

General Description of Scoring Guidelines for Reading Short-Answer Items**3 Points**

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

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

On the following pages are the Reading passage 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 Short-Answer Questions:

Some questions will require you to write your response.

For the short-answer questions:

- Be sure to read each short-answer question carefully.
- You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- You may look back at the passage to help you answer the question.
- Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

PASSAGE 1

Read the following passages about an insect. Read the first passage and answer questions 1 and 2. Then, read the second passage and answer questions 3 through 7.

Ladybugs: Hungry and Helpful!

by Maxine Ames

We often think of insects and spiders as pests, but they perform an important function as natural enemies and predators of other insects that attack and eat crop plants. Without these fascinating predators to reduce populations of insect pests there would be greater dependence on potentially toxic pesticides.

What are ladybugs?

Ladybugs are small beetles (scientifically named *Coccinellids*) that are usually red, yellow, or orange in color with black spots on their backs and wing covers. There are over 5,000 known species, and they can be found on every continent except Antarctica.

What do ladybugs eat?

Ladybugs are predatory insects. They specialize in eating other insects such as aphids, mites, and scale bugs, all of which are pests in gardens. Both the larvae and the adults prey on small soft-bodied insects.

Why are ladybugs so helpful?

It is their voracious appetite for garden pests that makes them so important in the maintenance of agriculture fields, orchards, and other types of agricultural areas. Ladybugs may be used as biological control agents. They often are introduced into new areas as a means of protecting the garden from small parasitic insects and as a way to avoid the use of harmful pesticides.

Why are ladybugs so brightly colored?

The color acts as a warning to ward off potential predators. The predator learns to avoid the color of the ladybugs because it associates the color with a bad taste.

Where do ladybugs live?

Ladybugs can live all over the world, except in Antarctica! During the cold seasons ladybugs wait out the winter. This is called diapause. They gather on the south side of large objects such as trees or even houses.

Where do ladybugs lay their eggs?

Ladybugs lay clutches of eggs that consist of a few eggs to a few dozen eggs on leaves near to where the larvae are likely to find sources of food. Larvae are voracious predators! They will eat between 200 and 300 aphids as they grow and get ready to pupate¹.

¹ pupate—to become a pupa, which is the stage between larva and adult

Multiple-Choice Questions

1. In “Ladybugs: Hungry and Helpful!” under which heading is information on what ladybugs look like?
- Ⓐ “What are ladybugs?”
 - Ⓑ “What do ladybugs eat?”
 - Ⓒ “Why are ladybugs so helpful?”
 - Ⓓ “Where do ladybugs live?”

2. Read the sentence from “Ladybugs: Hungry and Helpful!”

The color acts as a warning to ward off potential predators.

What is the meaning of the phrase “ward off”?

- Ⓐ try to turn away
- Ⓑ try to reward
- Ⓒ try to remain
- Ⓓ try to locate again

PASSAGE 2

Ladybugs

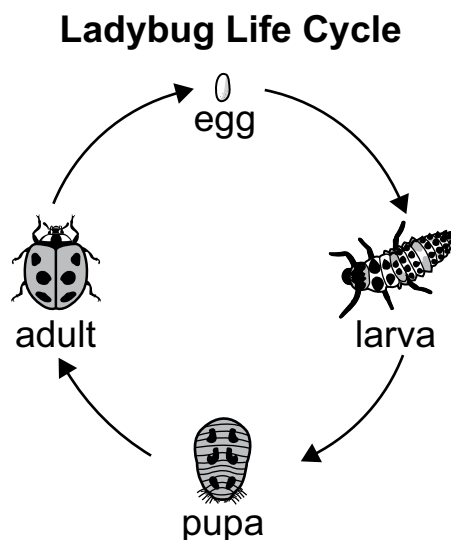
by Amy Gray

They lurk in the garden, preying upon the defenseless, and have larvae that look like something out of a science-fiction novel. What are these creatures? Nothing but your friendly ladybugs!

More than seventy species of ladybugs live in Colorado. Ladybugs are also known as lady beetles or lady birds. Ladybugs are most easily recognized by their signature red body and black spot patterns, but not all species reflect this trait. Some may be shades of pink or orange, while others even have stripes.

Ladybugs develop through “complete metamorphosis.” The cycle begins as clusters of bright orange eggs are laid near a food source, commonly aphids. Smaller species may lay only an individual egg in each location to increase chances of survival. The eggs hatch approximately a week later, with six-legged larvae emerging. Larvae are primarily gray or black, with jagged posteriors extending well past the legs. Many larvae have colorful spots on their backs.

After ten to fourteen days, the larvae choose a surface, often a leaf, to pupate¹. The larvae attach their hind ends and curl downwards, eventually shrinking into compact pupae. During this time, the larvae will not feed or detach but may respond with moving jerks if disturbed.



¹ pupate—to become a pupa, which is the stage between larva and adult

Finally, after five to eight days, adult ladybugs emerge. Two to three generations may occur within a year, depending upon the availability of food. When winter arrives, ladybugs seek protected shelter such as under bark, in wood piles, or in homes.

For garden growers, ladybugs may be considered a boon², because they feed primarily upon forage-attacking insects. Aphids, mites, and scales all contribute to the ladybug diet, although nectar, pollen, and honeydew may be consumed as well. Recognizing the beneficial aspects of ladybugs, many gardening centers and catalogs now sell ladybugs as a part of integrated pest management. However, the results from purchased lady beetles have not been promising.

To use ladybugs effectively, encourage native species to inhabit your garden. Planting pollinating or nectar-producing flowers, such as alyssum, coriander, or dill, will promote increased ladybug activity. Also, sugar-water sprayed in the garden may have beneficial effects. Limit ant activity, because ants will defend aphids against ladybug predation. Most of all, choose any pesticides you may use carefully, because many are deadly to ladybugs. As always, check the label before you apply any pesticide product.

² boon—benefit

Multiple-Choice Questions

3. Based on the information in “Ladybugs,” what is the next step in the life of a ladybug after it is a larva?
- Ⓐ egg
 - Ⓑ adult
 - Ⓒ scale
 - Ⓓ pupa

4. In “Ladybugs,” what does the “Ladybug Life Cycle” diagram help the reader understand?
- Ⓐ the length of time for each step in the life of a ladybug
 - Ⓑ the sequence of steps that occur in the life of a ladybug
 - Ⓒ the types of food that a ladybug eats during its life
 - Ⓓ the ways a ladybug is helpful to people during its life

Evidence-Based Selected-Response Question

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

Part One

What is a main idea of “Ladybugs”?

- Ⓐ Ants should be kept away from ladybugs.
- Ⓑ Ladybugs can live in homes or under bark during winter.
- Ⓒ There are many different types of ladybugs.
- Ⓓ Ladybugs have a specific life cycle.

Part Two

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

- Ⓐ “Some may be shades of pink or orange, while others even have stripes.”
- Ⓑ “Ladybugs develop through ‘complete metamorphosis.’ ”
- Ⓒ “The eggs hatch approximately a week later, with six-legged larvae emerging.”
- Ⓓ “As always, check the label before you apply any pesticide product.”

Multiple-Choice Question

6. How is the information in “Ladybugs: Hungry and Helpful!” similar to the information in “Ladybugs”?
- Ⓐ Both passages state that a ladybug larva eats between 200 and 300 aphids.
 - Ⓑ Both passages state that a ladybug egg hatches in about one week after being laid.
 - Ⓒ Both passages discuss that ladybugs come in different colors.
 - Ⓓ Both passages explain that there are over 5,000 types of ladybugs.

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:

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

For the multiple-choice questions:

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

CONVENTIONS OF STANDARD ENGLISH MULTIPLE-CHOICE QUESTIONS

8. Which sentence correctly uses an apostrophe?
- Ⓐ Bob and Julie pulled their sled's up the hill.
 - Ⓑ Wendy found a friends' hat at the baseball game.
 - Ⓒ I will not ride my bike because the tires' are flat.
 - Ⓓ The teacher asked Russ to clean the guinea pig's cage.

9. Read the sentence.

Do you know where we can read more about the history of Pennsylvania?

Which underlined word is used as a pronoun?

- Ⓐ Do
- Ⓑ you
- Ⓒ read
- Ⓓ about

10. Which sentence is punctuated correctly?

- Ⓐ “I am entering my robot in the science fair,” Ally said.
- Ⓑ “I am entering my robot in the science fair” Ally said.
- Ⓒ “I am entering my robot in the science fair Ally said.”
- Ⓓ “I am entering my robot in the science fair, Ally said.”

11. Which underlined verb should be changed?

- Ⓐ She began reading in the middle of the book.
- Ⓑ The line leader led the class to the lunchroom.
- Ⓒ He speaked in a whisper inside the house.
- Ⓓ They wore their wool hats to play outside.

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	B-C.2.1.2	A	2	68%	8%	17%	7%
2	B-V.4.1.2	A	2	71%	6%	12%	11%
3	B-K.1.1.1	D	2	7%	6%	3%	84%
4	B-C.3.1.3	B	3	27%	55%	8%	10%
5	B-K.1.1.2	Part One: D Part Two: B, C	3	Mean Score: 1.79			
6	B-C.3.1.2	C	3	18%	15%	49%	18%
8	D.1.2.4	D	2	30%	13%	14%	43%
9	D.1.1.1	B	2	13%	37%	31%	19%
10	D.1.2.3	A	2	50%	23%	10%	17%
11	D.1.1.4	C	2	14%	16%	51%	19%

Short-Answer Question

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
7	B-C.3.1.2	3	3	1.42