



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2021*
Grade 4

* This is a revised version of the 2017 Item and Scoring Sampler.

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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 Academic Standards, Assessment Anchors and Eligible Content documents, assessment handbooks, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing local instructional programs by providing samples of test item types and scored student responses. The item sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

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

Pennsylvania Core Standards (PCS)

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

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

- www.education.pa.gov [Hover over “Data and Reporting,” select “Assessment and Accountability,” and select “PSSA-PA System of School Assessment.” Then select “Assessment Anchors/Eligible Content” on the right side of the screen.]

What Is Included

This sampler contains stimulus reading passages with test questions, Conventions of Standard English questions, and a Text-Dependent Analysis (TDA) prompt that have been written to align to the Assessment Anchors, which are based on the Pennsylvania Core Standards. The passages represent some of the genres approved by PDE to appear on an operational, PCS-based PSSA. The test questions provide an idea of the types of items that may appear on an operational, PCS-based PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors.

Typically an item and scoring sampler is released every year to provide students and educators with a resource to assist in delivering focused instructional programs aligned to the PCS. However, due to the cancellation of standardized testing in 2019–2020, the 2021 Item and Scoring Sampler is a revised version of the previously released 2017 Item and Scoring Sampler. This revised version ensures that students and educators have an enhanced item and scoring sampler to use during instruction and/or preparation of students to take the PSSA Exam.

Purpose and Uses

The items in this sampler may be used¹ as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the text-dependent analysis prompt question 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.

Item Format and Scoring Guidelines

The 2021 PCS-based PSSA has multiple types of test questions. For grade 4, the types of test questions are Multiple-Choice (MC) questions, Evidence-Based Selected-Response (EBSR) questions, and Text-Dependent Analysis (TDA) prompts.

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

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

Text-Dependent Analysis Prompt: The TDA prompt is a text-dependent analysis prompt based on a passage or passage set that each student has read during the test event. There are three response pages in the paper-and-pencil format and up to 5,000 characters in the online format. Both literature and informational text passages are addressed through this item type. Students use explicit and implicit evidence to make inferences leading to a conclusion or generalization in response to the task stated in the prompt. Students construct a well-written analytical essay to communicate inferences and connection to the evidence using grade-appropriate writing skills. The TDA response is scored using a holistic scoring guideline on a 1–4-point scale.

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

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

Refusal – Refusal to respond to the task

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

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

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

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

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

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


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

English Language Arts Grade 4

This English Language Arts Sampler is composed of 3 passages, 5 passage-based MC questions, 2 EBSR questions, 1 TDA prompt, and 4 Conventions of Standard English MC questions.

There are 3 passages in this booklet. The first passage is followed by 1 passage-based MC question and 1 EBSR question. The second passage is followed by a set of passage-based MC questions and 1 EBSR question. The third passage is followed by 1 TDA prompt. This booklet also contains 4 Conventions of Standard English MC questions.

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

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

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

On the following pages are the Reading passages and questions.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

Directions for Evidence-Based Selected-Response Questions:

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

For the evidence-based selected-response questions:

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

Directions for Text-Dependent Analysis (TDA) Prompts:

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

For the TDA Essay:

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

PASSAGE 1

The following two poems are about growing up. Read the first poem and answer questions 1 and 2. Then, read the second poem and answer questions 3–7.

When I Grow Up

by William Wise

When I grow up,
I think I'll be
A detective
With a skeleton key.

I could be a soldier
And a sailor too;
I'd like to be a keeper
At the public zoo.

I'll own a trumpet
And I'll play a tune;
I'll keep a spaceship
To explore the moon.

I'll be a cowboy
And live in the saddle;
I'll be a guide
With a canoe and a paddle.

I'd like to be the driver
On a diesel train;
And it must be fun
To run a building crane.

I'll live in a lighthouse
And guard the shore;
And I know I'll want to be
A dozen things more.

For the more a boy lives
The more a boy learns—
I think I'll be all of them
By taking turns.

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INTENTIONALLY BLANK.**

Evidence-Based Selected-Response Question

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

Part One

In “When I Grow Up,” what does the speaker’s statement that he will “be all of them” **most** reveal?

- A. He is very interested in music.
- B. He wants to live by the sea.
- C. He worries about his future.
- D. He has many different interests.

Part Two

What evidence from the poem **best** supports the answer in Part One? Choose **one** answer.

- A. “With a skeleton key.”
- B. “I’ll be a cowboy”
- C. “I’ll live in a lighthouse”
- D. “A dozen things more.”

Item Information	
Alignment	A-K.1.1.3
Answer Key: Part One	D
Answer Key: Part Two	D
Depth of Knowledge	2
Mean Score	0.84
Option Annotations	<p>The student is asked to explain what the phrase “be all of them” most reveals about the speaker and to select the line from the poem that best supports the answer.</p> <p>Part One: Option D is the correct answer, because the speaker identifies many different careers and wants to “be all of them,” supporting the idea that he has numerous, varied interests. Option A is not correct, because even though it is a true statement it does not encompass all of the speaker’s interests. Both options B and C are not correct, because they do not relate to the given phrase from the poem.</p> <p>Part Two: Option D is the correct answer, because “A dozen things more.” represents the speaker’s interest in many jobs he wishes to have as an adult. Option A is not correct, because it does not support the correct answer in Part One; it does not indicate how the speaker has many interests. Both options B and C are not correct, because although they do reveal two interests that the speaker has, they do not support the description from Part One that the speaker has many different interests.</p>

Multiple-Choice Question

2. What is the **best** summary of “When I Grow Up”?
- A. A boy goes on a variety of adventures using only his imagination.
 - B. A boy tells stories of all the people he has met during a year.
 - C. A boy thinks of the many different places he could live one day.
 - D. A boy thinks about the different jobs he could have when he is older.

Item Information	
Alignment	A-K.1.1.2
Answer Key	D
Depth of Knowledge	3
p-value A	17%
p-value B	3%
p-value C	5%
p-value D	75% (correct answer)
Option Annotations	The student is asked to determine the best summary of the poem. Option D is the correct answer, because it accurately states the main points of the poem. Options A, B, and C are not correct, because they misinterpret the main events of the poem.

PASSAGE 2

General Store

by Rachel Field

Some day I'm going to have a store
With a tinkly bell hung over the door,
With real glass cases and counters wide
And drawers all spilly with things inside.
There'll be a little of everything:
Bolts of calico¹; balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsaparilla² for picnic lunches,
Bananas and rubber boots in bunches.
I'll fix the window and dust each shelf,
And take the money in all myself.
It will be my store, and I will say:
"What can I do for you today?"

¹ calico—woven cloth

² sarsaparilla—a soft drink similar to root beer

Multiple-Choice Questions

3. The meaning of the suffix “-ery” helps the reader know the word “crockery” means
- A. a collection of pottery.
 - B. able to make pottery.
 - C. the study of pottery.
 - D. one who makes pottery.

Item Information	
Alignment	A-V.4.1.1
Answer Key	A
Depth of Knowledge	2
p-value A	61% (correct answer)
p-value B	15%
p-value C	10%
p-value D	14%
Option Annotations	The student is asked to determine the meaning of the word “crockery” using the meaning of the suffix “-ery.” Option A is the correct answer, because the suffix “-ery” means “collection” and is part of the meaning of the word in question. Options B, C, and D are not correct, because they do not match the meaning of the suffix “-ery” and do not make sense in the context of the poem.

4. Read these lines from “General Store.”

“It will be my store, and I will say: / ‘What can I do for you today?’ ”

What do these lines **most** reveal about the speaker?

- A. The speaker is confused about how to speak to customers.
- B. The speaker wants to surprise people who visit the store.
- C. The speaker is interested in meeting new friends.
- D. The speaker wants to be helpful to customers.

Item Information	
Alignment	A-K.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	6%
p-value B	9%
p-value C	7%
p-value D	78% (correct answer)
Option Annotations	The student is asked to determine what the given lines from the poem most reveal about the speaker. Option D is the correct answer, because the line “What can I do for you today?” shows that the speaker wants to be helpful. Both options A and B are not correct, because they are not supported by the given lines. Option C is not correct, because it is not supported by the poem.

5. Which lines from “General Store” support the inference that the speaker will do most of the work?
- A. “Sarsaparilla for picnic lunches, / Bananas and rubber boots in bunches.”
 - B. “There’ll be a little of everything: / Bolts of calico; balls of string;”
 - C. “I’ll fix the window and dust each shelf, / And take the money in all myself.”
 - D. “Jars of peppermint; tins of tea; / Pots and kettles and crockery;”

Item Information	
Alignment	A-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	8%
p-value B	15%
p-value C	71% (correct answer)
p-value D	6%
Option Annotations	The student is asked to determine which lines from the poem support the given inference that the speaker will do most of the work in the store. Option C is the correct answer, because the lines show chores that the speaker will do (fix the window, dust each shelf, take in the money). Options A, B, and D are not correct, because they merely list items the speaker will have in the store.

Evidence-Based Selected-Response Question

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

Part One

How is the topic having goals to achieve conveyed throughout **both** of the poems?

- A. by the speakers’ desiring to create objects of value
- B. by the speakers’ reflecting on past events
- C. by the speakers’ overcoming challenges
- D. by the speakers’ stating future plans

Part Two

What **two** phrases from the poems support the answer in Part One? Choose **two** answers.

- A. “With a skeleton key” from “When I Grow Up”
- B. “I think I’ll be all of them” from “When I Grow Up”
- C. “With real glass cases and counters wide” from “General Store”
- D. “Some day I’m going to have a store” from “General Store”

Item Information	
Alignment	A-C.3.1.1
Answer Key: Part One	D
Answer Key: Part Two	B, D
Depth of Knowledge	3
Mean Score	1.42
Option Annotations	<p>The student is asked to determine how the treatment of a similar topic is conveyed throughout both of the poems and to select details from the poems that support this answer.</p> <p>Part One: Option D is the correct answer, because both poems state the speakers’ future career plans. Options A, B, and C are not correct, because they are unsupported by details in either poem.</p> <p>Part Two: Both options B and D are the correct answers, because B refers to the future plans of the speaker of “When I Grow Up” and D refers to the future plans of the speaker of “General Store.” Both options A and C are not correct, because they only list items associated with future careers that the speakers wish to have.</p>

Multiple-Choice Question

7. Which sentences **best** state a comparison of the points of view used in **both** poems?
- A. Both poems use a first person point of view. Both are told by speakers in the poems.
 - B. Both poems use a third person point of view. Both are told by characters in the poems.
 - C. “When I Grow Up” uses a first person point of view and is told by a speaker.
“General Store” uses a third person point of view and is told by a character in the poem.
 - D. “When I Grow Up” uses a third person point of view and is told by a character in the poem.
“General Store” uses a first person point of view and is told by a speaker.

Item Information	
Alignment	A-C.2.1.1
Answer Key	A
Depth of Knowledge	3
p-value A	64% (correct answer)
p-value B	13%
p-value C	14%
p-value D	9%
Option Annotations	The student is asked to compare the points of view used in both poems. Option A is the correct answer, because both poems use the first person point of view as evidenced by both poems’ use of “I” to refer to the speaker. Options B, C, and D are not correct, because they misidentify the point of view used in both poems.

PASSAGE 3

Read the following passage about an artist who writes and illustrates books. Then answer question 8.

Author and Illustrator Ed Young

by Deborah Kovacs and James Preller

Caldecott Medal-winning illustrator Ed Young doesn't like to overemphasize the process of creativity. He says, "To me, it is the attitude behind everything that is more important than the procedure."

A deeply thoughtful man, Ed Young believes that the creation of art involves much more than technical skill. Drawing and writing, he says, "are expressions of the inner rather than the outer person."

In practicing the art of calligraphy, Young learned to refine his brush strokes as well as to achieve a greater sensitivity to his craft. In calligraphy, as in life, Young believes that attitude is of prime importance. "A person has to know the nature of a brush, the nature of ink in the brush, the nature of ink applied by the brush onto paper. That person has to be friends with all of these in order to see what the brush is capable of doing.

"It is like training a horse. A person has to know what the nature of the horse is in order to ride it correctly. If the horse knows that the person understands him and gives him every possibility of exploring his potential, the horse will be very happy. And so with the brush."

Exploring with a Pencil

Once he has selected a manuscript, Young immediately begins by making a series of sketches. The process is similar to an exploration; with each sketch, Young searches for the proper tone and image for the story. He says, "First I do little thumbnails right on the margin of the manuscript whenever there is a picture that comes to me. I just scribble, and the pictures that I draw are no more than maybe a half or three-quarters of an inch. It's just a record of images that are in my head."

In what he calls rounds, Young revisits his initial sketches and expands upon them. Slowly, he adds more and more details, and the tiny pictures grow larger. Young explains, "They graduate, let's say, from the first set of very small thumbnails to something two or three inches tall by five or six inches wide. At that point, I start to go into the characters or buildings or costumes, that kind of thing."

During the next round, the element of research becomes very important. In the first sketches, Young only sought to capture a general impression, a feeling. Now he seeks painstaking accuracy. The pictures themselves seem to ask him these questions: In what style should the characters be dressed? What are the trees and flowers like in that part of the world? What is the style of architecture?

To achieve this level of accuracy, Young turns to magazines, books, libraries, museums, or wherever he can find the information he needs. Young goes to all the trouble because he feels that factual detail helps create a believable fantasy. As an artist, he is preparing an imaginative world for the reader to visit. The trees, the flowers, the buildings—everything—must be true to that world.

An example of Young’s emphasis on detail can be found in the work he did for *Lon Po Po*. The story, which is a Chinese version of “Little Red Riding Hood,” involves a wolf and children. (Lon Po Po means “Granny Wolf” in Chinese.) Ed Young explains how he made the wolf and children believable. “I drew a whole series on how wolves communicate with each other, using their ears, their tails, and the way they hold themselves. That had to be right because the wolf talks to the children in the story, so he has to be alive to them. Then I had to know how the children talked to each other, how they lived in the compound, how the trees would grow. Once you know everything about the story, you can express it in fresh ways.”

Ed Young was born in China, grew up in Shanghai, and later moved to Hong Kong before eventually settling in the United States. Of his childhood, Young recalls: “Our summer nights were usually spent on the flat roof of the three-story house that my father designed. Against the background of crickets chirping in the starry night, my father would spin endless tales of his own to entertain our imagination until the heat finally subsided. I have never forgotten the images I saw in my mind as I listened.”

Text-Dependent Analysis Prompt

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

**Writer’s Checklist for the
Text-Dependent Analysis Prompt**PLAN before you write

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

FOCUS while you write

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

PROOFREAD after you write

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

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

GO ON 

Text-Dependent Analysis Scoring Guideline

#8 Item Information

Alignment	E.1.1	Depth of Knowledge	3	Mean Score	1.37
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Assessment Anchor:

E04.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E04.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

STUDENT RESPONSE

Response Score: 4 points

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

I describe Ed Young as a deeply thoughtful man because of his love for art. A quote to help support my answer is “, Drawing and writing, he says are expressions of the inner rather than the outer person.” I think this means that Ed Young feels that drawing and writing makes him express his feelings. For example, the quote “, The trees, the flowers, the buildings – everything – must be true to that world,” shows that Ed does express feeling through his drawings. He thinks that every picture or sketch he draws must have details and meanings. The authors wanted to show this through a story of Ed Youngs life of drawing.

Ed Young has to know about the story he is working on. In the story is a quote that shows support for this. “Once you know everything about the story, you can express it in fresh ways,” gives support because it shows that Ed has to learn everything about the story before he can do the drawing. He can make a story’s pictures have meaning

GO ON 

by adding detail and making more than one details. All the evidence I found show that Ed Young is a deeply thoughtful man and is full of artistic creativity. To show support, the quote "I drew a whole series on how wolves communicate with each other using their ears, their tails, and the way they hold themselves gives support. The support it gives is that Ed had to think before drawing the pictures for the story, Lon Po Po.

The last evidence I found is a quote "I have never forgotten the images I saw in my mind as I listened." This is from Ed's childhood when he listened to his father's stories. These stories inspired Ed to draw from images in his mind. Ed loved drawing because of his father. He is a deeply thoughtful man from evidence from the story. The authors wanted to show us this through this story.



This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. The organizational structure is strong and effectively maintains focus on how the authors support the statement that Ed Young is a “*deeply thoughtful man*.” The effective introductory paragraph includes a relevant quote (“*Drawing and writing, he says are expressions of the inner rather than the outer person*”) and effective analysis (*I think this means that Ed Young feels that drawing and writing makes him express his feelings*). The paragraph continues with a relevant quote (“*The trees, the flowers, the buildings – everything – must be true to that world.*”) layered with more effective analysis (. . . *shows that Ed does express feeling through his drawings. He thinks that every picture or sketch he draws must have details and meanings. The authors wanted to show this through a story of Ed Youngs life of drawing*). This supports the student’s ideas and provides context for the analysis that follows. This pattern of relevant text layered with analysis continues throughout the rest of the response. The first body paragraph begins with an inference (*Ed Young has to know about the story he is working on*), supported by a relevant quote (“*Once you know everything about the story, you can express it in fresh ways,*”) and extended with effective analysis (. . . *it shows that Ed has to learn everything about the story before he can do the drawing. He can make a story’s pictures have meaning by adding detail and making more than one details.*). The student provides additional analysis (. . . *Young is a deeply thoughtful man and is full of artistic creativity*) that is supported with another substantial text quote (“*I drew a whole series on how wolves communicate with each other using their ears, their tails, and the way they hold themselves . . .*”), which is extended with an inference (. . . *Ed had to think before drawing . . .*). In the final paragraph, the student begins with a quote from Ed’s childhood describing listening to his father’s stories (“*I have never forgotten the images I saw in my mind as I listened*”). The quote is then integrated with effective analysis (*These stories inspired Ed to draw from images in his mind. Ed loved drawing because of his father*) of explicit and implicit meanings from the text. The student’s use of precise language is effective in explaining how the authors support the statement in the prompt (*express his feelings; details and meanings; All the evedence; artistic creativity; Ed Youngs life of drawing; inspired*), and transitions are skillfully used (*A quote to help support; I think this means that; For example; shows that; In the story; because; To show support; the last evidence I found*) to link ideas throughout the response. The few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 4 points



8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

I wish I could draw like Ed Young! He puts amazing illustrations in his books and really captures the reader’s attention. The reason Ed Young draws so well is because he is a “deeply thoughtful man,” and here are my reasons why.

Young is a deeply thoughtful man. One way the authors support this statement is by quoting a statement Ed Young said in the text. Ed said that “drawing and writing are expressions of the inner rather than the outer person.” I can infer from this that Young is deeply thoughtful because he realizes the creativity in art.

Another way that the authors support the statement that Young is a deeply thoughtful man is that he deeply thinks through his drawings. I can infer that the authors back that up by making a whole section that talks about his drawings. It talks about his step by step process which shows me that the authors think that his drawings are deeply thought out.

Lastly, the authors go into vivid detail about how Young creates his drawings. He make the characters all look and act real. I can infer that Young must think deeply about how the charactors would look and act in real life and that needs some deep thinking.

Those were examples of how the authors supported their opinion that Ed Young is a deeply thoughtful man and my analisys of it. Maby if I think deeply about my drawings I could be as good as Ed Young.

This response effectively addresses all parts of the task, demonstrating in-depth analytic understanding of the text. A strong organizational structure effectively maintains the focus in three ways that the authors support the statement (*Ed Young is a “deeply thoughtful man.”*). The student starts with an engaging introduction (*I wish I could draw like Ed Young!*) followed by evaluative statements (*amazing illustrations; really captures the reader’s attention*). Then, in the first body paragraph, the student sets up the analysis with a relevant text reference identifying a quote from Ed Young (*“drawing and writing are expressions of the inner rather than the outer person”*). From this, the student concludes that (*. . . Young is deeply thoughtful because he realizes the creativity in art.*) In the next paragraph, the student includes effective analysis (*. . . he deeply thinks through his drawings . . . , . . . the authors back that up by making a whole section that talks about his drawings*). The student uses specific, relevant details from the text (*step by step process*) and additional analysis (*. . . shows me that the authors think that his drawings are deeply thought out*) that continue the effective development. In the final body paragraph, the strong analysis continues (*the authors go into vivid detail about how Young creates his drawings. He make the characters all look and act real. I can infer that Young must think deeply about how the charactors would look and act in real life and that needs some deep thinking*). This provides insight into both explicit and implicit meanings from the text. The conclusion is engaging as well as personally insightful (*Maby if I think deeply about my drawings I could be as good as Ed Young*). There is a skillful use of transitions to link ideas (*because, One way, I can infer, Another way, which shows me that, Lastly*) throughout the response. The student’s ideas are clearly and effectively conveyed using precise language and domain-specific vocabulary (*amazing illustrations, captures the reader’s attention, infer, realizes, vivid detail, deep thinking*). The few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points



8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

The authors support how Ed Young is a “deeply thoughtful man” with many paragraphs and details.

First, they support that statement with details of how he says, “Drawing and writing are expressions of the inner rather than the outer person. Moreover, he puts his own thoughts into his artwork. He shows his inner self through his artwork.

Next, the authors explain how he goes through “rounds” when he revisits his initial little sketch. As Young puts it, “his drawings graduate from the set of thumbnail sketches to about 2 by 6 inch drawings.” Ed Young says, “At that point, I start to go into the costumes, characters, buildings, that kind of stuff.” To elaborate on that, Ed Young is giving a lot of thought to his “rounds”, so the authors support that very much.

Finally, the authors describe how Ed Young is deeply thoughtful by explaining how “Young’s emphasis can be found in his work for Lon Po Po”. That paragraph tells how he did research and put time and effort and especially a lot of thought into Lon Po Po. It is good how the authors emphasized on that to explain how he is thoughtful.

The authors of “Author and Illustrator Ed Young” (Deborah Kovaesis and James Preller) thoroughly explained how Caldecott Medal-winning illustrator Ed Young is deeply thoughtful, especially with his artwork!

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. The student’s response has an appropriate organizational structure, including a controlling idea that conveys how the author supports the statement that Ed Young is a deeply thoughtful man (. . . *with many paragraphs and details*). The first body paragraph begins with an inference (. . . *they support that statement with details . . .*) followed by a supporting text reference (“*Drawing and writing are expressions of the inner rather than the outer person*) and extended by means of clear analysis (. . . *he puts his own thoughts into his artwork. He shows his inner self through his artwork*). The student’s response maintains focus on how the authors support the statement. The next paragraph, again leads with a context-providing inference (. . . *the authors explain how he goes through “rounds” when he revisits his initial little sketch*) followed by sufficient, accurate, and direct reference to the text (*As Young puts it, “his drawings graduate from the set of thumbnail sketches to about 2 by 6 inch drawings.” Ed Young says, “At that point, I start to go into the costumes, characters, buildings, that kind of stuff”*), all of which is extended with clear analysis (*To elaborate on that, Ed Young is giving a lot of thought to his “rounds”, so the authors support that very much*). In the final body paragraph, the student’s analysis is again integrated with text (. . . *the authors describe how Ed Young is deeply thoughtful by explaining how “Young’s emphasis can be found in his work for Lon Po Po.” That paragraph tells how he did research and put time and effort and especially a lot of thought into Lon Po Po*) before concluding with an evaluative statement (*It is good how the authors emphasized on that to explain how he is thoughtful*). Appropriate transitions are used to link ideas (*First, Moreover, Next, As Young puts it, To elaborate on that, Finally*) and the use of precise language (*to elaborate, thoroughly explained, time and effort, a lot of thought, especially, emphasized*) helps clearly convey how the authors support the statement. There are few errors (*especially*), and those present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 3 points

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

In the story "Author and Illustrator Ed Young" the authors support the statement that Ed Young is a deeply thoughtful man. First of all, the authors support that Ed Young is a deeply thoughtful man by using quotes of him. In the text it says, "Drawing and writing, he says, "are expressions of the inner rather than the outer person.'" The reader could infer that the authors used quotes from Ed Young to show his character. Usually authors use quotes to show something about the character. Second, the authors also support that Ed Young is a deeply thoughtful man by explaining his procedure. The text says, "First I do little thumbnails on the margin of the manuscript whenever there is a picture that comes to me." One could infer that people have a long procedure they have many thoughts. As you can see the authors support that Ed Young is a deeply thoughtful man.

GO ON 

This response adequately addresses all parts of the task, demonstrating sufficient analytic understanding of the text. An appropriate organizational structure adequately supports the student's focus on the fact that the authors use *quotes* and explains *procedure* to analyze how the authors support the statement that Ed Young is a deeply thoughtful man. The first part of the student's focus, *using quotes*, is supported by means of sufficient direct reference to the text ("*Drawing and writing, he says, 'are expressions of the inner rather than the outer person.'*") that connects with clear analysis (*. . . the authors used quotes from Ed Young to show his character*) and is further extended with a generalization (*Usually authors use quotes to show something about the character*). The second part of the student's focus, *explaining his procedure*, is also supported with text ("*First I do little thumbnails on the margin of the manuscript whenever there is a picture that comes to me*") and extended with another generalization (*One could infer that people have a long procedure they have many thoughts*), demonstrating sufficient analytic understanding of both explicit and implicit meanings drawn from the text. The student's response ends with a clear conclusion (*As you can see the authors support that Ed Young is a deeply thoughtful man*) that mirrors the introduction. The student uses appropriate transitions to link ideas (*First of all, In the text it says, As you can see*). There are few errors in the response that do not interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

In the passage, Author and Illustrator Ed Young the authors might describe Ed Young as a deeply thoughtful man is because he always revisits his initial sketches and expands upon them. If you revisit and expand upon something that means you are smart enough to recheck your work. The authors might also think of him as a deeply thoughtful man because he seeks painstaking accuracy. If you seek painstaking accuracy that means you are deeply thoughtful. He is also deeply thoughtful because he sketches drawings before he draws it. This is like the time when my cousin Tanya Green was sketching her house and then she actually drew it.

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. There is a weak organizational structure that inconsistently supports the student’s focus (*the authors might describe Ed Young as a deeply thoughtful man . . .*). The development of the student’s response is weak and has no conclusion. The body of the response begins with a context-providing text reference (*. . . because he always revisits his initial sketches and expands upon them*), which connects to an inference drawn from the text (*If you revisit and expand upon something that means you are smart enough to recheck your work*). The rest of the student’s response consists of inferences loosely connected to the text (*If you seek painstaking accuracy that means you are deeply thoughtful. He is also deeply thoughtful because he sketches drawings before he draws it*) and includes a confusing personal comparison (*This is like the time when my cousin . . . was sketching her house . . .*). A few of the errors present in spelling (*young, sketches, upon, actually*) and capitalization (*young*) sometimes interfere with meaning.

STUDENT RESPONSE

Response Score: 2 points



8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

The authors of the passage describe Ed Young as a “deeply thoughtful man.” As I said before, the authors describe Ed Young as a deeply thoughtful man because he really thinks about his art and is well working. Next, It said in the passage that Ed Young pictures images of pictures in his mind. He also thinks about his drawings before he really does them for an example, he says “In what style should the characters be dressed?” The authors also like that he has nice brush strokes an always nice additude. The authors like that he thiks art like as training a horse. How cool is that? Do you think that is cool how Ed Young pictures art as training a horse? As you can tell, the authors of the passage describe Ed Young as a “deeply thoughtful man.”

This response inconsistently addresses some parts of the task, demonstrating partial analytic understanding of the text. The organizational structure is weak and the student’s response contains an introduction and a conclusion that both simply restate the first sentence of the prompt. The student starts the body of the essay with an inference (. . . *because he really thinks about his art . . .*), which is loosely supported by a vague text reference (*It said in the passage that Ed Young pictures images of pictures in his mind*). The student’s response continues to focus on Young’s thoughtful nature, providing another inference drawn from the text (*He also thinks about his drawings before he really does them,*), which connects to a supporting quote (“*In what style should the characters be dressed?*”), both of which weakly develop the student’s ideas. The student’s next analysis moves beyond a strictly literal interpretation of the text (*The authors also like that he has nice brush strokes an always nice additude*), but it falls short of clearly analyzing why the authors think that Ed Young is a deeply thoughtful man. The student’s final analysis (*The authors like that he thiks art like as training a horse. How cool is that? Do you think that is cool how Ed Young pictures art as training a horse?*) also fails to clearly address the task. There are a few transitions in this response (*Next, As you can tell*) that inconsistently link ideas. The few errors present in spelling (*additude, thiks*) seldom interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point



8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

The authors of the passage describe Ed Young as a “deeply thought man”. Here are three details that support this statement.

One detail on how the author supports this statement is the author says that Ed Young believes that the creation of art involves much more than technician skill. It supports the statement because it involves the creation of art.

Another detail on how the author supports this statement is the author says that, “in calligraphy, as in life, Young believes that attitude is a prime importance. It supports the statement because it’s saying that art in calligraphy is a prime importance.

One last detail on how the author supports this statement is an example of Young’s emphasis is Lon Po Po. It supports this statement because it describes Young’s emphasis.

In conclusion, here are three details on how the author supports this statement.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. A minimal organizational structure is evident but lacks development and connection between ideas. The student’s response consists of a list of (. . . *three details that support this statement*), that are all taken from the text. The first detail drawn from the text (. . . *Ed Young believes that the creation of art involves much more than technician skill*) is minimally extended simply by adding the word because (. . . *because it involves the creation of art*). For the next text reference (. . . *“in calligraphy, as in life, Young believes that attitude is a prime importance*), the student includes a similarly minimal extension by paraphrasing the text reference itself (. . . *art in calligraphy is a prime importance*). The student’s final text reference (. . . *Young’s emphasis is Lon Po Po*) is again extended by paraphrasing the words from the text (*It supports this statement because it describes Young’s emphasis*). The student does not analyze any of the ideas drawn from the text, and the student’s response does not go beyond a literal interpretation of the text. The few transitions in the response (*One, Another, One last, In conclusion*) do little more than organize the list of ideas taken from the text. There is also little use of precise language other than the words drawn directly from the text. The few errors present do not interfere with meaning.

STUDENT RESPONSE

Response Score: 1 point

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

I I think that Ed Young is
 a deeply thoughtful man because
 Young said drawing is like
 wrighting and I agree.

Young is a strong harted
 man about drawing because
 he is a Author and an
 illustrator.

that is why I think
 that Ed Young is a deeply
 thoughtful man.

This response minimally addresses part of the task, demonstrating inadequate analytic understanding of the text. There is minimal evidence of an organizational structure, and the student’s response lacks development. The introduction restates the prompt (. . . *Ed Young is a deeply thoughtful man*) and adds on a minimal reference to the text (. . . *Young said drawing is like wrighting . . .*). The student then attempts to draw an inference (*Young is a strong harted man about drawing because he is a Author and illustrator*). However, the conclusion reached is ambiguous and vague and does little to support the idea that Ed Young is a deeply thoughtful man and does not connect to any other ideas in the text. The student uses minimal transitions (*because, and, that is why*) to link ideas in the response. The errors present in spelling, usage, (*lhin, thoughtful, wrighting, harted, a for an,*) and capitalization (*Author, that*), sometimes interfere with meaning.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR CONVENTIONS OF STANDARD ENGLISH QUESTIONS

Directions:

On the following pages are the Conventions of Standard English questions.

Directions for Multiple-Choice Questions:

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

For the multiple-choice questions:

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

CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

9. Read the sentence.

“Don’t eat the cookies yet,” exclaimed Grandma to the children.

Which change in punctuation shows that Grandma was surprised to find the children eating her cookies?

- A. Add a comma after Don’t.
- B. Change the comma to a question mark after yet.
- C. Change the comma to an exclamation mark after yet.
- D. Add a comma after exclaimed.

Item Information	
Alignment	D.2.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	8%
p-value B	6%
p-value C	74% (correct answer)
p-value D	12%
Option Annotations	The student is asked to choose punctuation for a certain effect. Option C is the correct answer, because an exclamation mark after “yet” would indicate a strong feeling such as surprise. Options A, B, and D are not correct, because the revisions use incorrect punctuation and would not indicate surprise.

10. Read the sentence.

Washington, D.C., is located on the Potomac river near the state of Maryland.

Which underlined word has a mistake in capitalization?

- A. Potomac
- B. river
- C. state
- D. Maryland

Item Information	
Alignment	D.1.2.1
Answer Key	B
Depth of Knowledge	2
p-value A	18%
p-value B	59% (correct answer)
p-value C	19%
p-value D	4%
Option Annotations	The student is asked to determine the underlined word that has a mistake in capitalization. Option B is the correct answer, because “river” is part of a proper noun and should be capitalized. Option A is not correct, because “Potomac” is part of a proper noun and should be capitalized. Option C is not correct, because “state” is not a proper noun and should not be capitalized. Option D is not correct, because “Maryland” is a proper noun and should be capitalized.

11. Which sentence contains the **most** specific details?

- A. Bring everything you need on the field trip.
- B. Bring a bag lunch and a warm jacket on the field trip.
- C. Bring all the necessary things on the field trip.
- D. Bring something to eat and something warm to wear on the field trip.

Item Information	
Alignment	D.2.1.1
Answer Key	B
Depth of Knowledge	3
p-value A	6%
p-value B	59% (correct answer)
p-value C	8%
p-value D	27%
Option Annotations	The student is asked to determine which sentence conveys ideas most precisely. Option B is the correct answer, because the sentence tells specific details of what type of meal and clothing to bring on the field trip. Option A is not correct, because it does not give specific details of what to bring. Option C is not correct, because it provides only vague information about what to bring. Option D is not correct, because even though it is more specific than options A and C, it does not specify what type of meal or clothing to bring.

12. Read the sentences.

- (1) “Where is the colored pencils?” asked Mark.
- (2) “In the closet are two boxes of pencils,” Mary answered.
- (3) “The pencils in one box are brand-new,” Henry added.
- (4) “There are crayons in the closet too,” Mary said.

Which sentence has an error in subject-verb agreement?

- A. sentence 1
- B. sentence 2
- C. sentence 3
- D. sentence 4

Item Information	
Alignment	D.1.1.8
Answer Key	A
Depth of Knowledge	2
p-value A	38% (correct answer)
p-value B	15%
p-value C	24%
p-value D	23%
Option Annotations	The student is asked to determine the sentence that has an error in subject-verb agreement. Option A is the correct answer, because “is” is incorrect; since the subject of “pencils” is plural, the verb “is” should be changed to “are” so that there is agreement. Option B is not correct, because the verb “are” agrees with the plural subject “boxes.” Option C is not correct, because the verb “are” agrees with the plural subject “pencils.” Option D is not correct, because the verb “are” agrees with the plural subject “crayons.”

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

Multiple-Choice and Evidence-Based Selected-Response Questions

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	A-K.1.1.3	Part One: D Part Two: D	2	Mean Score: 0.84			
2	A-K.1.1.2	D	3	17%	3%	5%	75%
3	A-V.4.1.1	A	2	61%	15%	10%	14%
4	A-K.1.1.3	D	2	6%	9%	7%	78%
5	A-K.1.1.1	C	2	8%	15%	71%	6%
6	A-C.3.1.1	Part One: D Part Two: B, D	3	Mean Score: 1.42			
7	A-C.2.1.1	A	3	64%	13%	14%	9%
9	D.2.1.2	C	3	8%	6%	74%	12%
10	D.1.2.1	B	2	18%	59%	19%	4%
11	D.2.1.1	B	3	6%	59%	8%	27%
12	D.1.1.8	A	2	38%	15%	24%	23%

Text-Dependent Analysis Prompt

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
8	E.1.1	4	3	1.37

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PSSA Grade 4 English Language Arts Item and Scoring Sampler

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