



**pennsylvania**  
DEPARTMENT OF EDUCATION

# The Pennsylvania System of School Assessment

## English Language Arts Item and Scoring Sampler



**2022–2023**  
**Grade 3**

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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 released test items, of test item types, and scored student responses. The item sampler is not designed to be used as a pretest, a curriculum, or any 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 PCS. 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 Anchor and Eligible Content documents are posted on this portal:

- [www.education.pa.gov](http://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 short-answer (SA) question that have been written to align to the Assessment Anchors, which are based on the PCS. The sample test questions model the types of items that may appear on an operational PSSA. Each sample test question has been through a rigorous review process to ensure alignment with the Assessment Anchors prior to being piloted in an embedded field test within a PSSA assessment and then used operationally on a PSSA assessment. Answer keys, scoring guidelines, and any related stimulus material are also included. Additionally, sample student responses are provided with each open-ended item to demonstrate the range of responses that students provided in response to these items.

### Purpose and Uses

The items in this sampler may be used<sup>1</sup> as examples for creating assessment items at the classroom level. Classroom teachers may find it beneficial to have students respond to the short-answer 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.

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

## Item Format and Scoring Guidelines

The 2022 PCS-based PSSA has multiple types of test questions. For grade 3, the types of test questions are multiple-choice (MC) questions, evidence-based selected-response (EBSR) questions, and short-answer (SA) questions.

**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 an MC 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.

**Short Answer:** Each of this type of test question includes a short response space in which the student composes an answer based on the passage the student has read. An SA test question may include multiple tasks, and the student may be asked to provide a brief explanation. Each SA test question is scored using an item-specific scoring guideline based on a 0–3-point scoring guideline. In this sampler, every item-specific scoring guideline is combined with examples of student responses representing each score point to form a practical item-specific scoring guideline. This sampler also includes the *General Description of Scoring Guidelines for Short-Answer Questions* used to develop the item-specific guidelines. The general description of scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

**Reading Non-score Considerations:** For SA 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
- Off Task** – Makes no reference to the item or passage but is not an intentional refusal
- Foreign Language** – Written entirely in a language other than English
- Illegible** – Illegible or incoherent

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

The PSSA is delivered in a 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.

<b>English Language Arts Item Type</b>	<b>MC</b>	<b>EBSR</b>	<b>SA</b>
Estimated Response Time (minutes)	1.5	3 to 5	5


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

**English Language Arts Grade 3**

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

There are 2 passages in this booklet. The first passage is followed by 2 passage-based MC questions. The second passage is followed by 2 passage-based MC questions, 1 EBSR question, another passage-based MC question, and 1 SA question. 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 SA question is displayed with an item-specific scoring guideline or mode-specific scoring guideline and examples of student responses with 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 SA question responses in both formats. A sample online response is noted by the symbol .

**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.

## Item and Scoring Sampler Format

This sampler includes the test directions and scoring guidelines that appeared in previous PSSA English Language Arts assessments. Each MC item is followed by a table that includes the item alignment, the answer key, the depth of knowledge (DOK) level, the percentage<sup>2</sup> of students who chose each answer option, and a brief answer-option analysis or rationale. The EBSR item is followed by a table that includes the item alignment, the answer key to Part One of the item, the answer key to Part Two of the item, the DOK level, the mean student score, and a brief answer-option analysis for each part of the item. The SA item is followed by a table that includes the item alignment, the DOK level, 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 guideline. The *General Description of Scoring Guidelines for Reading Short-Answer Questions* that was used to develop the item-specific scoring guidelines should be applied 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**

<b>Item Information</b>	
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 Evidence-Based Selected-Response Item Information Table**

<b>Item Information</b>	
Alignment	Assigned AAEC
Answer Key: Part One	Correct Answer
Answer Key: Part Two	Correct Answer
Depth of Knowledge	Assigned DOK
Mean Score	Average Score
Option Annotations	Brief answer-option analysis or rationale

**Example Short Answer Item Information Table**

<b>Alignment</b>	<b>Assigned AAEC</b>	<b>Depth of Knowledge</b>	<b>Assigned DOK</b>	<b>Mean Score</b>	<b>Average Score</b>

<sup>2</sup> All p-value percentages listed in the item information tables have been rounded.

**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 pupate<sup>1</sup>.

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<sup>1</sup> 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?”

Item Information	
Alignment	B-C.2.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	68% (correct answer)
p-value B	8%
p-value C	17%
p-value D	7%
Option Annotations	The student is asked to determine under which heading information about “what ladybugs look like” would be found. Option A is the correct answer since the section “What are ladybugs?” gives information about ladybugs’ size, color, and pattern. Option B is incorrect since this section contains information about the diet of ladybugs, not their appearance. Option C is incorrect since this section contains information about how ladybugs assist humans, not how they look. Option D is incorrect since this section contains information about the habitat of ladybugs, not their appearance.

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

Item Information	
Alignment	B-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	71% (correct answer)
p-value B	6%
p-value C	12%
p-value D	11%
Option Annotations	The student is asked to determine the meaning of a phrase from the passage. Option A is the correct answer since the phrase “ward off” means that the ladybug’s color is able to repel predators. The word “predators” provides context for the correct answer. Options B, C, and D do not make sense in the context of the passage.

## PASSAGE 2

# Ladybugs

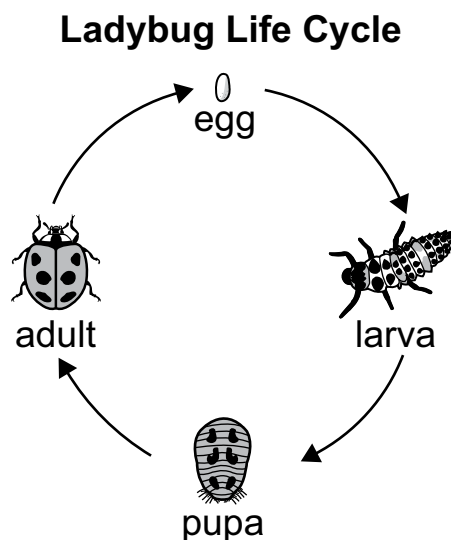
by Amy Gray

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 pupate<sup>1</sup>. 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.



<sup>1</sup> 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 boon<sup>2</sup>, 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.

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<sup>2</sup> 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

Item Information	
Alignment	B-K.1.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	7%
p-value B	6%
p-value C	3%
p-value D	84% (correct answer)
Option Annotations	The student is asked to identify the next step in the life of a ladybug after it is a larva. Option D is the correct answer since the passage indicates that the larvae “choose a surface . . . eventually shrinking into compact pupae.” Option A is incorrect since the egg is formed before the larva stage. Option B is incorrect since the adult stage occurs after the pupa stage. Option C is incorrect since a scale is not part of the ladybug life cycle at all.



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

Item Information	
Alignment	B-C.3.1.3
Answer Key	B
Depth of Knowledge	3
p-value A	27%
p-value B	55% (correct answer)
p-value C	8%
p-value D	10%
Option Annotations	The student is asked to determine what the “Ladybug Life Cycle” diagram helps the reader understand. Option B is the correct answer since the diagram portrays the sequence of steps in the life of the ladybug. Options A, C, and D are incorrect; although the text discusses these elements, the diagram does not.

**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.”

Item Information	
Alignment	B-K.1.1.2
Answer Key: Part One	D
Answer Key: Part Two	B, C
Depth of Knowledge	3
Mean Score	1.79
Option Annotations	<p>The student is asked to determine the main idea of the passage and to select two sentences from the passage that support this answer.</p> <p><b>Part One:</b> Option D is the correct answer since the passage mainly describes the different stages of the ladybug’s life. Options A, B, and C are details, not main ideas from the passage.</p> <p><b>Part Two:</b> Options B and C are the correct answers since these sentences provide information about the life cycle of the ladybug. Options A and D are incorrect since they do not relate to the life cycle of the ladybug.</p>

## 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.

Item Information	
Alignment	B-C.3.1.2
Answer Key	C
Depth of Knowledge	3
p-value A	18%
p-value B	15%
p-value C	49% (correct answer)
p-value D	18%
Option Annotations	The student is asked to compare how the information in both passages is similar. Option C is the correct answer since both passages give information about the coloration of ladybugs. Option A is incorrect; although both passages state that ladybugs eat aphids, only the first passage states that ladybug larvae eat “between 200 and 300 aphids.” Option B is incorrect since only the second passage states that a ladybug egg hatches a week after being laid. Option D is incorrect since only the first passage indicates that there are over 5,000 species of ladybugs.

**Short-Answer Question**

7. How do **both** passages show that ladybugs are important? Use information from **both** passages to support your answer.

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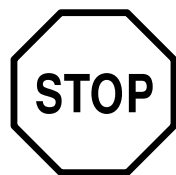
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**After you have finished your work, close this booklet so your teacher will know you are finished.**



## Short-Answer Scoring Guideline

### #7 Item Information

<b>Alignment</b>	B-C.3.1.2	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.42
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### Assessment Anchor this item will be reported under:

E03.B-C.3—Integration of Knowledge and Ideas

### Specific Eligible Content addressed by this item:

E03.B-C.3.1.2—Compare and contrast the most important points and key details presented in two texts on the same topic.

<b>Score</b>	<b>Description</b>
<b>3</b>	The response is a clear, complete, and accurate answer of how both passages show that ladybugs are important. The response includes relevant and specific information from both passages.
<b>2</b>	The response is a partial answer of how both passages show that ladybugs are important. The response includes limited information from both passages and may include inaccuracies.
<b>1</b>	The response is a minimal answer of how both passages show that ladybugs are important. The response includes little or no information from either passage and may include inaccuracies. OR The response relates minimally to the task.
<b>0</b>	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

## STUDENT RESPONSE

Response Score: 3 points



7. How do **both** passages show that ladybugs are important? Use information from **both** passages to support your answer.

Both passages show that ladybugs are important because they defend your garden from attacking insects. In Hungry and helpful it says but they perform an important function as naturale enemies and preditors or other insects that attack and eat crop plants. In ladybugs it says ladybags may be considerd a boon2, because they feed primarily upon forage-attacking insects.

The response is a clear, complete, and accurate answer to how both passages show that ladybugs are important (*they defend your garden from attacking insects*). It includes relevant and specific information from both passages (*they perform an important function as naturale enemies and preditors or other insects that attack and eat crop plants; ladybags may be considerd a boon2, because they feed primarily upon forage-attacking insects*).

## STUDENT RESPONSE

Response Score: 2 points

7. How do **both** passages show that ladybugs are important? Use information from **both** passages to support your answer.

2 examples of how lady bugs are important are. First, some lady bugs have different colors. Second, they kill bad bugs like afhids and other bugs in gardens. That is why lady bugs are important.

The response is a partial answer to how both passages show that ladybugs are important (*they kill bad bugs*). It includes limited information from both passages (*lady bugs have different colors; they kill bad bugs like afhids and other bugs in gardens*).

**After you have finished your work, close this booklet so your teacher will know you are finished.**



**STUDENT RESPONSE**

Response Score: 1 point

- 7. How do **both** passages show that ladybugs are important? Use information from **both** passages to support your answer.

*They keep pest away from gardens.*

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The response is a minimal answer to how both passages show that ladybugs are important (*keep pest away from gardens*).

**After you have finished your work, close this booklet so your teacher will know you are finished.**





## STUDENT RESPONSE

Response Score: 0 points



7. How do **both** passages show that ladybugs are important? Use information from **both** passages to support your answer.

lady dugs ar important becuse they give you good luck and they dont Bite.

The response is irrelevant and contains insufficient information to demonstrate comprehension. The ideas provided (*good luck and they dont Bite*) do not come from either passage and do not answer the question.

## 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.

Item Information	
Alignment	D.1.2.4
Answer Key	D
Depth of Knowledge	2
p-value A	30%
p-value B	13%
p-value C	14%
p-value D	43% (correct answer)
Option Annotations	The student is asked to determine which sentence correctly uses an apostrophe. Option D is the correct answer since it shows correct usage of the apostrophe to indicate possession of a singular noun. Option A is incorrect since the apostrophe is not needed to show the plural form of a noun. Option B is incorrect since the apostrophe is used incorrectly; the apostrophe should be placed before the "s" in "friends" to indicate possession of a singular noun. Option C is incorrect since the apostrophe is not needed to show the plural form of a noun.

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

Item Information	
Alignment	D.1.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	13%
p-value B	37% (correct answer)
p-value C	31%
p-value D	19%
Option Annotations	The student is asked to determine which underlined word is used as a pronoun in the given sentence. Option B is the correct answer since the word “you” is a second-person personal pronoun as used in the given sentence. Option A is incorrect since the word “do” acts as a helping verb in the given sentence. Option C is incorrect since the word “read” is a verb. Option D is incorrect since the word “about” is used as a preposition.

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.”

Item Information	
Alignment	D.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	50% (correct answer)
p-value B	23%
p-value C	10%
p-value D	17%
Option Annotations	The student is asked to determine which sentence is punctuated correctly. Option A is the correct answer since this option places the quotation marks and the comma in the correct positions for dialogue. Option B is incorrect since it is missing the needed comma after the dialogue. Option C is not correct since it is missing the needed comma and has the quotation marks incorrectly placed. Option D is incorrect since it has the quotation marks incorrectly placed.

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.

Item Information	
Alignment	D.1.1.4
Answer Key	C
Depth of Knowledge	2
p-value A	14%
p-value B	16%
p-value C	51% (correct answer)
p-value D	19%
Option Annotations	The student is asked to determine which sentence contains an underlined verb that should be changed. Option C is the correct answer since “speaked” is the incorrect past tense; the verb should be “spoke.” Options A, B, and D are incorrect since the verb forms are correctly used in the given sentences.

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





## ACKNOWLEDGEMENTS

“Ladybugs: Hungry and Helpful!” by Maxine Ames from *Ladybugs, Paper Wasps and Spiders: Hungry and Helpful!*, copyright © 2010.

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## **PSSA Grade 3 English Language Arts Item and Scoring Sampler**

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