



pennsylvania
DEPARTMENT OF EDUCATION



**PENNSYLVANIA
KEYSTONE EXAMS**

Literature
Item and Scoring Sampler



2019

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INTRODUCTION

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned to the Pennsylvania Core Standards. These tools include the standards, assessment anchor documents, Keystone Exams Test Definition, Classroom Diagnostic Tool, Standards Aligned System, and content-based item and scoring samplers. This 2019 Literature Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing students for the Keystone Exams by providing samples of test item types and scored student responses. The Item Sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

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

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

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

ABOUT THE KEYSTONE EXAMS

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

Alignment

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

The content included in Literature constructed-response items aligns with content included in the Eligible Content statements. The process skills, directives, and action statements included in the performance demands of the Literature constructed-response items align with specifications included in the Assessment Anchor statements, the Anchor Descriptor statements, and/or the Eligible Content statements. In other words, the verbs or action statements used in the constructed-response items or stems can come from the Eligible Content, Anchor Descriptor, or Assessment Anchor statements.

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

Depth of Knowledge

Webb’s Depth of Knowledge (DOK) was created by Dr. Norman Webb of the Wisconsin Center for Education Research. Webb’s definition of depth of knowledge is the cognitive expectation demanded by standards, curricular activities, and assessment tasks. Webb’s DOK includes four levels, from the lowest (basic recall) level to the highest (extended thinking) level.

Depth of Knowledge	
Level 1	Recall
Level 2	Basic Application of Skill/Concept
Level 3	Strategic Thinking
Level 4	Extended Thinking

Each Keystone item has been through a rigorous review process and is assigned a DOK level. For additional information about depth of knowledge, please visit the PDE website at http://static.pdesas.org/content/documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf.

Exam Format

The Keystone Exams are delivered in a paper-and-pencil format as well as in a computer-based online format. The multiple-choice items require students to select the best answer from four possible answer options and record their answers in the spaces provided. The correct answer for each multiple-choice item is worth one point. The constructed-response items require students to develop and write (or construct) their responses. There is a single response page in the pencil-and-paper and up to 1,000 characters in the online format. Constructed-response items in Literature are scored using item-specific scoring guidelines based on a 0- to 3-point scale. Each multiple-choice item is designed to take about one to one-and-a-half minutes to complete. Each constructed-response item is designed to take about 10 minutes to complete. The estimated time to respond to a test question is the same for both test formats. During an actual exam administration, students are given additional time as necessary to complete the exam.

ITEM AND SCORING SAMPLER FORMAT

This sampler includes the test directions and scoring guidelines that appear in the Keystone Exams. Each sample multiple-choice item is followed by a table that includes the alignment, the answer key, the DOK, the percentage² of students who chose each answer option, and a brief answer option analysis or rationale. Each constructed-response item is followed by a table that includes the alignment, the DOK, and the mean student score. Additionally, each of the included item-specific scoring guidelines is combined with sample student responses representing each score point to form a practical, item-specific scoring guide. The General Description of Scoring Guidelines for Literature used to develop the item-specific scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

Example Multiple-Choice Item Information Table

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

Example Open-Ended Item Information Table

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

LITERATURE TEST DIRECTIONS

Directions:

On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 1.

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

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

There are two types of questions in each module.

Multiple-Choice Questions

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

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

Constructed-Response Questions

These questions will require you to write your response.

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

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

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

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

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR LITERATURE

3 Points

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

2 Points

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

1 Point

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

OR

- The response relates minimally to the task.

0 Points

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

Special Categories within zero reported separately:

Blank.....Blank, entirely erased, entirely crossed out, or consists entirely of white space

Refusal.....Refusal to respond to the task

Off Task.....Makes no reference to the item but is not an intentional refusal

Foreign Language.....Written entirely in a language other than English

IllegibleIllegible or incoherent

LITERATURE MODULE 1**PASSAGE 1**

Read the following passage. Then answer questions 1–10.

Another Dog

by Francis Hopkinson Smith

Do not tell me dogs cannot talk. I know better. I saw it all myself. It was at Sterzing, that most picturesque of all the Tyrolean villages on the Italian slope of the Brenner, with its long, single street, zigzagged like a straggling path in the snow. On both sides of this street ran arcades sheltering shops, their doorways piled with cheap stuffs, fruit, farm implements, and the like, and at the far end, it was almost the last house in the town, stood the old inn, where you breakfast. Such an old, old inn, with swinging sign framed by fantastic iron work. There was a great archway, too, wide and high, with enormous, barn-like doors fronting on this straggling, zigzag street. Under this a cobble-stone pavement led to the door of the coffee-room and out to the stable beyond.

Under this great archway, then, against one of these doors, his big paws just inside the shadow line,—for it was not winter, but a brilliant summer morning, the grass all dusted with powdered diamonds, the sky a turquoise, the air a joy,—under this archway, I say, sat a big St. Bernard dog, squat on his haunches, his head well up, like a guard. His eyes commanded the approaches down the road, up the road, and across the street; taking in the passing peddler with the tinware, and the girl with a basket strapped to her back, her fingers knitting for dear life, not to mention so unimportant an object as myself swinging down the road.

He made no objection to my entering, neither did he receive me with any show of welcome. There was no bounding forward, no wagging of the tail, no aimless walking around for a moment, and settling down in another spot; nor was there any sudden growl or forbidding look in the eye. None of these things occurred to him, for none of these things was part of his duty. The landlord would do the welcoming, and the blue-shirted porter take my knapsack and show me the way to the coffee-room. His business was to sit still and guard that archway. Paying guests, and those known to the family,—yes! But stray mountain goats, chickens, inquisitive, pushing peddlers, pigs, and wandering dogs,—well, he would look out for these.

The more I looked at him, the more strongly did his personality impress me. The exceeding gravity of his demeanor! The dignified attitude! The quiet, silent reserve! The way he looked at you from under his eyebrows, not eagerly, nor furtively, but with a self-possessed, competent air, quite like a captain scanning a horizon from the bridge, watching the shifting crowds from one of the little stone circles anchored out in the rush of the boulevards,—a look of authority backed by a sense of unlimited power. Then, too, there was such a dignified cut to his hairy chops as they drooped over his teeth beneath his black, stubby nose. His ears rose and fell easily, without undue haste or excitement when the sound of horses' hoofs put him on his guard, or a goat wandered too near. Yet one could see that he was not a meddlesome dog, nor a snarler, no running out and giving tongue at each passing object, not that kind of a dog at all! He was just a plain, substantial, well-mannered, dignified, self-respecting St. Bernard dog, who knew his place and kept it, who knew his duty and did it, and who would no more chase a cat than he would bite your legs in the dark. Put a cap with

a gold band on his head and he would really have made an ideal concierge¹. Even without the band, he concentrated in his person all the superiority, the repose, and exasperating reticence² of hotel life.

Suddenly I noticed a more eager expression on his face. One ear was unfurled, like a flag, and almost run to the masthead; the head was turned quickly down the road. A sound of wheels was heard below the shop. His dogship straightened himself and stood on four legs, his tail wagging slowly.

Another dog was coming.

A great Danish hound, with white eyes and black-and-tan ears—one of those sleek and shining dogs with powerful chest and knotted legs, a little bowed in front, black lips, and dazzling, fang-like teeth. He was spattered with brown spots, and sported a single white foot. Altogether, he was a dog of quality, of ancestry, of a certain position in his own land,—one who had clearly followed his master’s mountain wagon today as much for love of adventure as anything else.

And with all this, and quite naturally, he was a dog of breeding, who, while he insisted on his own rights, respected those of others. I saw this before he had spoken ten words to the concierge,—the St. Bernard dog, I mean. For he did talk to him, and the conversation was just as plain to me, tilted back against the wall, out of the sun, waiting for my cutlets and coffee, as if I had been a dog myself, and understood each word of it.

First, he walked up sideways, his tail wagging and straight out, like a patent towel-rack. Then he walked round the concierge, who followed his movements with becoming interest, wagging his own tail, straightening his forelegs, and sidling around him kindly, as befitted the stranger’s rank and quality, but with a certain dog-independence of manner, preserving his own dignities while courteously passing the time of day, and intimating, by certain twists of his tail, that he felt quite sure his excellency would like the air and scenery the farther he got up the pass,—all strange dogs did.

During this interchange of canine civilities, the landlord was helping out the two men, the companions of the dog. One was round and pudgy, the other lank and scrawny. Both were in knickerbockers³, with green hats decorated with feathers and edelweiss. The blue-shirted porter carried in the bags, closing the coffee-room door behind them.

Suddenly the strange dog, who had been beguiled by the courteous manner of the concierge, realized that his master had disappeared. The man had been hungry, no doubt, and half blinded by the glare of the sun. After the manner of his kind, he had dived into this shelter without a word to the beast who had tramped behind his wheels, swallowing the dust his horses kicked up.

When the strange dog realized this,—I saw the instant the idea entered his mind, as I caught the sudden toss of the head,—he glanced quickly about with that uneasy, anxious look that comes into the face of a dog when he discovers that he is adrift in a strange place without his master. What other face is so utterly miserable, and what eyes so pleading, the tears just under the lids, as the lost dog’s?

Then it was beautiful to see the St. Bernard. With a sudden twist of the head he reassured the strange dog,—telling him, as plainly as could be, not to worry, and the gentlemen were only inside, and would be out after breakfast. There was no mistaking what he said. It was done with a peculiar curving of the neck, a reassuring wag of the tail, a glance toward the coffee-room, and a few

¹ concierge—doorkeeper of the entrance to a building

² reticence—inclination to keep one’s thoughts, feelings, and activities to oneself

³ knickerbockers—short trousers gathered in at the knees

frolicsome, kittenish jumps, these last plainly indicating that as for himself the occasion was one of great hilarity, with absolutely no cause in it for anxiety. Then, if you could have seen that anxious look fade away from the face of the strange dog, the responsive, reciprocal wag of the tail. If you could have caught the sudden peace that came into his eyes, and have seen him as he followed the concierge to the doorway, dropping his ears, and throwing himself beside him, looking up into his face, his tongue out, panting after the habit of his race, the white saliva dropping upon his paws.

Then followed a long talk, conducted in side glances, and punctuated with the quiet laughs of more slappings of tails on the cobbles, as the concierge listened to the adventures of the stranger, or matched them with funny experiences of his own.

Here a whistle from the coffee-room window startled them. Even so rude a being as a man is sometimes mindful of his dog. In an instant both concierge and stranger were on their feet, the concierge ready for whatever would turn up, the stranger trying to locate the sound and his master. Another whistle, and he was off, bounding down the road, looking wistfully at the windows, and rushing back bewildered. Suddenly it came to him that the short cut to his master lay through the archway.

Just here there was a change in the manner of the concierge. It was not gruff, nor savage, nor severe,—it was only firm and decided. With his tail still wagging, showing his kindness and willingness to oblige, but with spine rigid and hair bristling, he explained clearly and succinctly to that strange dog how absolutely impossible it would be for him to permit his crossing the archway. Up went the spine of the stranger, and out went his tail like a bar of steel, the feet braced, and the whole body taut as standing rigging. But the concierge kept on wagging his tail, though his hair still bristled,—saying as plainly as he could:—

“My dear sir, do not blame me. I assure you that nothing in the world would give me more pleasure than to throw the whole house open to you; but consider for a moment. My master puts me here to see that nobody enters the inn but those whom he wishes to see, and that all other live-stock, especially dogs, shall on no account be admitted.” (This with head bent on one side and neck arched.) “Now, while I have the most distinguished consideration for your dogship” (tail wagging violently), “and would gladly oblige you, you must see that my honor is at stake” (spine more rigid), “and I feel assured that under the circumstances you will not press a request (low growl) which you must know would be impossible for me to grant.”

And the strange dog, gentleman as he was, expressed himself as entirely satisfied with the very free and generous explanation. With tail wagging more violently than ever, he assured the concierge that he understood his position exactly.

1. Read the sentence from the passage.

“Under this great archway, then, against one of these doors, his big paws just inside the shadow line,—for it was not winter, but a brilliant summer morning, the grass all dusted with powdered diamonds, the sky a turquoise, the air a joy,—under this archway, I say, sat a big St. Bernard dog, squat on his haunches, his head well up, like a guard.”

What is the effect of the imagery used to describe the scene?

- A. It conveys the apprehension that the narrator feels upon approaching the large animal.
- B. It foreshadows the events that will unfold in the same location later in the passage.
- C. It implies that the scene would look and feel very different at another time of year.
- D. It adds a sense of grandness and majesty to an otherwise simple scene.

Item Information	
Alignment	L.F.2.5.1
Answer Key	D
Depth of Knowledge	2
p-value A	19%
p-value B	8%
p-value C	10%
p-value D	63% (correct answer)
Option Annotations	<p>Students are asked to analyze the effect of an example of imagery in the given sentence from the text. Students must understand how imagery is used in fiction.</p> <p>Option D is the correct answer. The words “great archway,” “grass all dusted with powdered diamonds,” “the sky a turquoise,” and “his head well up, like a guard” are all words that suggest regalness. There is no text evidence to suggest that the narrator feels apprehension; therefore, Option A is incorrect. The sentence does not foreshadow later events since it merely describes what the narrator sees; therefore, Option B is incorrect. Although winter is mentioned in the sentence, it is to say that the scene takes place in summer; therefore, Option C is incorrect. Students may select these incorrect options if they do not understand the effect of imagery or how it is used in the text.</p>

2. Which word is a synonym for the word inquisitive?
- A. pushy
 - B. curious
 - C. amiable
 - D. observant

Item Information	
Alignment	L.F.1.2.1
Answer Key	B
Depth of Knowledge	1
p-value A	13%
p-value B	60% (correct answer)
p-value C	10%
p-value D	17%
Option Annotations	<p>Students are asked to identify the word that is a synonym for the word “inquisitive.” Students must understand the meaning of the given word to be able to identify its synonym.</p> <p>Option B is the correct answer since “curious” means the same as “inquisitive.” Options A, C, and D are incorrect synonyms for “inquisitive.” Students may select these incorrect options if they do not understand what a synonym is or if they do not know the meaning of the word “inquisitive.”</p>

3. Read the sentence from the passage.

“The way he looked at you from under his eyebrows, not eagerly, nor furtively, but with a self-possessed, competent air, quite like a captain scanning a horizon from the bridge, watching the shifting crowds from one of the little stone circles anchored out in the rush of the boulevards,—a look of authority backed by a sense of unlimited power.”

Which feeling is suggested by the use of the word competent?

- A. disdain
- B. hostility
- C. assurance
- D. kindness

Item Information	
Alignment	L.F.1.2.4
Answer Key	C
Depth of Knowledge	2
p-value A	20%
p-value B	16%
p-value C	57% (correct answer)
p-value D	7%
Option Annotations	<p>Students are asked to draw a conclusion about the connotation of the word “competent.” Students must be able to use the context to determine the emotion associated with the use of the word.</p> <p>Option C is the correct answer. “Assurance” is the emotion conveyed by the word “competent” as it is used in the text. Since the narrator states that the dog looked at him with a “self-possessed . . . air, quite like a captain scanning a horizon” and that the dog had “a look of authority backed by a sense of unlimited power,” this language suggests that the dog is good at his job. Options A, B, and D are incorrect connotations for the word “competent.” Students may choose these incorrect options if they do not understand what the author is suggesting through the use of the word “competent” or if they misinterpret textual details.</p>

4. Read the sentence from the passage.

“And with all this, and quite naturally, he was a dog of breeding, who, while he insisted on his own rights, respected those of others.”

Which sentence from the passage **best** supports this characterization of the Danish hound?

- A. “First, he walked up sideways, his tail wagging and straight out, like a patent towel-rack.”
- B. “Then, if you could have seen that anxious look fade away from the face of the strange dog . . .”
- C. “Up went the spine of the stranger, and out went his tail like a bar of steel, the feet braced, and the whole body taut . . .”
- D. “With tail wagging more violently than ever, he assured the concierge that he understood his position exactly.”

Item Information	
Alignment	L.F.2.3.1
Answer Key	D
Depth of Knowledge	2
p-value A	15%
p-value B	8%
p-value C	18%
p-value D	59% (correct answer)
Option Annotations	<p>Students are asked to identify the sentence that best supports the given characterization of the Danish hound in the text. Students must be able to understand characterization and how it is conveyed in literature.</p> <p>Option D is the correct answer. The given sentence states that the Danish hound respected the rights of others, and Option D states that the Danish hound “assured the concierge that he understood his position exactly.” Option A merely describes how the Danish hound acts upon first meeting the St. Bernard dog. It does not support the given characterization; therefore, Option A is incorrect. Option B states that the Danish hound was “anxious” when his owner went inside the inn; therefore, Option B is incorrect. Option C suggests that the Danish hound wants to show strength, not respect for others; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret textual details or are unable to understand characterization.</p>

5. Read the sentence from the passage.

“With his tail still wagging, showing his kindness and willingness to oblige, but with spine rigid and hair bristling, he explained clearly and succinctly to that strange dog how absolutely impossible it would be for him to permit his crossing the archway.”

Which inference about the St. Bernard is **best** supported by the sentence?

- A. The St. Bernard is confident and resolute with unfamiliar animals.
- B. The St. Bernard is fiercely loyal to and protective of its master.
- C. The St. Bernard is sociable but shows caution toward strangers.
- D. The St. Bernard is friendly but will firmly fulfill its duties.

Item Information	
Alignment	L.F.2.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	6%
p-value B	12%
p-value C	10%
p-value D	72% (correct answer)
Option Annotations	<p>Students are asked to make an inference about the St. Bernard based on information from the text. Students must use details from the given sentence to make an inference.</p> <p>Option D is the correct answer. The given sentence states that the St. Bernard was wagging his tail, “showing his kindness and willingness to oblige,” but that his spine was “rigid,” his hair was “bristling,” and that he was unable to “permit his crossing the archway.” These phrases show that the St. Bernard was friendly toward the Danish hound but was determined to fulfill his duty as a sentry. There is no evidence in the given sentence that the St. Bernard is resolute with unfamiliar animals; therefore, Option A is incorrect. Although the St. Bernard knows his job, there is no evidence in the given sentence that he is protective of his owner; therefore, Option B is incorrect. Although the St. Bernard is sociable toward the Danish hound, his “willingness to oblige” does not demonstrate caution; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret details from the text.</p>

6. How does the author use monologue in the next-to-last paragraph to help develop the character of the St. Bernard?
- A. The authority present in the monologue reveals the power that accompanies the speaker's role.
 - B. The politeness of the monologue illustrates the speaker's commitment to welcoming visitors.
 - C. The formality of the monologue shows that the speaker is restrained and respectful.
 - D. The exaggeration present in the monologue suggests that the speaker is insincere.

Item Information	
Alignment	L.F.1.1.3
Answer Key	C
Depth of Knowledge	3
p-value A	26%
p-value B	17%
p-value C	53% (correct answer)
p-value D	4%
Option Annotations	<p>Students are asked to analyze how the author uses techniques of fiction to effectively develop a character. Students must be able to understand the use of monologue as a literary technique and its function within the text.</p> <p>Option C is the correct answer. The use of words such as “my dear sir,” “nothing in the world would give me more pleasure,” and “I have the most distinguished consideration for your dogship,” reveal the St. Bernard's formal restraint and respect for the Danish dog. Since the language used in the monologue is friendly yet humble, Option A is incorrect. Even though the language is polite, the St. Bernard conveys that he cannot allow the Danish hound to enter the inn; therefore, Option B is incorrect. There is no exaggeration in the language, and the St. Bernard is very sincere in expressing his viewpoint; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret textual details or do not understand how a monologue may be used to develop character within a text.</p>

7. Throughout the passage, the author refers to the St. Bernard as the “concierge.” What is the effect of this personification?
- A. It suggests that the St. Bernard believes it is superior to others.
 - B. It implies that the St. Bernard behaves in a helpful manner.
 - C. It reveals the differences between the St. Bernard and the Danish hound.
 - D. It emphasizes the gratitude that the Danish hound has for the St. Bernard.

Item Information	
Alignment	L.F.2.5.1
Answer Key	B
Depth of Knowledge	2
p-value A	14%
p-value B	66% (correct answer)
p-value C	14%
p-value D	6%
Option Annotations	<p>Students are asked to analyze the effect of an example of personification in the text. Students must understand how personification is used in fiction.</p> <p>Option B is the correct answer. A “concierge” is an employee of a hotel whose job it is to assist guests; therefore, the phrase “helpful manner” conveys that the St. Bernard’s job is to help others. There is no textual evidence to support that the St. Bernard believes he is superior to others; therefore, Option A is incorrect. The use of the word “concierge” does not reveal differences between the St. Bernard and the Danish hound; therefore, Option C is incorrect. The use of the word “concierge” does not relate to the concept of gratitude; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand personification or how it is used in the text.</p>

8. How does the author’s style affect the mood of the passage?
- A. The concise language develops a tense mood.
 - B. The playful language creates a lighthearted mood.
 - C. The flowery language establishes a soothing mood.
 - D. The formal language instills a serious mood.

Item Information	
Alignment	L.F.2.3.5
Answer Key	B
Depth of Knowledge	3
p-value A	11%
p-value B	44% (correct answer)
p-value C	15%
p-value D	30%
Option Annotations	<p>Students are asked to analyze how the author’s style affects the mood of the text. Students must understand the concept of mood and how the author’s style contributes to mood.</p> <p>Option B is the correct answer. The author’s use of language such as “put a cap with a gold band on his head and he would really have made an ideal concierge” and the descriptions of the St. Bernard’s tail-wagging interactions with the Danish hound are meant to be playful and create a lighthearted mood. The language used is not concise; therefore, Option A is incorrect. Although the language used could be considered flowery, it does not convey a soothing mood; therefore, Option C is incorrect. Although the language is at times formal, the overall mood is not serious; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret language used in the text.</p>

9. Which characteristic of the passage is more commonly associated with fiction than with nonfiction?
- A. the dramatic climax and resolution
 - B. the detailed description of a time and place
 - C. the single point of view of the narrator
 - D. the consistent focus on one main event

Item Information	
Alignment	L.F.2.2.2
Answer Key	A
Depth of Knowledge	3
p-value A	46% (correct answer)
p-value B	11%
p-value C	23%
p-value D	20%
Option Annotations	<p>Students are asked to identify the characteristic of a text that best distinguishes it as fiction rather than nonfiction. Students must understand the characteristics of fiction and nonfiction.</p> <p>Option A is the correct answer; a dramatic climax and resolution are characteristics more commonly associated with fiction. Options B, C, and D are incorrect since they are elements that can be used in both fiction and nonfiction. Students may select these incorrect options if they do not understand the distinguishing characteristics between these two types of writing.</p>

SCORING GUIDE**#10 Item Information**

Alignment	L.F.1.1.2	Depth of Knowledge	3	Mean Score	1.52
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Item-Specific Scoring Guideline

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

STUDENT RESPONSE

Response Score: 3 points



10. Analyze how the use of personification helps the author achieve his purpose for writing the passage. Use information from the passage to support your analysis.

Throughout the passage, the author is trying to express the idea that dogs have their own way of “talking.” By personifying the dogs, he develops their characters & allows the reader to get a better understanding of the interactions between them.

First, the author describes the personality of the St. Bernard. He writes, “Put a cap with a gold band on his head & he would really have made an ideal concierge. Even without the band, he concentrated in his person, all the superiority, the repose, and exasperating reticence of hotel life.” This personification is used throughout the rest of the passage to describe the St. Bernard. Second, the author shows the manner of the Danish hound. He writes, “...while he insisted on his own rights, respected those of others.” Both of these personifications make it simple for the reader to understand the conversation that the author describes as “just as plain to me ... as if I had been a dog myself, & understood each word of it.” The concierge-like personality of the dog makes it clear & unsurprising when he explains why the hound cannot enter the inn. The hound’s reaction shows his own personality: The author writes, “And the strange dog, gentleman as he was, expressed himself as entirely satisfied with the very free & generous explanation.” The personification makes the passage entertaining & the dogs seem like real people when they interact.

The student has given a clear, complete, and accurate analysis by analyzing examples of a text that support the author’s intended purpose. The student has analyzed how the use of personification helps the author achieve his purpose for writing the passage (“the author is trying to express the idea that dogs have their own way of ‘talking.’ By personifying the dogs, he develops their characters & allows the reader to get a better understanding of the interactions between them...these personifications make it simple for the reader to understand the conversation that the author describes as ‘just as plain to me ... as if I had been a dog myself, & understood each word of it.’ The personification makes the passage entertaining & the dogs seem like real people when they interact”). The student supports the analysis with relevant and specific information from the passage (“First, the author describes the personality of the St. Bernard. He writes, ‘Put a cap with a gold band on his head & he would really have made an ideal concierge. Even without the band, he concentrated in his person, all the superiority, the repose, and exasperating reticence of hotel life.’ Second, the author shows the manner of the Danish hound. He writes, ‘...while he insisted on his own rights, respected those of others.’ The concierge-like personality of the dog makes it clear & unsurprising when he explains why the hound cannot enter the inn. The hound’s reaction shows his own personality: The author writes, ‘And the strange dog, gentleman as he was, expressed himself as entirely satisfied with the very free & generous explanation’”).

STUDENT RESPONSE

Response Score: 2 points

10. Analyze how the use of personification helps the author achieve his purpose for writing the passage. Use information from the passage to support your analysis.

The use of personification throughout the passage helps the author achieve his purpose, that being to entertain with a story of a dog that acts as more of a consierge and its loyalty. In the passage, the narrator imagines the St. Bernard as saying, "My master puts me here to see that nobody enters the inn... especially dogs, shall on no account be admitted... you must see that my honor is at stake." The assured tone of the dog throughout is entertaining, especially that the narrator would know what they are thinking and that that is how the dogs sound. Additionally, the content of the personification, reaffirming the loyalty of the St. Bernard shows that while the dog will remain friendly, it will remain loyal to its master.

The student has given a partial analysis by analyzing examples of a text that support the author's intended purpose. The student has analyzed how the use of personification helps the author achieve his purpose for writing the passage ("to entertain with a story of a dog that acts as more of a consierge and its loyalty. The assured tone of the dog throughout is entertaining, especially that the narrator would know what they are thinking and that that is how the dogs sound. Additionally, the content of the personification, reaffirming the loyalty of the St. Bernard shows that while the dog will remain friendly, it will remain loyal to its master"). The student supports the analysis with limited information from the passage ("In the passage, the narrator imagines the St. Bernard as saying, 'My master puts me here to see that nobody enters the inn... especially dogs, shall on no account be admitted... you must see that my honor is at stake'").

STUDENT RESPONSE

Response Score: 1 point

10. Analyze how the use of personification helps the author achieve his purpose for writing the passage. Use information from the passage to support your analysis.

It helps him to explain how the dog acted.
It helped explain his helpful yet firm actions.



The student has given a minimal analysis by analyzing examples of a text that support the author's intended purpose. The student has analyzed how the use of personification helps the author achieve his purpose for writing the passage ("It helps him to explain how the dog acted"). The student has used little information from the passage ("It helped explain his helpful yet firm actions").

STUDENT RESPONSE**Response Score: 0 points**

10. Analyze how the use of personification helps the author achieve his purpose for writing the passage. Use information from the passage to support your analysis.

How this passage help the Author achieve his purpose for writing the passage is by using very good information and deatials about things

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

PASSAGE 2

Read the following poem. Then answer questions 11–19.

Wind

by Ted Hughes

This house has been far out at sea all night,
The woods crashing through darkness, the booming hills,
Winds stampeding the fields under the window
Floundering black astride and blinding wet

Till day rose; then under an orange sky
The hills had new places, and wind wielded
Blade-light, luminous black and emerald,
Flexing like the lens of a mad eye.

At noon I scaled along the house-side as far as
The coal-house door. Once I looked up—
Through the brunt wind that dented the balls of my eyes
The tent of the hills drummed and strained its guy rope¹,

The fields quivering, the skyline a grimace,
At any second to bang and vanish with a flap:
The wind flung a magpie² away and a black-
Back gull bent like an iron bar slowly. The house

¹ guy rope—a cord or cable used for steadying or guiding

² magpie—a type of bird

Rang like some fine green goblet in the note
That any second would shatter it. Now deep
In chairs, in front of the great fire, we grip
Our hearts and cannot entertain book, thought,

Or each other. We watch the fire blazing,
And feel the roots of the house move, but sit on,
Seeing the window tremble to come in,
Hearing the stones cry out under the horizons.

11. Which inference about the house is **best** supported by the first line of the poem?
- A. The house acts as a source of solace.
 - B. The house is near a body of water.
 - C. The house seems as if it might sink.
 - D. The house has had to endure bad weather.

Item Information	
Alignment	L.F.2.1.1
Answer Key	D
Depth of Knowledge	2
p-value A	14%
p-value B	22%
p-value C	8%
p-value D	56% (correct answer)
Option Annotations	<p>Students are asked to make an inference about the house based on information in the poem. Students must be able to use details from the given line in the poem to make an inference.</p> <p>Option D is the correct answer. The house being “far out at sea” suggests that the wind and rain from a storm have been assaulting the house all night. The first line of the poem does not suggest solace; therefore, Option A is incorrect. There is no textual evidence that the house is located near a body of water; therefore, Option B is incorrect. Since the house is not a boat, it cannot sink; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret language from the poem.</p>

12. Which word is a synonym for luminous?

- A. shifting
- B. glowing
- C. piercing
- D. flickering

Item Information	
Alignment	L.F.1.2.1
Answer Key	B
Depth of Knowledge	1
p-value A	3%
p-value B	87% (correct answer)
p-value C	5%
p-value D	5%
Option Annotations	<p>Students are asked to identify the word that is a synonym for the word “luminous.” Students must understand the meaning of “luminous” to be able to identify its synonym.</p> <p>Option B is the correct answer since “glowing” means the same as “luminous.” Options A, C, and D are incorrect synonyms for “luminous.” Students may select these incorrect options if they do not understand what a synonym is or if they do not know the meaning of the word “luminous.”</p>

13. Which lines **best** show how the poet uses alliteration to evoke a sense of force?
- A. “. . . then under an orange sky / The hills had new places . . .”
- B. “. . . Once I looked up— / Through the brunt wind that dented the balls of my eyes”
- C. “. . . wind flung a magpie away and a black- / Back gull bent like an iron bar slowly . . .”
- D. “. . . The house / Rang like some fine green goblet . . .”

Item Information	
Alignment	L.F.2.5.2
Answer Key	C
Depth of Knowledge	2
p-value A	5%
p-value B	15%
p-value C	66% (correct answer)
p-value D	14%
Option Annotations	<p>Students are asked to identify which lines from the poem show how the poet uses alliteration to evoke a sense of force. Students must understand how alliteration is used in poetry.</p> <p>Option C is the correct answer. The lines “. . . wind flung a magpie away and a black- / Back gull bent like an iron bar slowly . . .” contain the alliteration “black- / Back gull bent like an iron bar.” The repetition of “b” sounds is used to evoke the force of the wind and its impact on the gull. Although the quoted lines in Option A contain imagery, the lines do not evoke a sense of force; therefore, Option A is incorrect. The quoted lines in Option B suggest the force of the wind, but alliteration is not used in the lines; therefore, Option B is incorrect. Although Option D does contain alliteration, the alliteration “green goblet” does not evoke a sense of force. Students may select these incorrect options if they do not understand alliteration or how it is used in the poem.</p>

14. Which line from the poem **best** supports the generalization that personal safety is an illusion?
- A. “The woods crashing through darkness, the booming hills,”
 - B. “Winds stampeding the fields under the window”
 - C. “Flexing like the lens of a mad eye.”
 - D. “And feel the roots of the house move, but sit on,”

Item Information	
Alignment	L.F.2.1.2
Answer Key	D
Depth of Knowledge	2
p-value A	11%
p-value B	10%
p-value C	14%
p-value D	65% (correct answer)
Option Annotations	<p>Students are asked to cite evidence from the poem to support a given generalization. Students must be able to interpret lines from the poem that support the given generalization.</p> <p>Option D is the correct answer. The use of the words “feel the roots of the house move” suggests that the certainty of the home as a safe shelter from the storm may be an illusion since even the house is affected by the power of the storm. Options A and C provide imagery of the storm but do not suggest that personal safety is an illusion; therefore, Options A and C are incorrect. Although the wind moves the “fields under the window” of the home, it does not directly affect the house; therefore, Option B is incorrect. Students may select these incorrect options if they misinterpret details from the poem.</p>

15. Which statement **best** describes the role of the setting within the poem?
- A. The setting establishes the source of the irony.
 - B. The setting provides the central conflict.
 - C. The setting forces the characters to interact.
 - D. The setting reflects the attitude of the speaker.

Item Information	
Alignment	L.F.2.3.2
Answer Key	B
Depth of Knowledge	2
p-value A	12%
p-value B	65% (correct answer)
p-value C	7%
p-value D	16%
Option Annotations	<p>Students are asked to analyze the role of the setting in the poem. Students must understand how setting relates to other elements of fiction.</p> <p>Option B is the correct answer. The setting of the home in a storm creates the human-versus-nature conflict. Since there is no contrast between expectations and the reality of the storm, there is no irony; therefore, Option A is incorrect. Although the speaker mentions someone else in the house, they do not interact; therefore, Option C is incorrect. The speaker merely describes the wind; however, there is no textual evidence to suggest that the setting influences the attitude of the speaker. Therefore, Option D is incorrect. Students may select these incorrect options if they fail to understand the role of setting or are unable to interpret details in the poem.</p>

16. Which statement **best** describes the effect of the point of view that is used in the poem?
- A. The point of view encourages the reader to sympathize with the speaker.
 - B. The point of view allows the reader to share the experiences of the speaker.
 - C. The point of view causes the reader to doubt the speaker’s objectivity about the events.
 - D. The point of view helps the reader to understand the motivations for the speaker’s actions.

Item Information	
Alignment	L.F.2.3.6
Answer Key	B
Depth of Knowledge	3
p-value A	16%
p-value B	60% (correct answer)
p-value C	8%
p-value D	16%
Option Annotations	<p>Students are asked to describe the effect of the point of view used in the poem. Students must understand the concept of point of view and how it can impact the meaning in poetry.</p> <p>Option B is the correct answer. The vivid imagery in the descriptions of the storm help the reader to share the experiences of the speaker. The speaker uses the first-person point of view to describe observations and experiences of being in a windstorm. Although the wind may be a threat to the speaker, the point of view does not encourage the reader to sympathize with the speaker; therefore, Option A is incorrect. Since the first-person point of view is used, subjectivity, rather than objectivity, is assumed; therefore, Option C is incorrect. Even though some actions of the speaker are described, the point of view does not allow the reader to understand the speaker’s motivation for those actions; therefore, Option D is incorrect. Students may select these incorrect options if they fail to understand the effect of the first-person point of view in poetry.</p>

17. Which structural element **most** helps the poet convey the chaotic effects of the wind?
- A. slant-rhymed lines
 - B. repetition of sounds in lines
 - C. division into four-line stanzas
 - D. unconventional line breaks

Item Information	
Alignment	L.F.2.5.2
Answer Key	D
Depth of Knowledge	3
p-value A	9%
p-value B	16%
p-value C	26%
p-value D	49% (correct answer)
Option Annotations	<p>Students are asked to identify the structural element that most helps the poet convey the chaotic effects of the wind. Students must understand different structural elements that are used in poetry and how those elements can create certain effects.</p> <p>Option D is the correct answer. The use of unconventional line breaks creates an uneven meter, which reflects the erratic and unpredictable wind. Although there are examples of slant rhyme in the poem, which can create a feeling of confusion, this element does not convey chaos as intensely as the use of line breaks; therefore, Option A is incorrect. Although both alliteration and assonance are used, these sounds do not create as much of a chaotic effect as the line breaks; therefore, Option B is incorrect. The use of four-line stanzas gives the effect of harmony and regularity, which is the opposite of what the wind conveys; therefore, Option C is incorrect. Students may select these incorrect options if they do not understand how poetic elements affect mood.</p>

18. Which characteristic of the poem **best** supports its classification as fiction?
- A. The poem is a creative interpretation of a natural event.
 - B. The poem is a personal reflection about a well-known person.
 - C. The poem uses plain language to express complex emotions.
 - D. The poem uses simple words to convey powerful emotions.

Item Information	
Alignment	L.F.2.2.2
Answer Key	A
Depth of Knowledge	2
p-value A	78% (correct answer)
p-value B	3%
p-value C	8%
p-value D	11%
Option Annotations	<p>Students are asked to identify the characteristic of the poem that best distinguishes it as fiction. Students must understand the characteristics of fiction and nonfiction.</p> <p>Option A is the correct answer. The poem uses vivid imagery, figurative language, and diction to convey a common natural event. The poem does not contain any reflections about a well-known person; therefore, Option B is incorrect. Since the poem does not use plain language, Option C is incorrect. Since the poem does not use simple language but instead uses figurative and strong language, Option D is incorrect. Students may select these incorrect options if they do not understand the distinguishing characteristics of poetry as fiction.</p>

CONSTRUCTED-RESPONSE ITEM

19. Analyze the tone throughout the poem. Use information from the poem to support your analysis.



SCORING GUIDE**#19 Item Information**

Alignment	L.F.2.3.5	Depth of Knowledge	3	Mean Score	1.4
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Item-Specific Scoring Guideline

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

STUDENT RESPONSE

Response Score: 3 points

19. Analyze the tone throughout the poem. Use information from the poem to support your analysis.

The tone throughout the poem is fearful. The speaker at several different times stresses the power of the wind and his/her fear of the wind. For instance, in the third stanza the speaker uses hyperbole in describing how the "brunt wind... dented the balls of [the speaker's] eyes." This use of hyperbole shows how the speaker felt so affected by the brute force of the wind that it was as if the wind was capable of causing severe personal injury to himself or herself and establishes a fearful tone in the poem. In the fifth and sixth stanzas of the poem, the speaker describes how fear of the wind outside causes both the speaker and others to be unable to "entertain book, thought, or each other." This example shows how the speaker's fear of the wind is significant enough to distract him from other activities even within the safety of his/her own home. The speaker's great fear and description of the powerful outside wind leads to an overall fearful tone expressed by the speaker.

The student has given a clear, complete, and accurate analysis by analyzing tone in the poem. The student has analyzed the tone throughout the poem ("The tone throughout the poem is fearful. The speaker at several different times stresses the power of the wind and his/her fear of the wind. This use of hyperbole shows how the speaker felt so affected by the brute force of the wind that it was as if the wind was capable of causing severe personal injury to himself or herself and establishes a fearful tone in the poem, example shows how the speaker's fear of the wind is significant enough to distract him from other activities even within the safety of his/her own home. The speaker's great fear and description of the powerful outside wind leads to an overall fearful tone expressed by the speaker"). The student supports the explanation with relevant and specific information from the poem ("in the third stanza the speaker uses hyperbole in describing how the 'brunt wind... dented the balls of [the speaker's] eyes.' In the fifth and sixth stanzas of the poem, the speaker describes how fear of the wind outside causes both the speaker and others to be unable to 'entertain book, thought, or each other'").

STUDENT RESPONSE

Response Score: 2 points



19. Analyze the tone throughout the poem. Use information from the poem to support your analysis.

Throughout the poem the author had a scared or an afraid tone. He had a scared or afraid tone because he wasn't used to the type of weather he was experiencing. In the poem the author writes "Winds stampeding the fields under the window / Floundering black astride and blinding". There was a huge thunderstorm that he was fearful of. In the poem I believe the author uses a scared or fearful tone.

The student has given a partial analysis by analyzing tone in the poem. The student has analyzed the tone throughout the poem ("Throughout the poem the author had a scared or an afraid tone, because he wasn't used to the type of weather he was experiencing. There was a huge thunderstorm that he was fearful of"). The student supports the explanation with limited information from the poem ("the author writes 'Winds stampeding the fields under the window / Floundering black astride and blinding'").

STUDENT RESPONSE

Response Score: 1 point

19. Analyze the tone throughout the poem. Use information from the poem to support your analysis.

The tone of the poem seems to be
one of fear,



The student has given a minimal analysis by analyzing tone in the poem. The student has analyzed the tone throughout the poem (*"The tone of the poem seems to be one of fear"*). The student has used no information from the poem.

STUDENT RESPONSE**Response Score: 0 points**

19. Analyze the tone throughout the poem. Use information from the poem to support your analysis.

Its happy I guess.

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

LITERATURE MODULE 1—SUMMARY DATA

MULTIPLE-CHOICE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.F.2.5.1	D	2	19%	8%	10%	63%
2	L.F.1.2.1	B	1	13%	60%	10%	17%
3	L.F.1.2.4	C	2	20%	16%	57%	7%
4	L.F.2.3.1	D	2	15%	8%	18%	59%
5	L.F.2.1.1	D	2	6%	12%	10%	72%
6	L.F.1.1.3	C	3	26%	17%	53%	4%
7	L.F.2.5.1	B	2	14%	66%	14%	6%
8	L.F.2.3.5	B	3	11%	44%	15%	30%
9	L.F.2.2.2	A	3	46%	11%	23%	20%
11	L.F.2.1.1	D	2	14%	22%	8%	56%
12	L.F.1.2.1	B	1	3%	87%	5%	5%
13	L.F.2.5.2	C	2	5%	15%	66%	14%
14	L.F.2.1.2	D	2	11%	10%	14%	65%
15	L.F.2.3.2	B	2	12%	65%	7%	16%
16	L.F.2.3.6	B	3	16%	60%	8%	16%
17	L.F.2.5.2	D	3	9%	16%	26%	49%
18	L.F.2.2.2	A	2	78%	3%	8%	11%

CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	L.F.1.1.2	3	3	1.52
19	L.F.2.3.5	3	3	1.4

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LITERATURE MODULE 2**PASSAGE 1**

Read the following passage. Then answer questions 1–10.

Alan Alexander Milne (1882–1956) was a British novelist, playwright, and poet. He is best remembered for the Winnie-the-Pooh books for children.

The Old Order Changes

by A. A. Milne

A thousand years ago I won a cup for jumping. It was not a very good cup, but then it was not a very good jump. Such as the cup is, however, it stands on a shelf in my library, and I have ways of directing the attention of visitors to it. For instance, if a collector of old prints is coming to dinner, I hang my oldest print just above the cup, ready for him, and I say, “Oh, look here, I picked this print up last week; the man said it was a genuine Eyre and Spottiswoode¹; you might give me your opinion.” He gives me his opinion . . . and then his eye wanders down. I see him reading the inscription on the cup.

The inscription says: “Long Jump, 1739” or some such date. “First Prize won by—” and then my name very big and splendid. Its shape is the ordinary glass shape. It is my only cup, and I am proud of it.

I look up as I write, and I see the—by the way, I don’t know if you have ever tried “looking up as you write.” It is a common thing for reflective writers to say they do, but you should never believe them. It is impossible to write properly when looking somewhere else. What we do is to stop and slew our necks round, and then take a fresh dip in the ink. Well, slewing my neck round as I stop writing, I see my precious cup standing on its shelf, and . . . horror! It is standing upside down!

This comes as a surprise to you, but it is no surprise to me. The thing has been going on for months. It is months ago that I first spoke to Celia about it.

“It’s Jane,” she said. “She always puts it like that when she’s been dusting.”

“Yes, but what for? Just to catch the eye?”

“I suppose because you always stand glasses upside down when you’ve cleaned them—to keep the dust out.”

“But if she’d only think a moment she’d see that I don’t drink out of this, and that glasses don’t have ‘First Prize, won by—.’ You see what I mean,” I said, “don’t you? It’s very difficult to read the cup upside down. A stranger mightn’t know who—er—who had won it.”

“But don’t you always turn it back again? I do, if ever I see it.”

¹ Eyre and Spottiswoode—a London-based printing firm

“Yes, but—but—Oh, well, it doesn’t matter.”

I went back to the library. It was difficult to explain why I minded; because, after all, to sit down to work every morning is very little less trouble than to turn a cup round and sit down to work every morning. Anything regular soon gets taken for granted. And yet I was annoyed. I think it was the silliness of standing a First Prize upside down which annoyed me. That and the apparent difficulty of getting into communication with Jane about it.

For it was difficult. One day I went very humbly to Celia and said—

“I know I’m a baby about it. Forgive me. But it’s getting on my mind. Do tell Jane about the cup.”

“It’s awfully hard,” she said, after a little thought. “You see, it’s such a very, very small thing that it never seems quite the right moment for it. And if, after I’d told her, she said ‘What?’ I couldn’t possibly say it again.”

“You must be very articulate the first time. Lead the conversation slowly round to long-jumping or the difficulty of reading on your head, and then casually but articulately—”

“Well, we’ll see,” said Celia. “Of course, if I ever caught her doing it, I’d tell her. Perhaps I shall.”

Well, we saw. We saw that the thing still went on. The direct approach to Jane was evidently impossible. So I tried sarcasm.

Sarcasm, directed into the blue in the hope of hitting the person you want, may not be effective, but it does relieve the feelings. I had a thoroughly sarcastic morning all to myself. My deadly irony took the form of turning everything in the library upside down. The cup was in position already; I turned up two pewter mugs (third prizes in Consolation Races), the flower bowls, the lamp, a stool, half-a-dozen pictures, two photographs, and the mahogany clock. They all stood on their heads and sneered at Jane. “Why don’t you do the thing properly while you’re about it?” they said to her. I felt extremely well after I had finished.

Celia stood in the door and gurgled to herself.

“You baby,” she smiled.

“On the contrary,” I said, “I have made a dignified yet subtle protest. You wouldn’t move in the matter so I had to do something. I flatter myself that a sense of her past silliness will rush over Jane like a flood when she comes in here tomorrow morning.”

“If Jane’s flooded at all,” said Celia, “it will be with the idea that the master’s mad. But I don’t think she’ll notice it particularly.”

Next morning everything was right side up again—except the cup.

“It’s no good,” I told Celia; “she is obviously determined. Perhaps it means more than we think to her to have that cup upside down. Its beauty, the memories it brings back, the symbolism of it, these things touch some hidden spring . . . Still I am master in my own house.” And I turned the cup round again . . .

Another month passed and I could bear it no longer. Yesterday I made up my mind. I would speak to Jane myself. I turned my First Prize the right way up, and then looked for Celia.

“Celia,” I said firmly, “where is Jane?”

“She’s gone out,” said Celia softly. “Her—her man leaves to participate in military action today.”

An hour later, with bands playing and people cheering, they wheeled out of barracks, businesslike. Jane was in the front somewhere, waving her handkerchief—not such a silly Jane, after all. And at the back, very proud of her, Celia and I stood silent, with a something in the throat that had come there suddenly . . .

And this morning the cup was upside down again. Well, well, if she likes it that way, let it be.

1. Which word is a synonym for the word articulate as used in the passage?
- A. boisterous
 - B. secretive
 - C. up-to-date
 - D. well-spoken

Item Information	
Alignment	L.N.1.2.1
Answer Key	D
Depth of Knowledge	1
p-value A	8%
p-value B	15%
p-value C	6%
p-value D	71% (correct answer)
Option Annotations	<p>Students are asked to identify a synonym for a given word. Students must understand the meaning of the word “articulate” in order to identify the synonym.</p> <p>Option D is the correct answer since the word “articulate” means “well-spoken.” Options A, B, and C are incorrect since they are not the meaning of “articulate.” Students may select these incorrect options if the word “articulate” is unfamiliar or if they do not understand the concept of a synonym.</p>

2. Which statement **best** explains the effect on Milne after seeing Jane waving goodbye?
- A. Milne decides to stop worrying about the cup.
 - B. Milne seeks out some advice from others.
 - C. Milne shows appreciation for his relationship with Celia.
 - D. Milne begins to understand why Jane turns the cup over.

Item Information	
Alignment	L.N.1.3.3
Answer Key	A
Depth of Knowledge	2
p-value A	65% (correct answer)
p-value B	4%
p-value C	7%
p-value D	24%
Option Annotations	<p>Students are asked to analyze the effect of one event on a character. Students must make inferences using evidence from the text to determine the effect on Milne after seeing Jane waving goodbye.</p> <p>Option A is the correct answer. After Milne sees Jane waving goodbye to her friend, Milne feels “very proud of her” and realizes the insignificance of the cup placement. There is no textual evidence to support that Milne seeks out advice from others; therefore, Option B is incorrect. Although Milne does feel appreciation for Jane, there is no evidence that Milne shows appreciation for his relationship with Celia; therefore, Option C is incorrect. Although Milne realizes the insignificance of the placement of his cup, he does not understand why Jane turns the cup over; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret ideas in the text.</p>

3. The suffix “-ic” helps the reader know the word “sarcastic” means
- A. without sarcasm.
 - B. containing sarcasm.
 - C. opposite of sarcasm.
 - D. because of sarcasm.

Item Information	
Alignment	L.N.1.2.2
Answer Key	B
Depth of Knowledge	1
p-value A	2%
p-value B	93% (correct answer)
p-value C	2%
p-value D	3%
Option Annotations	<p>Students are asked to use a suffix to identify the meaning of a given word. Student must understand the meaning of the suffix “-ic” in order to identify the meaning of the word “sarcastic.”</p> <p>Option B is the correct answer since the suffix “-ic” means related to or “containing.” Options A, C, and D are incorrect since they are not the correct meaning of “sarcastic.” Students may select these incorrect options if they do not know the meaning of the suffix “-ic.”</p>

4. Which detail from the passage **best** represents how Celia feels about Milne’s concern about the cup?
- A. “ ‘It’s Jane,’ she said. ‘She always puts it like that when she’s been dusting.’ ”
- B. “ ‘But don’t you always turn it back again? I do, if ever I see it.’ ”
- C. “ ‘You baby,’ she smiled.”
- D. “ ‘She’s gone out,’ said Celia softly.”

Item Information	
Alignment	L.N.2.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	18%
p-value B	33%
p-value C	47% (correct answer)
p-value D	2%
Option Annotations	<p>Students are asked to identify a detail from the text that shows how Celia feels about Milne’s concern about the cup. Students must be able to use textual evidence to support an inference.</p> <p>Option C is the correct answer. When Celia says, “You baby,” she is mildly criticizing Milne for his immature action of turning objects in his house upside down. Although Celia tells Milne that it is Jane who has placed his cup incorrectly, Option A does not convey how Celia feels about Milne’s concern; therefore, Option A is incorrect. Although Celia confirms that Milne does remedy the placement of the cup, Option B does not best express her feelings about Milne’s concern for the cup; therefore, Option B is incorrect. In Option D, Celia only provides information as to where Jane has gone; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret textual details.</p>

5. Which element of the setting adds emphasis to Milne's problem?
- A. the year Milne won the cup
 - B. the library as the location of Milne's cup
 - C. Milne and Celia talking over the span of months
 - D. the location where Milne sees Jane waving her handkerchief

Item Information	
Alignment	L.N.2.3.2
Answer Key	C
Depth of Knowledge	2
p-value A	11%
p-value B	31%
p-value C	45% (correct answer)
p-value D	13%
Option Annotations	<p>Students are asked to identify the element of the setting that most affects the problem in the text. Students must be able to draw conclusions about how the setting impacts the plot.</p> <p>Option C is the correct answer. Because the action of Milne and Celia talking about the problem of the placement of the cup occurs over the span of months, the reader is able to understand the importance of the problem to Milne since he has been dealing with it over a period of time. The year that Milne won the cup is humorously stated as 1739, which does not add emphasis to the problem; therefore, Option A is incorrect. Although the library is significant since it is where Milne displays his cup, it does not add emphasis to the problem; therefore, Option B is incorrect. Although the location where Milne sees Jane waving her handkerchief allows a resolution to the problem, it does not add emphasis to it; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand the role of setting in shaping the plot.</p>

6. Which sentence from the passage **best** supports the generalization that people wish to avoid confrontation?
- A. “It is impossible to write properly when looking somewhere else.”
- B. “ ‘I suppose because you always stand glasses upside down when you’ve cleaned them—to keep the dust out.’ ”
- C. “Sarcasm, directed into the blue in the hope of hitting the person you want, may not be effective, but it does relieve the feelings.”
- D. “I would speak to Jane myself.”

Item Information	
Alignment	L.N.2.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	7%
p-value B	10%
p-value C	71% (correct answer)
p-value D	12%
Option Annotations	<p>Students are asked to cite evidence from the text to support a given generalization. Students must be able to analyze textual evidence to determine which example best supports the generalization.</p> <p>Option C is the correct answer. Instead of directly speaking to Jane about her placement of his cup, to avoid confrontation, he turns all objects in his library upside down. This sarcasm, a use of irony, is intended to convey his message without words. Option A refers to Milne’s inability to focus on his writing when he is distracted with seeing his cup upside down; therefore, Option A is incorrect. Although Celia offers an explanation for why Jane places the cup upside down, Option B does not support the given generalization; therefore, Option B is incorrect. Option D suggests direct confrontation, not avoidance of confrontation; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret textual details.</p>

7. What is the main conflict in the passage?
- A. Milne's losing control of his household
 - B. Milne's being distracted as he writes
 - C. Milne's disagreement with Celia
 - D. Milne's difficulty with writing

Item Information	
Alignment	L.N.2.3.3
Answer Key	A
Depth of Knowledge	2
p-value A	40% (correct answer)
p-value B	25%
p-value C	30%
p-value D	5%
Option Annotations	<p>Students are asked to identify the main conflict in the text. Students must understand conflict as an element of plot.</p> <p>Option A is the correct answer. The placement of his cup represents a larger issue within the passage—Milne's control over how his home is managed. Although Milne is distracted while writing, has an argument with Celia about the cup, and has difficulty writing, these are symptoms that he has lost control of how he would like his home arranged; therefore, Options B, C, and D are incorrect. Students may select these incorrect options if they do not understand conflict or misinterpret textual details.</p>

8. Read the incomplete summary of the passage.

- Milne has a First Prize cup for jumping displayed in his library.
- After cleaning, Jane often leaves the cup upside down.
- Milne talks to Celia about how bothered he is by the cup being upside down.
- _____
- Milne and Celia attend the departure ceremony for a group of military men.
- When Milne sees the cup upside down, he leaves it as it is.

Which sentence **best** completes the summary?

- A. Milne tries to get writing work done in his library.
- B. Milne tries to get Jane to understand his wishes regarding the cup.
- C. Milne tries to start conversations about long-jumping.
- D. Milne tries to have Jane move his cup near other prizes that he has won.

Item Information	
Alignment	L.N.1.3.2
Answer Key	B
Depth of Knowledge	3
p-value A	10%
p-value B	79% (correct answer)
p-value C	6%
p-value D	5%
Option Annotations	<p>Students are asked to identify the sentence that best completes a given summary of the text. Students must understand the concept of a summary.</p> <p>Option B is the correct answer. After Milne talks to Celia about his frustration over the cup's placement, he rearranges other objects in his library in an indirect attempt to get Jane to understand his wishes regarding the cup. Option A is incorrect since this event occurs earlier in the text and is not a key event. Option C is incorrect since Milne only relates to the reader what award the cup represents. Option D is incorrect since it is inaccurate; Milne does not try to have Jane move his cup near other prizes. Students may select these incorrect options if they misinterpret textual details or fail to understand the components of a summary.</p>

9. How does the author's use of personal essay as a literary form affect the meaning of the passage?
- A. The personal essay form requires the use of figurative language.
 - B. The personal essay form allows the author to include his thoughts.
 - C. The personal essay form suggests the use of persuasive techniques.
 - D. The personal essay form permits the author to focus on factual data.

Item Information	
Alignment	L.N.2.2.1
Answer Key	B
Depth of Knowledge	2
p-value A	8%
p-value B	80% (correct answer)
p-value C	7%
p-value D	5%
Option Annotations	<p>Students are asked to analyze how the literary form of the text affects its meaning. Students must understand the characteristics of personal essay and how this form can influence the meaning of a text.</p> <p>Option B is the correct answer since a personal essay reveals the thoughts and feelings of the author. In this essay, Milne does include his thoughts and feelings about an incident based upon his own personal experience. Since a personal essay does not require the use of figurative language, Option A is incorrect. The formal essay, not the personal essay, uses persuasive techniques; therefore, Option C is incorrect. Although the personal essay does contain a real experience, the personal essay focuses on the meaning of that experience, not on factual data; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand the characteristics of a personal essay or how this form relates to the meaning of the text.</p>

CONSTRUCTED-RESPONSE ITEM

10. Read the sentence from the passage.

“Well, well, if she likes it that way, let it be.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.



SCORING GUIDE**#10 Item Information**

Alignment	L.N.2.1.1	Depth of Knowledge	3	Mean Score	1.41
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Item-Specific Scoring Guideline

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

STUDENT RESPONSE**Response Score: 3 points****10.** Read the sentence from the passage.

“Well, well, if she likes it that way, let it be.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

The sentence is significant to the passage because it shows the change in heart of the main character. For example, the author states, “I have made a dignified yet subtle protest.” He is protesting the fact that Jane, after she cleans, always leaves his cup for long jumping upside down. When Jane leaves to send her man off to the military, the sincerity of the moment affected Milne and his perception of the issue with the cup. When he states, “Well, well, if she likes it that way, let it be,” Milne is realizing that Jane is also experiencing some difficulties in her life, so he should realize that the cup being upside down is not a big deal. An important person in Jane’s life is leaving her and Milne is realizing that if leaving the cup upside down makes her happy, so be it. Milne, after seeing Jane at the send-off, is able to let go of the fact that people need to see his name so he can receive recognition, and he begins to take into consideration the feelings of others.



The student has given a clear, complete, and accurate analysis by making inferences and drawing conclusions based on analysis of a text. The student has analyzed the significance of the sentence to the passage (*“it shows the change in heart of the main character. When Jane leaves to send her man off to the military, the sincerity of the moment affected Milne and his perception of the issue with the cup. Milne is realizing that Jane is also experiencing some difficulties in her life, so he should realize that the cup being upside down is not a big deal, . . . if leaving the cup upside down makes her happy, so be it. . . . he begins to take into consideration the feelings of others”*). The student supports the explanation with relevant and specific information from the passage (*“the author states, ‘I have made a dignified yet subtle protest.’ He is protesting the fact that Jane, after she cleans, always leaves his cup for long jumping upside down. When Jane leaves to send her man off to the military . . . Milne, after seeing Jane at the send-off, is able to let go of the fact that people need to see his name so he can receive recognition . . .”*).

STUDENT RESPONSE**Response Score: 2 points****10.** Read the sentence from the passage.

“Well, well, if she likes it that way, let it be.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

The sentence from the passage holds some significance towards it. It shows that no matter how stubborn Mine can be, he can at some point reach acceptance. For example, in the passage he tries so many ways to get the point not to move his award to Jane. He tries sarcasm, he tries to catch her in the act, and he even tries puuling it back rightside up and hoping that it would stay that way. The sentence also shows that the character has at least some sort of empathy and that he can maintain his pride and not let the little things ruin his way.

The student has given a partial analysis by making inferences and drawing conclusions based on analysis of a text. The student has analyzed the significance of the sentence to the passage (“*It shows that no matter how stubborn Mine can be, he can at some point reach acceptance. The sentence also shows that the character has at least some sort of empathy and that he can maintain his pride and not let the little things ruin his way*”). The student supports the explanation with limited information from the passage (“*For example, in the passage he tries so many ways to get the point not to move his award to Jane. He tries sarcasm, he tries to catch her in the act, and he even tries puuling it back rightside up and hoping that it would stay that way*”).

STUDENT RESPONSE**Response Score: 1 point**

10. Read the sentence from the passage.

“Well, well, if she likes it that way, let it be.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

This sentence shows that because she dealing with her husband leaving for the army. Milne doesn't want to bother her with some nonsense.

The student has given a minimal analysis by making inferences and drawing conclusions based on analysis of a text. The student has analyzed the significance of the sentence to the passage (“*Milne doesn't want to bother her with some nonsense*”). The student has used little information from the passage (“*because she dealing with her husband leaving for the army*”).

STUDENT RESPONSE**Response Score: 0 points****10.** Read the sentence from the passage.

“Well, well, if she likes it that way, let it be.”

Analyze the significance of the sentence to the passage. Use information from the passage to support your analysis.

The sentence from the passage has some significance to the story. The sentence is important to the passage because it has a meaning. It says “well, well if she likes it that way, let it be.” Meaning don't judge no one just let them be great.

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

PASSAGE 2

Read the following speech. Then answer questions 11–19.

On May 13, 1908, President Theodore Roosevelt delivered the opening address to the three-day meeting known as the Conference of Governors. The focus of the conference was to discuss the proper use of the nation’s natural resources. The conference was an important milestone in bringing the issue of conservation to public attention. The following is an excerpt from Roosevelt’s address.

Conservation as a National Duty

an excerpt from a speech by Theodore Roosevelt

Governors of the several States; and Gentlemen:

I welcome you to this Conference at the White House. You have come hither at my request, so that we may join together to consider the question of the conservation and use of the great fundamental sources of wealth of this Nation . . .

This Conference on the conservation of natural resources is in effect a meeting of the representatives of all the people of the United States called to consider the weightiest problem now before the Nation; and the occasion for the meeting lies in the fact that the natural resources of our country are in danger of exhaustion if we permit the old wasteful methods of exploiting them longer to continue.

. . . with the consequent growth in the extent and variety of the needs of the average man, there comes a steadily increasing growth of the amount demanded by this average man from the actual resources of the country. And yet, rather curiously, at the same time that there comes that increase in what the average man demands from the resources, he is apt to grow to lose the sense of his dependence upon nature. He lives in big cities. He deals in industries that do not bring him in close touch with nature. He does not realize the demands he is making upon nature. For instance, he finds, as he has found before in many parts of this country, that it is cheaper to build his house of concrete than of wood, learning in this way only that he has allowed the woods to become exhausted. That is happening, as you know, in parts of this country at this very time . . .

From the first beginnings of civilization, on the banks of the Nile and the Euphrates, the industrial progress of the world has gone on slowly, with occasional set-backs, but on the whole steadily, through tens of centuries to the present day.

It never does advance by jumps, gentlemen. It always goes slowly. There are occasional set-backs, but on the whole it goes steadily.

But of late the rapidity of the process has increased at such a rate that more space has been actually covered during the century and a quarter occupied by our national life than during the preceding six thousand years that take us back to the earliest monuments of Egypt, to the earliest cities of the Babylonian plain.

Now, I ask you to think what that means; and I am speaking with historic literalness. In the development, the use, and therefore the exhaustion of certain of the natural resources, the progress has been more rapid in the past century and a quarter than during all preceding time of which we have record.

When the founders of this nation met at Independence Hall in Philadelphia the conditions of commerce had not fundamentally changed from what they were when the Phoenician keels first furrowed the lonely waters of the Mediterranean.

You turn to Homer¹—some of you did in your school days, even if you do not now [laughter]—and you will see that he spoke, not of the Mediterranean but of one corner of the Aegean² only, as a limitless waste of water which no one had traversed. There is now no nook of the earth that we are not searching.

When our forefathers met in Independence Hall, the differences were those of degrees, not of kind, and they were not in all cases even those of degree. Mining was carried on fundamentally as it had been carried on by the Pharaohs in the countries adjacent to the Red Sea. Explorers now-a-days by the shores of the Red Sea strike countries that they call new, but they find in them mines, with sculptures of the Pharaohs, showing that those mines were worked out and exhausted thousands of years before . . .

In Washington's time anthracite coal was known only as a useless black stone; and the great fields of bituminous coal were undiscovered. As steam was unknown, the use of coal for power production was undreamed of. Water was practically the only source of power, save the labor of men and animals; and this power was used only in the most primitive fashion. But a few small iron deposits had been found in this country, and the use of iron by our countrymen was very small. Wood was practically the only fuel, and what lumber was sawed was consumed locally, while the forests were regarded chiefly as obstructions to settlement and cultivation. The man who cut down a tree was held to have conferred a service upon his fellows . . .

Since then our knowledge and use of the resources of the present territory of the United States have increased a hundred-fold. Indeed, the growth of this Nation by leaps and bounds makes one of the most striking and important chapters in the history of the world. Its growth has been due to the rapid development, and alas that it should be said! to the rapid destruction, of our natural resources. Nature has supplied to us in the United States, and still supplies to us, more kinds of resources in a more lavish degree than has ever been the case at any other time or with any other people. Our position in the world has been attained by the extent and thoroughness of the control we have achieved over nature; but we are more, and not less, dependent upon what she furnishes than at any previous time of history . . .

Since the days when the Constitution was adopted, steam and electricity have revolutionized the industrial world. Nowhere has the revolution been so great as in our own country. The discovery and utilization of mineral fuels and alloys have given us the lead over all other nations in the production of steel. The discovery and utilization of coal and iron have given us our railways, and have led to such industrial development as has never before been seen. The vast wealth of lumber in our forests, the riches of our soils and mines, the discovery of gold and mineral oils, combined with the efficiency of our transportation, have made the conditions of our life unparalleled in comfort and convenience . . .

¹ Homer—a poet of ancient Greece

² Aegean—a sea located between Greece and Turkey

We should exercise foresight now, as the ordinarily prudent man exercises foresight in conserving and wisely using the property which contains the assurance of well-being for himself and his children. We want to see a man own his farm rather than rent it, because we want to see it an object to him to transfer it in better order to his children. We want to see him exercise forethought for the next generation. We need to exercise it in some fashion ourselves as a nation for the next generation.

The natural resources I have enumerated can be divided into two sharply distinguished classes accordingly as they are or are not capable of renewal. Mines if used must necessarily be exhausted. The minerals do not and cannot renew themselves. Therefore in dealing with the coal, the oil, the gas, the iron, the metals generally, all that we can do is to try to see that they are wisely used. The exhaustion is certain to come in time. We can trust that it will be deferred long enough to enable the extraordinarily inventive genius of our people to devise means and methods for more or less adequately replacing what is lost; but the exhaustion is sure to come.

The second class of resources consists of those which cannot only be used in such manner as to leave them undiminished for our children, but can actually be improved by wise use. The soil, the forests, the waterways come in this category. Everyone knows that a really good farmer leaves his farm more valuable at the end of his life than it was when he first took hold of it. So with the waterways. So with the forests. In dealing with mineral resources, man is able to improve on nature only by putting the resources to a beneficial use which in the end exhausts them; but in dealing with the soil and its products man can improve on nature by compelling the resources to renew and even reconstruct themselves in such manner as to serve increasingly beneficial uses—while the living waters can be so controlled as to multiply their benefits . . .

Finally, let us remember that the conservation of our natural resources, though the gravest problem of today, is yet but part of another and greater problem to which this Nation is not yet awake, but to which it will awake in time, and with which it must hereafter grapple if it is to live—the problem of national efficiency, the patriotic duty of ensuring the safety and continuance of the Nation. [Applause.] When the People of the United States consciously undertake to raise themselves as citizens, and the Nation and the States in their several spheres, to the highest pitch of excellence in private, State, and national life, and to do this because it is the first of all the duties of true patriotism, then and not till then the future of this Nation, in quality and in time, will be assured. [Great applause]

11. The suffix “-ance” helps the reader know that the word “continuance” means
- A. a person who continues.
 - B. the state of continuing.
 - C. an ability to continue.
 - D. the study of continuing.

Item Information	
Alignment	L.N.1.2.2
Answer Key	B
Depth of Knowledge	2
p-value A	6%
p-value B	69% (correct answer)
p-value C	23%
p-value D	2%
Option Annotations	<p>Students are asked to use the suffix “-ance” to identify the meaning of the word “continuance.” Students must understand the meaning of the suffix “-ance” in order to identify the meaning of the word “continuance.”</p> <p>Option B is the correct answer since “-ance” means the state or process of. Options A, C, and D are incorrect since they are not the correct meaning of “continuance.” Students may select these incorrect options if they do not know the meaning of the suffix “-ance.”</p>

12. Why does the author include details about coal being thought of as “useless” in early United States history?
- A. to distinguish the different types of coal
 - B. to emphasize coal’s lack of value over time
 - C. to introduce the effect of coal being discovered as a power source
 - D. to argue that at one time the nation was committed to conserving coal

Item Information	
Alignment	L.N.2.5.6
Answer Key	C
Depth of Knowledge	2
p-value A	3%
p-value B	22%
p-value C	65% (correct answer)
p-value D	10%
Option Annotations	<p>Students are asked to analyze the use of a particular detail in the text. Students must understand how details are used to support claims in texts.</p> <p>Option C is the correct answer. Roosevelt includes details that coal was unknown in Washington’s time as a power source, but one day the natural resource could be exhausted. Although the text refers to two types of coal, it does not discuss their differences; therefore, Option A is incorrect. Since Option B is inaccurate, it is incorrect. Since the nation has used coal indiscriminately, Option D is also incorrect. Students may select these incorrect options if they do not understand how details are used in texts to support claims.</p>

13. Read the sentence from the speech.

“When the People of the United States consciously undertake to raise themselves as citizens, and the Nation and the States in their several spheres, to the highest pitch of excellence in private, State, and national life, and to do this because it is the first of all the duties of true patriotism, then and not till then the future of this Nation, in quality and in time, will be assured.”

Why is the propaganda technique in the sentence effective?

- A. It persuades readers to be more aware of the continual need for natural resources in the country.
- B. It persuades readers to improve themselves for the good of the country.
- C. It persuades readers to share the duty of protecting the country with those from other nations.
- D. It persuades readers to keep the resources of the country private.

Item Information	
Alignment	L.N.2.5.5
Answer Key	B
Depth of Knowledge	2
p-value A	25%
p-value B	60% (correct answer)
p-value C	11%
p-value D	4%
Option Annotations	<p>Students are asked to analyze the effectiveness of the propaganda technique in a given sentence from the text. Students must understand propaganda techniques and how they are used in nonfiction texts.</p> <p>Option B is the correct answer; the phrase “first of all the duties of true patriotism” contains loaded words. Roosevelt uses this emotional phrase to convince the public to support his conservation movement. Roosevelt attempts to associate the people’s self-improvement with patriotism, or love of country. Because the loaded words do not incorporate a logical appeal, Option A is incorrect. The text does not mention the need for other nations to assist the United States; therefore, Option C is incorrect. The sentence does not include any details about keeping the resources of the United States private; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand propaganda techniques or how they are used in texts.</p>

14. Based on information in the speech, how does the fact that many Americans live in cities relate to their understanding of nature?
- A. Americans are not close to nature, so they are not interested in learning about it.
 - B. Americans travel distances to experience nature, so they gain appreciation of it.
 - C. Americans choose to live away from nature, so they live more simply because of it.
 - D. Americans are not close to nature, so they do not realize the impact they are making on it.

Item Information	
Alignment	L.N.1.3.3
Answer Key	D
Depth of Knowledge	2
p-value A	6%
p-value B	9%
p-value C	6%
p-value D	79% (correct answer)
Option Annotations	<p>Students are asked to analyze the influence of one idea upon another in the text. Students must make inferences using evidence from the text to determine the relationship between the fact that many Americans live in cities to Americans' understanding of nature.</p> <p>Option D is the correct answer. Roosevelt states that because many people in the United States live in cities, they have lost "close touch with nature." As a result, people have allowed natural resources, like wood, to become exhausted. There is no textual evidence to support that people are not interested in learning about nature; therefore, Option A is incorrect. Even though many Americans who live in cities may travel greater distances to be closer to nature, there is no textual evidence to support the statement that Americans gain an appreciation for it; therefore, Option B is incorrect. The text suggests that Americans live more "lavish" lives because of technological advancements through the years; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret ideas in the text.</p>

15. Which statement from the passage **best** supports the generalization that humans throughout history have been wasteful of natural resources?
- A. “He deals in industries that do not bring him in close touch with nature.”
 - B. “When the founders of this nation met at Independence Hall in Philadelphia the conditions of commerce had not fundamentally changed from what they were when the Phoenician keels first furrowed the lonely waters of the Mediterranean.”
 - C. “Explorers now-a-days by the shores of the Red Sea strike countries that they call new, but they find in them mines, with sculptures of the Pharaohs, showing that those mines were worked out and exhausted thousands of years before . . .”
 - D. “There is now no nook of the earth that we are not searching.”

Item Information	
Alignment	L.N.2.1.2
Answer Key	C
Depth of Knowledge	2
p-value A	16%
p-value B	15%
p-value C	55% (correct answer)
p-value D	14%
Option Annotations	<p>Students are asked to cite evidence from the text that supports a given generalization. Students must be able to interpret textual evidence to determine which detail best supports a generalization.</p> <p>Option C is the correct answer. The fact that ancient civilizations exhausted the contents of mines supports the generalization that humans have been wasteful of natural resources. Option A suggests that modern industry has isolated humans from direct contact with nature; therefore, Option A is incorrect. Option B suggests that conditions changed slowly from ancient times to the 1700s, when the United States was established; since there is no mention of wastefulness, Option B is incorrect. Because Option D does not directly relate to wastefulness, it is incorrect. Students may select these incorrect options if they misinterpret textual details.</p>

16. Which detail is **most** important to the overall understanding of the speech?
- A. mining similarities of the early United States and people near the Red Sea
 - B. references to poetry and classics learned in school
 - C. economic conditions at the time the United States was founded years ago
 - D. steam and electricity revolutionizing the industrial world

Item Information	
Alignment	L.N.2.5.3
Answer Key	D
Depth of Knowledge	3
p-value A	13%
p-value B	5%
p-value C	48%
p-value D	34% (correct answer)
Option Annotations	<p>Students are asked to distinguish essential information from nonessential information in the text. Students must be able to analyze textual details in order to understand what is essential to understanding a text.</p> <p>Option D is the correct answer. Roosevelt points out that at one time natural resources were not valued. With technological advancements, natural resources are being used too quickly and will disappear if not conserved. Steam and electricity allowed the birth of the Industrial Revolution, which led to the destruction of many resources. Although both people near the Red Sea and people of the United States have mined, this detail is not most important to the overall understanding of the speech; therefore, Option A is incorrect. Although Roosevelt mentions classic literature to show that at one time Earth was mostly unexplored, this detail is not most important to the overall understanding of the speech; therefore, Option B is incorrect. Economic conditions at the time the United States was founded are associated with a lack of need for many natural resources, while other natural resources were wasted without a thought for the future. However, this detail is not the most important to the overall understanding of the speech; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret textual details or do not understand how to distinguish between essential and nonessential information.</p>

17. How does the author’s style contribute to the tone of the speech?
- A. The author’s explanation of potential problems for the United States creates a concerned tone.
 - B. The author’s description of the natural beauty of the United States creates a peaceful tone.
 - C. The author’s comparison between the United States and Egypt creates a reflective tone.
 - D. The author’s reference to the wealth of the United States creates a nostalgic tone.

Item Information	
Alignment	L.N.2.3.5
Answer Key	A
Depth of Knowledge	3
p-value A	72% (correct answer)
p-value B	9%
p-value C	11%
p-value D	8%
Option Annotations	<p>Students are asked to analyze how the author’s style contributes to the tone of the speech. Students must be able to draw conclusions about the author’s style and then determine how that style influences the tone.</p> <p>Option A is the correct answer. Roosevelt is concerned that without conservation, the United States will continue to grow and develop and will run out of natural resources upon which it depends. The use of words such as “foresight,” “prudent,” and “assurance of well-being” creates the concept that only through preparation can our resources be managed. The idea is expressed that the very survival of the country depends on the conservation of resources. Although Roosevelt discusses different components of nature, he does not discuss its natural beauty, and the tone created is worried, not peaceful; therefore, Option B is incorrect. Although Roosevelt does state that ancient civilizations exhausted their supplies of natural resources, the overall tone of the speech is more intense than thoughtful; therefore, Option C is incorrect. Although Roosevelt does reference the lavishness of American life due to “rapid development” that has resulted in “comfort and convenience,” the tone is not nostalgic for the past but is anxious about the future; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret the language in the speech or if they do not understand how language contributes to tone.</p>

18. How does the author’s use of a speech as a literary form influence the meaning of “Conservation as a National Duty”?
- A. The speech form utilizes various types of figurative language.
 - B. The speech form requires references to historical events.
 - C. The speech form promotes the use of persuasive language.
 - D. The speech form suggests the use of more opinions than facts.

Item Information	
Alignment	L.N.2.2.1
Answer Key	C
Depth of Knowledge	3
p-value A	9%
p-value B	33%
p-value C	47% (correct answer)
p-value D	11%
Option Annotations	<p>Students are asked to analyze how the form of the text influences its meaning. Students must understand the characteristics of the speech form and how this form can affect the meaning of a text.</p> <p>Option C is the correct answer. Speeches are given to educate and to motivate audiences to take action in some way. Speeches usually include persuasive language; Roosevelt gave this speech to galvanize the governors of the states to implement conservation in order to guarantee survival of the country. Since speeches do not necessarily use figurative language, Option A is incorrect. Although the speech does reference historical events, the speech form does not require the inclusion of such events; therefore, Option B is incorrect. Although a speech can include opinions, it does not suggest the use of more opinions than facts; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand which characteristic of the speech relates to the meaning of the text.</p>

CONSTRUCTED-RESPONSE ITEM

19. Analyze how the title “Conservation as a National Duty” relates to a theme of the speech. Use information from the speech to support your analysis.



SCORING GUIDE**#19 Item Information**

Alignment	L.N.2.3.4	Depth of Knowledge	3	Mean Score	1.52
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Item-Specific Scoring Guideline

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

STUDENT RESPONSE

Response Score: 3 points



19. Analyze how the title “Conservation as a National Duty” relates to a theme of the speech. Use information from the speech to support your analysis.

The title of “Conservation as a National Duty” relates directly back to the message of the speech, which communicates that people, Americans specifically, must be much more concerned about their actions and how they may negatively affect the environment. For example, Roosevelt explains that dwindling resources is the most important national issue that must be addressed. He states that this problem is “a problem of national efficiency” (36), which implies that the nation operated more efficiently in the days prior to the overuse of natural resources. This tidbit would be enough to show any patriotic man or woman that the country is negatively affected. In addition, Roosevelt stresses that the “patriotic duty of ensuring the safety and continuance of the Nation” (36) can fix the problem with which the nation is grappling. This phrase shows many Americans that it is their duty to ensure that the Nation will continue and be prosperous for their offspring for many generations to come. If Americans are unaware of the environmental impacts of their actions, then the country will fall into chaos as natural resources, both renewable and nonrenewable, die and the people are left with nothing. The title “Conservation as a National Duty relates to the theme of the speech, in that Americans must be aware of the detriments of their actions, because their patriotism is affected by the state of the country.

The student has given a clear, complete, and accurate analysis by analyzing the relationship between the theme and other components of a speech. The student has analyzed how the title “Conservation as a National Duty” relates to a theme of the speech (“The title of ‘Conservation as a National Duty’ relates directly back to the message of the speech, which communicates that people, Americans specifically, must be much more concerned about their actions and how they may negatively affect the environment...implies that the nation operated more efficiently in the days prior to the overuse of natural resources. This tidbit would be enough to show any patriotic man or woman that the country is negatively affected...shows many Americans that it is their duty to ensure that the Nation will continue and be prosperous for their offspring for many generations to come”). The student supports the explanation with relevant and specific information from the passage (“Roosevelt explains that dwindling resources is the most important national issue that must be addressed. He states that this problem is ‘a problem of national efficiency’...In addition, Roosevelt stresses that the ‘patriotic duty of ensuring the safety and continuance of the Nation’ (36) can fix the problem with which the nation is grappling”).

STUDENT RESPONSE

Response Score: 2 points

19. Analyze how the title “Conservation as a National Duty” relates to a theme of the speech. Use information from the speech to support your analysis.

The title of the speech relates to the main theme. First, the main theme is all about protecting natural resources. Next, it talks about man's disconnect from nature, and how he doesn't know that he needs to conserve it. In the passage it states this regarding the need for conservation, “We want to see a man own his farm rather than rent it, because we want to see it an object to him to transfer it in better order to his children.” This shows that it is necessary for posterity. Finally, it talks of the fact the future generations need resources too. Clearly the author's choice of title relates to the theme of the speech.

The student has given a partial analysis by analyzing the relationship between the theme and other components of a speech. The student has analyzed how the title “Conservation as a National Duty” relates to a theme of the speech (“the main theme is all about protecting natural resources. . . . it talks about man's disconnect from nature, and how he doesn't know that he needs to conserve it”). The student supports the explanation with limited information from the passage (“In the passage it states this regarding the need for conservation, ‘We want to see a man own his farm rather than rent it, because we want to see it an object to him to transfer it in better order to his children’”).

STUDENT RESPONSE

Response Score: 1 point



19. Analyze how the title “Conservation as a National Duty” relates to a theme of the speech. Use information from the speech to support your analysis.

The theme of this excerpt could be the title “Conservation as a National Duty”. By having that as a title, Theodore Roosevelt is saying that by you living in this country it is your job to take care of it. You should try and conserve your natural resources. If you live in this nation, you should want to keep it going.

The student has given a minimal analysis by analyzing the relationship between the theme and other components of a speech. The student has analyzed how the title “Conservation as a National Duty” relates to a theme of the speech (“...Roosevelt is saying that by you living in this country it is your job to take care of it. You should try and conserve your natural resources. If you live in this nation, you should want to keep it going”). The student has used little information from the passage (“...Theodore Roosevelt is saying...conserve your natural resources”).

STUDENT RESPONSE

Response Score: 0 points

19. Analyze how the title “Conservation as a National Duty” relates to a theme of the speech. Use information from the speech to support your analysis.

The conservation as national Duty relates to the speech because the title Its like the speech.



The student has given a response to the task that contains insufficient information to demonstrate comprehension.

LITERATURE MODULE 2—SUMMARY DATA

MULTIPLE-CHOICE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.N.1.2.1	D	1	8%	15%	6%	71%
2	L.N.1.3.3	A	2	65%	4%	7%	24%
3	L.N.1.2.2	B	1	2%	93%	2%	3%
4	L.N.2.1.1	C	2	18%	33%	47%	2%
5	L.N.2.3.2	C	2	11%	31%	45%	13%
6	L.N.2.1.2	C	2	7%	10%	71%	12%
7	L.N.2.3.3	A	2	40%	25%	30%	5%
8	L.N.1.3.2	B	3	10%	79%	6%	5%
9	L.N.2.2.1	B	2	8%	80%	7%	5%
11	L.N.1.2.2	B	2	6%	69%	23%	2%
12	L.N.2.5.6	C	2	3%	22%	65%	10%
13	L.N.2.5.5	B	2	25%	60%	11%	4%
14	L.N.1.3.3	D	2	6%	9%	6%	79%
15	L.N.2.1.2	C	2	16%	15%	55%	14%
16	L.N.2.5.3	D	3	13%	5%	48%	34%
17	L.N.2.3.5	A	3	72%	9%	11%	8%
18	L.N.2.2.1	C	3	9%	33%	47%	11%

CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
10	L.N.2.1.1	3	3	1.41
19	L.N.2.3.4	3	3	1.52

ACKNOWLEDGEMENTS

“Wind” from *Selected Poems 1957–1967* by Ted Hughes. Copyright © by Ted Hughes. Copyright renewed. Reprinted by permission of Harper Collins Publishers, Inc.

“Another Dog” by Francis Hopkinson Smith, *A Gentleman Vagabond and Some Others* published in 1985 by Grosset & Dunlap Publishers—New York.

“The Old Order Changes” by A. A. Milne from http://essays.quotidiana.org/milne/old_order_changes.

**Keystone Exams
Literature**

Item and Scoring Sampler 2019

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