poem. Use information from the poem to support your analysis.

The sandpiper likes the taste of her toes
when she is standing at the edge of the water
to feed the sandpiper.

The response is completely incorrect and demonstrates no comprehension. The response does not appear to be responding to the prompt, and the information presented here makes it unclear whether the student read the poem.

LITERATURE MODULE 1—SUMMARY DATA

Multiple-Choice Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.F.1.2.2	A	2	82%	2%	12%	4%
2	L.F.2.2.2	A	2	87%	5%	5%	3%
3	L.F.1.2.3	C	2	16%	11%	60%	13%
4	L.F.2.3.4	D	2	8%	4%	23%	65%
5	L.F.2.3.3	C	2	34%	6%	50%	10%
6	L.F.1.1.2	C	3	5%	14%	72%	9%
7	L.F.1.3.2	B	2	22%	56%	13%	9%
9	L.F.1.2.2	A	2	83%	8%	6%	3%
10	L.F.2.5.1	A	2	61%	13%	9%	17%
11	L.F.1.3.1	C	2	15%	8%	67%	10%
12	L.F.1.2.1	B	1	14%	65%	11%	10%
13	L.F.1.1.3	C	3	12%	9%	60%	19%
14	L.F.2.5.1	D	2	11%	7%	4%	78%
15	L.F.2.1.1	D	2	7%	16%	8%	69%
16	L.F.2.3.6	C	3	8%	9%	76%	7%
17	L.F.2.3.5	D	2	11%	10%	10%	69%

Constructed-Response Questions

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	L.F.2.5.1	3	3	1.80
18	L.F.2.3.1	3	3	1.58

LITERATURE MODULE 2**PASSAGE 1**

Read the following passage. Then answer questions 1–11 in your answer booklet.

Mifflin Wistar Gibbs was born in Philadelphia in 1823 and became an apprentice carpenter by age sixteen. Intrigued by reports about the gold rush, Gibbs set sail for California in 1850. The following passage, Chapter IV from Gibbs’s autobiography, *Shadow and Light*, details his arrival to San Francisco. Gibbs also contributed to the abolitionist movement with Frederick Douglass and later in his life became the first black judge elected in the U.S.

San Francisco

by Mifflin Wistar Gibbs

Having made myself somewhat presentable upon leaving the steerage of the steamer, my trunk on a dray, I proceeded to an unprepossessing hotel kept by a man on Kearny Street. The cursory view from the outside, and the further inspection on the inside, reminded me of the old lady’s description of her watch, for she said, “It might look pretty hard on the outside, but the inside works were all right.” And so thought its jolly patrons.

Getting something for nothing, or risking the smaller in hope of obtaining the greater, seems a passion inherent in human nature, requiring a calm survey of the probabilities, and oftimes the baneful effects to attain a moral resistance. It is the “ignis fatuus”¹ that has lured many promising ones and wrecked the future of many lives.

The effervescent happiness of some of the worshipers at this shrine was conspicuous. The future to them seemed cloudless. It was not so with me. I had a secret not at all complacent, for it seemed anxious to get out, and while unhappy from its presence, I thought it wise to retain it.

When I approached the counter I asked for accommodation, and my trunk was brought in. While awaiting this preparatory step to domicile, and gazing at the prints and pictures that adorned the counter, my eye caught a notice, prominently placed, in gilt letters. I see it now, “Board twelve dollars a week in advance.” It was not the price, but the stipulation demanded that appalled me. Had I looked through a magnifying glass the letters could not have appeared larger. With the brilliancy of a search light they seemed to ask, “Who are you and how are you fixed?” I responded by “staring fate in the face.” I had sixty cents when I landed; had paid fifty for trunk drayage, and I was now a moneyless man—hence my secret.

Would there be strict enforcement of conditions mentioned in that ominous card? I was unacquainted with the Bohemian “song and dance” parlance in such extremities, and wondered

¹ ignis fatuus—a deceptive hope or goal

would letting my secret come out let a dinner come in. Possibly, I may have often been deceived when appealed to, but that experience has often been fruitful to friendless hunger.

Finally, the bell rang, and a polite invitation from the landlord placed me at the table. There is nothing so helpful to a disconsolate man as a good dinner. It dissipates melancholy and stimulates persistency. Never preach high moral rectitude or the possibilities of industry to a hungry man. First give him something to eat, then should there be a vulnerable spot to such admonition you will succeed. If not, he is an incorrigible.

After dinner I immediately went out, and after many attempts to seek employment of any kind, I approached a house in course of construction and applied to the contractor for work. He replied he did not need help. I asked the price of wages. Ten dollars a day. I said you would much oblige me by giving me, if only a few days' work, as I have just arrived. After a few moments' thought, during which mayhap charity and gain held conference, which succumbed, it is needless to premise, for we sometimes ascribe selfish motives to kindly acts, he said that if I choose to come for nine dollars a day I might. It is unnecessary for me to add that I chose to come.

When I got outside the building an appalling thought presented itself; whoever heard of a carpenter announcing himself ready for work without his tools. A minister may be without piety, a lawyer without clients, a politician impolitic, but a carpenter without tools, never! It would be *prima facia*² evidence of an imposter. I went back and asked what tools I must bring upon the morrow; he told me and I left. But the tools, the tools, how was I to get them. My only acquaintance in the city was my landlord. But prospects were too bright to reveal to him my secret. I wended my way to a large tent having an assortment of hardware and was shown the tools needed. I then told the merchant that I had no money, and of the place I had to work the next morning. He said nothing for a moment, looked me over, and then said: "All right take them." I felt great relief when I paid the merchant and my landlord on the following Saturday.

Why do I detail to such length these items of endeavor; experiences which have had similarity in many lives? For the reason that they seem to contain data for a moral, which if observed may be useful. Never disclose your poverty until the last gleam of hope has sunk beneath the horizon of your best effort, remembering that invincible determination holds the key to success, while advice and assistance hitherto laggard, now with hasty steps greets you within the door . . .

All classes of labor were highly remunerative, blacking boots not excepted.

I after engaged in this, and other like humble employments, part of which was for Hon. John C. Fremont, "the pathfinder overland to California."

Saving my earnings, I joined a firm already established in the clothing business. After a year or more so engaged, I became a partner in the firm of Lester & Gibbs, importers of fine boots and shoes. Just here a thought occurs which may be of advantage to ambitious but impecunious young men. Do not hesitate when you are without choice to accept the most humble and menial employment. It will be a source of pleasure, if by self-denial, saving your earnings, you keep a fixed intent to make it the stepping stone to something higher.

The genius of our institutions, and the noblest of mankind will estimate you by the ratio of distance from the humblest beginning to your present attainment; the greater the distance the greater the luster; the more fitting the meed of praise.

² *prima facia*—first impression

MULTIPLE-CHOICE ITEMS

1. Read the sentence from the passage.

“If not, he is an incorrigible.”

Based on the prefix “in-,” what does the word “incorrigible” mean?

- A. the process of being corrected
- B. being corrected many times
- C. not capable of being corrected
- D. one who is being corrected

Item Information	
Alignment	L.N.1.2.2
Answer Key	C
Depth of Knowledge	2
p-value A	6%
p-value B	4%
p-value C	84% (correct answer)
p-value D	6%
Option Annotations	<p>Students are asked to determine the meaning of a word based on a given prefix. Students must understand the meaning of the prefix “in-” in order to identify the correct meaning of the word “incorrigible.”</p> <p>Option C is the correct answer since the prefix “in-” means “not;” therefore, the meaning of “incorrigible” is “not capable of being corrected.” Options A, B, and D are incorrect since they do not accurately convey the meaning of “incorrigible.” Students may select these incorrect options if they do not know the meaning of the prefix “in-.”</p>

2. Read the sentences from the passage.

“There is nothing so helpful to a disconsolate man as a good dinner. It dissipates melancholy and stimulates persistency.”

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

- A. low in spirits or unhappy
- B. newly arrived
- C. honest and hardworking
- D. filled with anger

Item Information	
Alignment	L.N.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	64% (correct answer)
p-value B	13%
p-value C	21%
p-value D	2%
Option Annotations	<p>Students are asked to use context clues to determine the meaning of the word “disconsolate.” Student must understand how to use context clues to determine the meaning of a given word.</p> <p>Option A is the correct answer since the meaning of “disconsolate” is “low in spirits or unhappy.” The phrases “dissipates melancholy” and “stimulates persistency” provide further context to support the meaning. Options B, C, and D are incorrect since they do not accurately convey the definition of “disconsolate.” Students may select these options if they do not understand how to use context clues to determine the meaning of a word.</p>

3. Which sentence from the passage **most** conveys a desperate tone?
- A. “A minister may be without piety, a lawyer without clients, a politician impolitic, but a carpenter without tools, never!”
- B. “I went back and asked what tools I must bring upon the morrow; he told me and I left.”
- C. “Why do I detail to such length these items of endeavor; experiences which have had similarity in many lives?”
- D. “All classes of labor were highly remunerative, blacking boots not excepted.”

Item Information	
Alignment	L.N.2.3.5
Answer Key	A
Depth of Knowledge	2
p-value A	50% (correct answer)
p-value B	12%
p-value C	32%
p-value D	6%
Option Annotations	<p>Students are asked to identify the sentence from the passage that most conveys a desperate tone. Students must be able to determine how literary techniques are used in nonfiction.</p> <p>Option A is the correct answer since it emphasizes the idea that a carpenter should never be without tools. Option B is incorrect; although the sentence says, “went back and asked,” this is not used in a way that conveys a desperate tone. Option C is incorrect; although the sentence is structured as a question, which could indicate a desperate tone, the context of the sentence does not convey a desperate tone. Option D is incorrect; although it is talking about work, which the narrator was desperate to find, this sentence does not convey a desperate tone. Students may select these incorrect options if they misinterpret textual evidence or do not understand how literary techniques can be used to establish tone.</p>

4. Which sentence **best** describes the main effect of the point of view in the passage?
- A. The actions of Gibbs seem mysterious to the reader.
 - B. The thoughts and feelings of Gibbs are revealed to the reader.
 - C. The reader learns how Gibbs became a partner in a business.
 - D. The reader understands the opinions people have about Gibbs.

Item Information	
Alignment	L.N.2.3.6
Answer Key	B
Depth of Knowledge	3
p-value A	7%
p-value B	71% (correct answer)
p-value C	16%
p-value D	6%
Option Annotations	<p>Students are asked to describe the main effect of the point of view in the passage. Students must understand point of view and how it can impact the meaning in a text.</p> <p>Option B is the correct answer since the use of first-person point of view reveals the thoughts and feelings of Gibbs to the reader. Option A is incorrect; since Gibbs is the narrator, there is no mystery associated with his actions. Option C is incorrect; although the reader does learn how Gibbs became a partner in a business, this is not an effect of the point of view used in the passage. Option D is incorrect since the first-person point of view focuses on Gibbs’s thoughts and feelings, not the opinions of others. Students may select these incorrect options if they do not understand the impact that point of view can have on a text.</p>

5. Which description **best** fits Gibbs?
- A. emotionally fatigued
 - B. fond of relaxation
 - C. persistently strategic
 - D. devoted to charity

Item Information	
Alignment	L.N.2.3.1
Answer Key	C
Depth of Knowledge	2
p-value A	13%
p-value B	6%
p-value C	74% (correct answer)
p-value D	7%
Option Annotations	<p>Students are asked to identify which description best fits Gibbs. Students must be able to understand how details in the text help describe Gibbs's character.</p> <p>Option C is the correct answer since Gibbs manages to get out of several difficult situations (i.e., having no money, having no tools) and Gibbs states that "invincible determination holds the key to success." Option A is incorrect; although Gibbs is likely emotionally fatigued from traveling, this idea is not developed in the passage. Option B is incorrect; although Gibbs probably does like to relax, this idea is not developed in the passage. Option D is incorrect since this idea about Gibbs is not developed in the passage. Students may select these incorrect options if they misinterpret the details of the text.</p>

6. How does the author construct the argument that preaching to someone who is hungry should be avoided?
- A. by providing facts about the importance of nutrition
 - B. by emphasizing the agreeable mood that results from a good meal
 - C. by criticizing the dependence people have on food
 - D. by comparing the need for nourishment to the need for money

Item Information	
Alignment	L.N.2.5.6
Answer Key	B
Depth of Knowledge	3
p-value A	7%
p-value B	47% (correct answer)
p-value C	7%
p-value D	39%
Option Annotations	<p>Students are asked to determine how the author constructs the argument that preaching to someone who is hungry should be avoided. Students must understand how evidence is used to construct an argument.</p> <p>Option B is the correct answer since the passage states that a good meal “dissipates melancholy and stimulates persistency” and that if a man is not fed, he is “incorrigible,” which emphasizes the idea that a good meal results in an agreeable mood. Option A is incorrect since the author does not provide facts about good nutrition to support the argument. Option C is incorrect since the author does not criticize people’s dependence on food to support the argument. Option D is incorrect since the author does not compare the need for food to the need for money when constructing this argument. Students may select these incorrect options if they do not understand how evidence is used to construct arguments in an informational text.</p>

7. Which sentence from the passage **best** supports the author’s purpose of providing advice to others?
- A. “After a few moments’ thought, during which mayhap charity and gain held conference, which succumbed, it is needless to premise, for we sometimes ascribe selfish motives to kindly acts, he said that if I choose to come for nine dollars a day I might.”
- B. “I wended my way to a large tent having an assortment of hardware and was shown the tools needed.”
- C. “After a year or more so engaged, I became a partner in the firm of Lester & Gibbs, importers of fine boots and shoes.”
- D. “Do not hesitate when you are without choice to accept the most humble and menial employment.”

Item Information	
Alignment	L.N.1.1.2
Answer Key	D
Depth of Knowledge	3
p-value A	15%
p-value B	5%
p-value C	10%
p-value D	70% (correct answer)
Option Annotations	<p>Students are asked to identify which sentence supports the author’s purpose of providing advice to others. Students must be able to infer the author’s purpose.</p> <p>Option D is the correct answer since the author is sharing the idea that one should not hesitate to accept any kind of employment when necessary. Options A, B, and C are incorrect; although these sentences are describing the author’s actions, they do not provide any direct advice. Students may select these incorrect options if they misinterpret the author’s purpose or the details in the text.</p>

8. What is the relationship between the setting and the characterization of Gibbs?
- A. Gibbs is new to San Francisco, so he needs to begin earning money to start his new life there.
 - B. Gibbs is interested in the gold rush but chooses to work in construction instead of seeking gold.
 - C. Gibbs moves to San Francisco and plans to connect with several acquaintances who can help him find employment.
 - D. Gibbs learns about the gold rush, so he determines the clothing industry will be a profitable business.

Item Information	
Alignment	L.N.2.3.2
Answer Key	A
Depth of Knowledge	3
p-value A	63% (correct answer)
p-value B	15%
p-value C	14%
p-value D	8%
Option Annotations	<p>Students are asked to identify the relationship between the setting and the characterization of Gibbs. Students must be able to draw conclusions about how the setting impacts the plot.</p> <p>Option A is the correct answer since being new to San Francisco is what forces Gibbs to search for work and this develops his character by showing that he is persistent in the quest for success. Option B is incorrect; although Gibbs is interested in the gold rush, he works construction because he is familiar with it and needs work, not because he chooses to. Option C is incorrect; although Gibbs does move to San Francisco, he does not have any acquaintances there. Option D is incorrect since learning about the gold rush is not what caused Gibbs to go into the clothing industry. Students may select these incorrect options if they do not understand the role of the setting in shaping the plot.</p>

9. Read the sentence from the passage.

“I felt great relief when I paid the merchant and my landlord on the following Saturday.”

What inference can be made from the sentence?

- A. People were upset about the debts Gibbs had.
- B. Gibbs had regrets about going to San Francisco.
- C. Gibbs wanted to be perceived as reliable.
- D. Money was easy for Gibbs to earn in San Francisco.

Item Information	
Alignment	L.N.2.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	10%
p-value B	5%
p-value C	78% (correct answer)
p-value D	7%
Option Annotations	<p>Students are asked to identify the inference that can be made based on specific sentences from the passage. Students must be able to use textual evidence to make inferences.</p> <p>Option C is the correct answer since Gibbs felt good getting his debts paid and knowing that he had kept his word to everyone who helped him. Option A is incorrect since there is no indication in the passage that people were upset about the debts Gibbs had. Option B is incorrect; although Gibbs had to work hard to make a living, there is no indication that Gibbs regretted going to San Francisco. Option D is incorrect; although Gibbs was able to earn the money he needed in San Francisco, there is no indication that this was easy for him. Students may select these incorrect options if they misinterpret the textual evidence.</p>

10. According to the passage, what is a major factor in determining how special an achievement is?
- A. the people who provided assistance along the way
 - B. how difficult one’s situation is at the start of work
 - C. the amount of material gain that is attained
 - D. how close friends perceive one’s work

Item Information	
Alignment	L.N.1.3.3
Answer Key	B
Depth of Knowledge	2
p-value A	17%
p-value B	64% (correct answer)
p-value C	15%
p-value D	4%
Option Annotations	<p>Students are asked to identify a major factor in determining how special an achievement is based on the passage. Students must be able to analyze textual evidence to determine relationships.</p> <p>Option B is the correct answer since the passage states, “will estimate you by the ratio of distance from the humblest beginning to your present attainment; the greater the distance the greater the luster,” which supports the idea that how difficult the situation was at the beginning is a major factor in determining how special an achievement is. Option A is incorrect; although Gibbs did receive some assistance along the way, there is no indication that he believes this is a factor in determining the value of an achievement. Options C and D are incorrect since there is no evidence in the passage to support these ideas. Students may accept these incorrect options if they do not understand how one factor can influence another.</p>

SCORING GUIDE**#11 Item Information**

Alignment	L.N.1.1.2	Depth of Knowledge	3	Mean Score	1.46
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Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of the significance of the sentence to the author’s message. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of the significance of the sentence to the author’s message. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of the significance of the sentence to the author’s message. 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



11. Read the sentence from the passage.

“It will be a source of pleasure, if by self-denial, saving your earnings, you keep a fixed intent to make it the stepping stone to something higher.”

Analyze the significance of the sentence to the author’s message. Use information from the passage to support your analysis.

The significance of the sentence shows the author’s message of keeping one’s goals in mind, realizing that the most humble of work can lead to greater outcomes. When the author first arrived in San Francisco, he had only “sixty cents when [he] landed; had paid fifty for trunk drayade, and [he] was now a moneyless man.” However, by strategizing and working hard at any type of labor, Gibbs was able to save his earnings and “joined a firm already established in the clothing business.” Thus, by saving and staying motivated to keeping his goal of achieving higher status in mind, Gibbs stayed relentless, even in the face of adversity. In fact, he states that “the noblest of mankind will estimate you by the ratio of distance from the humblest beginning to your present attainment,” showing that the real power in one lies in his/her ability to climb to a better position in life despite hardships. Therefore, this sentence demonstrates the author’s overall message of sticking w/one’s goals to overcome challenges.

The response is a clear, complete, and accurate analysis of the significance of the sentence to the author’s message. It opens with clear analysis that responds to the prompt (*shows the author’s message of keeping one’s goals in mind, realizing that the most humble of work can lead to greater outcomes*), followed by specific text support (*When the author first arrived in San Francisco, he had only “sixty cents when [he] landed; had paid fifty for trunk drayade, and [he] was now a moneyless man.”*). The response then provides more analysis, combined with text support (*by strategizing and working hard at any type of labor, Gibbs was able to save his earnings and “joined a firm already established in the clothing business”*), followed by even more clear, complete analysis (*Thus, by saving and staying motivated to keeping his goal of achieving higher status in mind, Gibbs stayed relentless, even in the face of adversity*). The response continues with another piece of specific, relevant text (*he states that “the noblest of mankind will estimate you by the ratio of distance from the humblest beginning to your present attainment,”*) and more strong analysis elaborating on the importance of this selection (*showing that the real power in one lies in his/her ability to climb to a better position in life despite hardships*). It then wraps up with a restatement of the overall idea (*Therefore, this sentence demonstrates the author’s overall message of sticking w/one’s goals to overcome challenges*).

STUDENT RESPONSE**Response Score: 2 points**

11. Read the sentence from the passage.

“It will be a source of pleasure, if by self-denial, saving your earnings, you keep a fixed intent to make it the stepping stone to something higher.”

Analyze the significance of the sentence to the author’s message. Use information from the passage to support your analysis.

The passage "San Francisco" by Mifflin Wistar Gibbs includes various messages throughout to get the author's point across. The sentence above is telling the reader that saving your money will have its benefits in the future. The author states in the passage "Saving my earnings, I joined a firm already established in the clothing business." The author includes this sentence to show readers the outcome he got by saving his money. The sentence above states, "It will be a source of pleasure," this contributes to the author's message because it lets the reader know that if they saved their money not only will it get them to higher places it will also make them feel good about themselves.

The response is a partial analysis of the significance of the sentence to the author’s message. It begins with a general statement that adds little to the prompt (*includes various messages throughout to get the author's point across*), followed by some analysis about what the sentence means (*. . . is telling the reader that saving your money will have its benefits in the future*). It then cites some text support (*The author states in the passage "Saving my earnings, I joined a firm already established in the clothing business."*), followed by some surface level analysis (*The author includes this sentence to show readers the outcome he got by saving his money*). The response then moves back to the sentence in the prompt (*The sentence above states, "It will be a source of pleasure,"*) and gives some repetitive analysis that adds little to what has already been stated (*this contributes to the author's message because it lets the reader know that if they saved their money not only will it get them to higher places it will also make them feel good about themselves*).

STUDENT RESPONSE**Response Score: 1 point**

11. Read the sentence from the passage.

“It will be a source of pleasure, if by self-denial, saving your earnings, you keep a fixed intent to make it the stepping stone to something higher.”

Analyze the significance of the sentence to the author’s message. Use information from the passage to support your analysis.

This sentence is significant because it is putting to words what Gibbs was trying to do the whole time. Save up money, no matter how little, and use that as a brace to pull yourself along.

The response is a minimal analysis of the significance of the sentence to the author’s message. It begins with some minimal analysis in response to the prompt (*it is putting to words what Gibbs was trying to do the whole time*) and then adds in a short text reference (*Save up money, no matter how little, and use that as a brace to pull yourself along.*), but there is no further analysis to explain the connection between the quote and the message.

STUDENT RESPONSE**Response Score: 0 points****11.** Read the sentence from the passage.

“It will be a source of pleasure, if by self-denial, saving your earnings, you keep a fixed intent to make it the stepping stone to something higher.”

Analyze the significance of the sentence to the author’s message. Use information from the passage to support your analysis.

What the passage is saying is that he tries to look perfect and have a certain reputation but that does not always matter.

The response is irrelevant. While the idea that Gibbs tries to look perfect and have a certain reputation could be seen as demonstrating some comprehension of the passage, it is unclear how this is responding to either the significance of the sentence or the author’s message.

PASSAGE 2

Read the following passage. Then answer questions 12–19 in your answer booklet.

How to Take Advantage of Boredom

by Colin Marshall

The time has come to realize how much creativity also depends on boredom. In a sense, of course, humankind has utterly vanquished boredom, what with our modern technologies—computers, high-speed Internet, smartphones—that make possible sources of rich and frequent stimulation such as, well, this very site. But what if we need a little boredom? What if boredom, that state we 21st-century first-worlders worry about avoiding more than any other, actually helps us create?

Even if we feel no boredom in our free time, surely we still endure the occasional bout of it at work. “Admitting that boredom to coworkers or managers is likely something few of us have ever done,” writes the *Harvard Business Review*’s David Burkus. “It turns out, however, that a certain level of boredom might actually enhance the creative quality of our work.”

He cites a well-known scientific experiment that found that volunteers did better at a creative task (like finding different uses for a pair of plastic cups) when first subjected to a boring one (like copying numbers out of the phone book) which “heightens the ‘daydreaming effect’ on creativity—the more passive the boredom, the more likely the daydreaming and the more creative you could be afterward.”

Burkus also refers to another paper documenting the performance of different subjects on word-association tests after watching different video clips, one of them deliberately boring. Who came up with the most creative associations? You guessed it: those who watched the boring video first. Boredom, the experimenters suggest, “motivates people to approach new and rewarding activities. In other words, an idle mind will seek a toy.”

Writing about those same experiments, *Fast Company*’s Vivian Giang quotes researcher Andreas Elpidorou of the University of Louisville as claiming that “boredom helps to restore the perception that one’s activities are meaningful or significant.” He describes it as a “regulatory state that keeps one in line with one’s projects. In the absence of boredom, one would remain trapped in unfulfilling situations, and miss out on many emotionally, cognitively, and socially rewarding experiences. Boredom is both a warning that we are not doing what we want to be doing and a ‘push’ that motivates us to switch goals and projects.”

“Boredom is a fascinating emotion because it is seen as so negative yet it is such a motivating force,” says Dr. Sandi Mann of the University of Central Lancashire, one of the masterminds of the experiments with the phone book and the plastic cups, quoted by *Telegraph* science editor Sarah Knapton. “Being bored is not the bad thing everyone makes it out to be. It is good to be bored sometimes! I think up so many ideas when I am commuting to and from work—this would be dead time, but thanks to the boredom it induces, I come up with all sorts of projects.”

How to make use of all this? “Taken together,” Burkus writes, “these studies suggest that the boredom so commonly felt at work could actually be leveraged to help us get our work done better,” perhaps by “spending some focused time on humdrum activities such as answering emails, making copies, or entering data,” after which “we may be better able to think up more (and more creative) possibilities to explore.” In the words of Dr. Mann herself, “Boredom at work has always been seen as something to be eliminated, but perhaps we should be embracing it in order to enhance our creativity.” And so to an even more interesting question: “Do people who are bored at work become more creative in other areas of their work—or do they go home and write novels?”

David Foster Wallace took on the relationship between boredom and creativity in an ambitious way when he started writing *The Pale King*, his unfinished novel set in an Internal Revenue Service branch office in mid-1980s Peoria. The papers related to the project he left behind included a note about the book’s larger theme:

It turns out that bliss—a second-by-second joy + gratitude at the gift of being alive, conscious—lies on the other side of crushing, crushing boredom. Pay close attention to the most tedious thing you can find, and, in waves, a boredom like you’ve never known will wash over you. Ride these out, and it’s like stepping from black and white into color. Like water after days in the desert. Constant bliss in every atom.

This, as well as the more everyday suggestions about working more creatively by doing the boring bits first, would seem to share a basis with the ancient tradition of meditation. If indeed humanity has gone too far in its mission to alleviate the discomfort of boredom, it has produced the even more pernicious condition in which we all feel constantly and unthinkingly desperate for new distractions while knowing full well that those distractions keep us from our important work, be it designing a scientific experiment, coming up with a sales strategy, or writing a novel.

Maybe we can undo some of the damage by deliberately, regularly shutting off our personal flow of interesting sensory input for a while, whether through meditation, data entry, phone-book copying, or whichever method feels right to you. (WNYC’s¹ Manoush Zomorodi even launched a project called “Bored and Brilliant: The Lost Art of Spacing Out,” which challenged listeners to minimize their phone-checking and put the time gained to more creative use.) But we all need some high-quality stimulation sooner or later, so when you feel ready for another dose of it, you know where to find us.

¹ WNYC—a radio station

MULTIPLE-CHOICE ITEMS

12. Read the sentence from the passage.

“If indeed humanity has gone too far in its mission to alleviate the discomfort of boredom, it has produced the even more pernicious condition in which we all feel constantly and unthinkingly desperate for new distractions while knowing full well that those distractions keep us from our important work . . .”

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

- A. very harmful or destructive
- B. giving feelings of excitement
- C. highly confusing
- D. long-lasting

Item Information	
Alignment	L.N.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	49% (correct answer)
p-value B	6%
p-value C	12%
p-value D	33%
Option Annotations	<p>Students are asked to use context clues to determine the meaning of the word “pernicious” as it is used in the passage. Students must understand how to use context clues to determine the meaning of a given word.</p> <p>Option A is the correct answer since the meaning of “pernicious” is “very harmful or destructive.” The phrase “we all feel constantly and unthinkingly desperate for new distractions,” provides further context that supports this definition. Options B, C, and D are incorrect since they do not accurately convey the meaning of “pernicious” as it is used in the passage. Students may select these incorrect options if they do not understand how to use context clues to determine the meaning of a word.</p>

13. Read the sentence from the passage.

“Maybe we can undo some of the damage by deliberately, regularly shutting off our personal flow of interesting sensory input for a while, whether through meditation, data entry, phone-book copying, or whichever method feels right to you.”

Based on the suffix “-ory,” what does the word “sensory” mean?

- A. not using one’s senses
- B. relating to the senses
- C. limiting the use of senses
- D. focusing on one’s senses

Item Information	
Alignment	L.N.1.2.2
Answer Key	B
Depth of Knowledge	2
p-value A	6%
p-value B	47% (correct answer)
p-value C	15%
p-value D	32%
Option Annotations	<p>Students are asked to use the suffix “-ory” to determine the meaning of the word “sensory.” Students must understand the meaning of the suffix “-ory” in order to identify the correct meaning of “sensory.”</p> <p>Option B is the correct answer since the suffix “-ory” means “relating to,” so “sensory” means “relating to the senses.” Options A, C, and D are incorrect since they do not accurately convey the meaning of the word “sensory.” Students may select these incorrect options if they do not know the meaning of the suffix.</p>

14. According to the passage, what could someone do to maximize the potential for creative thinking?
- A. watch an interesting video clip
 - B. attempt to write a novel
 - C. copy numbers out of a phone book
 - D. view websites on a smartphone

Item Information	
Alignment	L.N.1.3.1
Answer Key	C
Depth of Knowledge	1
p-value A	10%
p-value B	17%
p-value C	69% (correct answer)
p-value D	4%
Option Annotations	<p>Students are asked to determine what someone can do to maximize the potential for creative thinking. Students must understand the concept of main idea and how to infer the main idea from the details in a text.</p> <p>Option C is the correct answer since the passage states that “scientific experiment that found that volunteers did better at a creative task . . . when first subjected to a boring one (like copying numbers out of the phone book).” Option A is incorrect; although a study is discussed in the passage involving subjects who listened to video clips, interesting video clips did not result in more creative thinking. Option B is incorrect; although the passage discusses the experience of an author in relation to boredom, an attempt to write a novel did not result in more creative thinking. Option D is incorrect since the passage suggests this is a cause in the decline of creative thinking, not a way to maximize it. Students may select these incorrect options if they do not understand the concept of main idea or cannot connect the details to the main idea of a text.</p>

15. Which sentence from the passage contains a fact?

- A. “ ‘Boredom is a fascinating emotion because it is seen as so negative yet it is such a motivating force’ . . .”
- B. “. . . ‘we may be better able to think up more (and more creative) possibilities to explore.’ ”
- C. “David Foster Wallace took on the relationship between boredom and creativity in an ambitious way when he started writing *The Pale King*, his unfinished novel . . .”
- D. “(WNYC’s Manoush Zomorodi even launched a project called ‘Bored and Brilliant: The Lost Art of Spacing Out,’ which challenged listeners to minimize their phone-checking . . .)”

Item Information	
Alignment	L.N.2.5.1
Answer Key	D
Depth of Knowledge	2
p-value A	9%
p-value B	5%
p-value C	16%
p-value D	70% (correct answer)
Option Annotations	<p>Students are asked to identify the sentence from the passage that contains a fact. Students must understand the difference between facts and opinions in order to identify the fact.</p> <p>Option D is the correct answer since it states a concrete fact. Options A, B, and C are incorrect since these sentences are subjective statements that include opinions rather than facts. Students may select these incorrect options if they do not understand the difference between a fact and an opinion or if they misinterpret the information in the sentences.</p>

16. How is repeating the idea that boredom improves creativity effective as a persuasive technique?
- A. It provides the reader with a variety of viewpoints.
 - B. It offers additional information for the reader to consider.
 - C. It shows the reader how the cited research studies were developed.
 - D. It emphasizes the central message to the reader.

Item Information	
Alignment	L.N.2.5.5
Answer Key	D
Depth of Knowledge	3
p-value A	14%
p-value B	12%
p-value C	6%
p-value D	68% (correct answer)
Option Annotations	<p>Students are asked how the repetition of the idea that boredom improves creativity is effective as a persuasive technique. Students must understand propaganda techniques and how they are used in nonfiction texts.</p> <p>Option D is the correct answer since the repetition does emphasize the central message of the passage. Option A is incorrect since repeating the same thing does not include multiple viewpoints. Option B is incorrect since repeating the same thing does not offer additional information to the reader. Option C is incorrect since the repetition of the idea is not related to the development of the research studies. Students may select these incorrect options if they do not understand propaganda techniques or how they are used in nonfiction texts.</p>

17. Which conclusion about boredom is supported by information in the passage?
- A. Allowing boredom to occur leads to more creative results from decision making.
 - B. Successfully avoiding boredom is a key factor to advancement in workplace status.
 - C. Studies exist that refute the claims about boredom leading to creative thinking.
 - D. People who have successful careers experience boredom infrequently.

Item Information	
Alignment	L.N.2.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	78% (correct answer)
p-value B	5%
p-value C	14%
p-value D	3%
Option Annotations	<p>Students are asked which conclusion about boredom is supported by information in the passage. Students must be able to use textual evidence to draw a conclusion.</p> <p>Option A is the correct answer since the passage repeats the idea that boredom leads to more creative thinking and supports this idea with the results of several different scientific studies that have been conducted. Option B is incorrect since the passage does not support this conclusion. Option C is incorrect since the passage states that the opposite is true; “. . . a certain level of boredom might actually enhance the creative quality of our work.” Option D is incorrect since the passage actually states that “. . . a certain level of boredom might actually enhance the creative quality of our work,” which will likely lead to a successful career. Students may select these incorrect options if they misinterpret the textual details.</p>

18. Which characteristic **most** clearly defines the passage as nonfiction rather than fiction?
- A. the thematic message
 - B. the use of figurative language
 - C. the use of first-person pronouns
 - D. the references to research studies

Item Information	
Alignment	L.N.2.2.2
Answer Key	D
Depth of Knowledge	3
p-value A	6%
p-value B	5%
p-value C	4%
p-value D	85% (correct answer)
Option Annotations	<p>Students are asked to determine which characteristic most clearly defines the passage as nonfiction rather than fiction. Students must understand the characteristics of both nonfiction and fiction texts.</p> <p>Option D is the correct answer since the references to research studies clearly defines the passage as nonfiction. Option A is incorrect since thematic messages are mainly found in fictional passages and this passage does not possess a thematic message. Option B is incorrect; although figurative language can be found in nonfiction passages, it can also be found in fiction passages. Option C is incorrect; although first-person pronouns can be used in nonfiction passages, they can also be used in fiction passage. Students may select these incorrect options if they do not understand the distinguishing characteristics of nonfiction and fiction.</p>

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SCORING GUIDE**#19 Item Information**

Alignment	L.N.2.5.6	Depth of Knowledge	3	Mean Score	1.60
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Item-Specific Scoring Guideline

Score	Description
3	The response is a clear, complete, and accurate analysis of how the author uses persuasive techniques to construct an argument. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the author uses persuasive techniques to construct an argument. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the author uses persuasive techniques to construct an argument. 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**

19. Analyze how the author uses persuasive techniques to construct an argument. Use information from the passage to support your analysis.

In the passage the author is trying to persuade his readers to use their boredom in order to be more creative. At first, the author challenges the widely-accepted conception that "boredom at work has always been seen as something to be eliminated" by posing the thought-inducing question of "But what if we need a little boredom?" His question provokes readers to think about their mindset on boredom. The author then goes on to persuade readers that boredom might be beneficial and improve their lives' by saying "in the absense of boredom, one would remain trapped in unfulfilling situations, and miss out on many emotionally, cognitively, and socially rewarding experiences. Boredom is both a warning that we are not doing what we want to be doing ". This quote appeals to the readers emotionally because it forces them to think about their own lives and how they could be improved by boredom. The author's constant emphasized support of boredom and use of emotional appeal help to persuade his readers. These techniques lead to the construction of an argument because they challenge a well-known concept. Readers may believe that boredom is negative, but after reading this passage they may reconsider because the author points out ways in which boredom can affect their lives' personally.



The response is a clear, complete, and accurate analysis of how the author uses persuasive techniques to construct an argument. The response begins by giving analysis that establishes what the author's argument is (*trying to persuade his readers to use their boredom in order to be more creative*). This is followed by a mixture of analysis and source support (*the author challenges the widely-accepted conception that "boredom at work has always been seen as something to be eliminated" by posing the thought-inducing question of "But what if we need a little boredom?"*), which is followed by analysis that clearly addresses the prompt, even though it is not explicitly using the term "persuasive techniques" (*His question provokes readers to think about their mindset on boredom.*). There is then another example given from the text (*. . . boredom might be beneficial and improve their lives' by saying "in the absense of boredom, one would remain trapped in unfulfilling situations, and miss out on many emotionally, cognitively, and socially rewarding experiences. Boredom is both a warning that we are not doing what we want to be doing"*) that is followed by analysis explaining the technique used in the quote (*This quote appeals to the readers emotionally because it forces them to think about their own lives and how they could be improved by boredom.*). The response ends with several lines of layered analysis that both summarize and expand on the concepts from earlier, fully tying them back to the prompt (*The author's constant emphasized support of boredom and use of emotional appeal help to persuade his readers. These techniques lead to the construction of an argument because they challenge a well-known concept. Readers may believe that boredom is negative, but after reading this passage they may reconsider because the author points out ways in which boredom can affect their lives' personally*).

STUDENT RESPONSE

Response Score: 2 points



19. Analyze how the author uses persuasive techniques to construct an argument. Use information from the passage to support your analysis.

Thourghout the article, the author uses persuasive techniques such as including experts in the article. In the article there are a couple of different people who would be considered as experts. For example, Dr. Sandi Mann from the University of Central Lancashire talks about how being bored makes you more creative. With the addition of Dr. Mann, the reader feels like he knows what he is talking about and is more likely to believe him. If it was the author telling the reader this, it would not be as credable.

The response is a partial analysis of how the author uses persuasive techniques to construct an argument. The response begins with analysis that responds to the prompt (*the author uses persuasive techniques such as including experts in the article*). There is then some minor elaboration on this idea (*a couple of different people who would be considered as experts*), with some specific source information to support this analysis (*Dr. Sandi Mann from the University of Central Lancashire talks about how being bored makes you more creative*). Some additional analysis then elaborates on how important this technique is to the argument (*With the addition of Dr. Mann, the reader feels like he knows what he is talking about and is more likely to believe him. If it was the author telling the reader this, it would not be as credible.*). While what is here is clear and accurate, with only one brief piece of the text being analyzed, the response does not constitute a complete analysis.

STUDENT RESPONSE**Response Score: 1 point**

19. Analyze how the author uses persuasive techniques to construct an argument. Use information from the passage to support your analysis.

In the passage, the persuasive techniques used by the author tend to be things we can relate to. For instance, we're told that on long road trips, such as commutes to work, time that would otherwise seem dead may actually be useful for you to harness your creativity.

The response is a minimal analysis of how the author uses persuasive techniques to construct an argument. The response begins with a piece of simple analysis that responds to the prompt (*the persuasive techniques used by the author tend to be things we can relate to*). This is then supported by a paraphrased source example (*we're told that on long road trips, such as commutes to work, time that would otherwise seem dead may actually be useful for you to harness your creativity*). However, there is no subsequent analysis to explain the relationship between the initial analysis and the text example.

STUDENT RESPONSE**Response Score: 0 points**

19. Analyze how the author uses persuasive techniques to construct an argument. Use information from the passage to support your analysis.

The Author's PurPoSe about using Persuasive techniques is to Change the world FroM time to time & MAKe it A better Place.

The response is incorrect. The idea that the author's purpose was to *Change the world FroM time to time & MAKe it A better Place* does not appear to have any foundation within the passage.

LITERATURE MODULE 2—SUMMARY DATA

Multiple-Choice Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.N.1.2.2	C	2	6%	4%	84%	6%
2	L.N.1.2.3	A	2	64%	13%	21%	2%
3	L.N.2.3.5	A	2	50%	12%	32%	6%
4	L.N.2.3.6	B	3	7%	71%	16%	6%
5	L.N.2.3.1	C	2	13%	6%	74%	7%
6	L.N.2.5.6	B	3	7%	47%	7%	39%
7	L.N.1.1.2	D	3	15%	5%	10%	70%
8	L.N.2.3.2	A	3	63%	15%	14%	8%
9	L.N.2.1.1	C	2	10%	5%	78%	7%
10	L.N.1.3.3	B	2	17%	64%	15%	4%
12	L.N.1.2.3	A	2	49%	6%	12%	33%
13	L.N.1.2.2	B	2	6%	47%	15%	32%
14	L.N.1.3.1	C	1	10%	17%	69%	4%
15	L.N.2.5.1	D	2	9%	5%	16%	70%
16	L.N.2.5.5	D	3	14%	12%	6%	68%
17	L.N.2.1.1	A	2	78%	5%	14%	3%
18	L.N.2.2.2	D	3	6%	5%	4%	85%

Constructed-Response Questions

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
11	L.N.1.1.2	3	3	1.46
19	L.N.2.5.6	3	3	1.60

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