

2022-2023 Released Tests

Aligned to the Standards

CONTENT BUILDER FOR THE PLC

ELAR Grade 3

Student Expectation/Reporting Category
DISCUSS: How many questions for this Student Expectation were asked over the past years? Which parts were assessed?

IQ Analysis Investigating the Question	SE #	RC #
Units		
SE # Student Expectation ! [Year] [Question #]	Analysis of Assessed Standards Cluster _____ Subcluster _____ Content _____ Process _____ Item Type _____ Stimulus _____ Data Analysis Item _____ State _____ Local _____ Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Stopped Too Early <input type="checkbox"/> Careless Error <input type="checkbox"/> Mixed Up Concepts Learning from Mistakes Instructional Implications	
*Correct Answer		

Units
COMPLETE: Note the units in which the student expectation is taught.

Analysis of Assessed Standards
DISCUSS and NOTE: Review the cluster, subcluster, content/process standards, and item type assessed for each item.

Stimulus
COMPLETE: Note visual representation used.
DISCUSS and NOTE: How many different stimuli were used to assess this student expectation?

State-Level SE Data and Error Analysis
COMPLETE: Add local data for the item.
DISCUSS and NOTE: What are the most common error patterns?

Learning from Mistakes
DISCUSS and NOTE: What patterns in learning errors emerged across items? What is the best way to respond to those error patterns?

Instructional Implications
DISCUSS and NOTE: How will we adapt instruction to help students improve understanding and application of this student expectation?

In conjunction with the IQ analysis tool, the lead4ward field guides can be a helpful resource for understanding error patterns and instructional implications.

[Learn more](#)

Fiction

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

3.8 Literary Elements.

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse liter:

3.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

3.10 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	1	Fiction	A Bunch of Maybes	68
2022	1	Fiction	The Unwelcome Neighbor	78
2022	1	Fiction	The Unwelcome Neighbor	78
2022	3	Fiction	Cheese for Dinner	72

2023 Passage #1 – Fiction (Questions 1–9)

A Bunch of Maybes

by John Samony

- 1 Band practice had just ended. Jimmy and Ben started packing up their instruments. Before Kevin could put his trumpet into the case, he tripped over a music stand. It fell and hit his trumpet right on its bell.
- 2 *Clang.*
- 3 "Oh no!" Kevin yelled.
- 4 Jimmy picked up the trumpet and inspected it before handing it to Kevin. "Well, it already has a lot of dents. One more won't matter."
- 5 Ben agreed. "Yeah, don't worry about it. It's not like it's a new trumpet."
- 6 "I know. But it's my grandpa's," Kevin said. "And he's coming over this weekend."
- 7 "So?" Jimmy said.
- 8 "So he's going to ask me to play for him. He always does."
- 9 "Maybe he won't notice the dent," Jimmy said with a shrug.
- 10 "Maybe he won't care," Ben added.
- 11 But what if Grandpa *did* see the dent? How was he going to react?
- 12 And how was Kevin going to tell him about it?
- 13 A bunch of "maybes" were all Kevin could think about on the bus home.
- 14 Maybe he could pretend he felt sick.
- 15 Nah, he didn't like lying.
- 16 Maybe he could get his baby brother, Jace, to take all of Grandpa's attention.
- 17 Or maybe Grandpa wouldn't ask him to play this time.
- 22 "Um . . ." Kevin looked around for Jace, but Mom was giving him a bath. So Kevin took out the trumpet. He played a few classics—"Ode to Joy," "Yankee Doodle," "Oh, Susanna."
- 23 Grandpa said, "I think you're better than I was at your age."
- 24 Any other time, Grandpa's praise would have made Kevin feel great. But not this time. "I'm sorry about the dent," he blurted.
- 25 He explained what had happened.
- 26 Then Grandpa did something that surprised Kevin. He smiled and said, "Instruments become part of you when you play them a lot. You can't always protect them. The important thing is that you told me."
- 27 "You're not mad?" Kevin asked.
- 28 Grandpa pointed to a dent opposite the one Kevin had made. "This is from an accidental bump by a trombone." Next, he pointed to some scratches. "Got these when I tripped over it onstage one night."
- 29 "So I'm not the only clumsy one in the family?" Kevin said.
- 30 Grandpa laughed. "Every ding, dent, and scratch can tell a tale," he said. "If you stick with it, someday you'll have a trumpet etched with your own stories."
- 31 "Thanks, Grandpa."
- 32 Grandpa handed the trumpet back to Kevin. "Now tell me a story with music."
- 33 Kevin lifted the trumpet and filled the room with happy noise.



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- 18 When Saturday finally arrived, Kevin still hadn't figured out what he was going to do.
- 19 "Hey, Kev. How're things?" Grandpa asked as he walked in.
- 20 "Good." Kevin could have told him right then, but he froze.
- 21 After dinner, Grandpa said, "How about some music, Kevin?"



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3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	Analysis of Assessed Standards															
2023 – Q7 Passage #1	Cluster Fiction															
Based on events that take place at the end of the story, how will Kevin most likely feel the next time his trumpet is dented?	Subcluster Across Genres															
(A) Sorry	Content Supporting															
(B) Upset	Process															
(C) Surprised	Item Type Multiple Choice (1 pt)															
(D) Calm	Stimulus															
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>9</td><td></td></tr> <tr> <td>B</td><td>13</td><td></td></tr> <tr> <td>C</td><td>9</td><td></td></tr> <tr> <td>D*</td><td>69</td><td></td></tr> </tbody> </table>	Item	State	Local	A	9		B	13		C	9		D*	69	
Item	State	Local														
A	9															
B	13															
C	9															
D*	69															
*Correct Answer (D)	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes Instructional Implications															

3.6(F) make inferences and use evidence to support understanding	Analysis of Assessed Standards															
2023 – Q4 Passage #1	Cluster Fiction															
What can the reader infer about Kevin's friends from paragraphs 4 through 10?	Subcluster Across Genres															
(A) Kevin's friends do not know each other very well.	Content Readiness															
(B) Kevin's friends do not try to make Kevin feel better.	Process															
(C) Kevin's friends do not understand why Kevin feels upset.	Item Type Multiple Choice (1 pt)															
(D) Kevin's friends do not take good care of their own instruments.	Stimulus															
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>7</td><td></td></tr> <tr> <td>B</td><td>19</td><td></td></tr> <tr> <td>C*</td><td>63</td><td></td></tr> <tr> <td>D</td><td>12</td><td></td></tr> </tbody> </table>	Item	State	Local	A	7		B	19		C*	63		D	12	
Item	State	Local														
A	7															
B	19															
C*	63															
D	12															
*Correct Answer (C)	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes Instructional Implications															

3.6(G) evaluate details read to determine key ideas		Analysis of Assessed Standards	
2023 – Q2 Passage #1		Cluster	Fiction
In paragraphs 26 through 28, what key idea does the reader learn about Grandpa when he hears about the new dent in the trumpet?		Subcluster	Across Genres
(A) Grandpa is an understanding person.		Content	Readiness
(B) Grandpa knows how it feels to be embarrassed.		Process	
(C) Grandpa wants Kevin to be more careful.		Item Type	Multiple Choice (1 pt)
(D) Grandpa enjoys telling stories.		Stimulus	
		Data Analysis	
		Item	State
		A*	66
		B	14
		C	13
		D	7
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

*Correct Answer (A)

3.7(C) use text evidence to support an appropriate response		Analysis of Assessed Standards	
2023 – Q5 Passage #1		Cluster	Fiction
Which sentence from the story shows that Kevin thinks being honest is important?		Subcluster	Across Genres
(A) <i>Maybe he could pretend he felt sick.</i> (paragraph 14)		Content	Readiness
(B) <i>Nah, he didn't like lying.</i> (paragraph 15)		Process	
(C) <i>Maybe he could get his baby brother, Jace, to take all of Grandpa's attention.</i> (paragraph 16)		Item Type	Multiple Choice (1 pt)
(D) <i>When Saturday finally arrived, Kevin still hadn't figured out what he was going to do.</i> (paragraph 18)		Stimulus	
		Data Analysis	
		Item	State
		A	4
		B*	74
		C	6
		D	16
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

*Correct Answer (B)

3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order		Analysis of Assessed Standards	
2023 – Q1 Passage #1		Cluster	Fiction
What is the best paraphrase of paragraph 1?		Subcluster	Across Genres
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
		Data Analysis	
		Item	State
	A	27	
	B*	58	
	C	6	
	D	8	
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (B)			

3.8(A) infer the theme of a work, distinguishing theme from topic		Analysis of Assessed Standards	
2023 – Q3 Passage #1		Cluster	Fiction
Read this sentence from paragraph 26.		Subcluster	Across Literary Text
		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
		Data Analysis	
		Item	State
	A	5	
	B	9	
	C	6	
	D*	79	
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (D)			

3.8(B) explain the relationships among the major and minor characters	Analysis of Assessed Standards															
2023 – Q8 Passage #1	Cluster Fiction															
What do Grandpa's words and actions in paragraphs 26 through 31 show about his relationship with Kevin?	Subcluster Across Literary Text															
(A) Grandpa is proud of Kevin's honesty.	Content Readiness															
(B) Grandpa encourages Kevin by showing him how to play the trumpet.	Process															
(C) Grandpa worries about Kevin's safety.	Item Type Multiple Choice (1 pt)															
(D) Grandpa doubts that Kevin will be a great trumpet player.	Stimulus															
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>80</td> <td></td> </tr> <tr> <td>B</td> <td>8</td> <td></td> </tr> <tr> <td>C</td> <td>4</td> <td></td> </tr> <tr> <td>D</td> <td>8</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A*	80		B	8		C	4		D	8	
Item	State	Local														
A*	80															
B	8															
C	4															
D	8															
	Error Analysis															
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															

*Correct Answer (A)

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	Analysis of Assessed Standards															
2023 – Q9 Passage #1	Cluster Fiction															
What is Kevin's main problem in the story?	Subcluster Across Literary Text															
(A) Kevin is afraid Grandpa will think Kevin is careless.	Content Readiness															
(B) Kevin does not want to play music for Grandpa.	Process															
(C) Kevin is angry because his trumpet looks old and worn.	Item Type Multiple Choice (1 pt)															
(D) Kevin thinks a terrible sound his trumpet is making is from a new dent.	Stimulus															
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>57</td> <td></td> </tr> <tr> <td>B</td> <td>11</td> <td></td> </tr> <tr> <td>C</td> <td>7</td> <td></td> </tr> <tr> <td>D</td> <td>25</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A*	57		B	11		C	7		D	25	
Item	State	Local														
A*	57															
B	11															
C	7															
D	25															
	Error Analysis															
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															

*Correct Answer (A)

3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes

Analysis of Assessed Standards

Cluster	Fiction	
Subcluster	Across Genres	
Content	Supporting	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A	13	
B	7	
C*	65	
D	15	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

2023 – Q6 Passage #1

Read this sentence from paragraph 30.

"Every ding, dent, and scratch can tell a tale," he said.

What is the most likely reason the author includes this imagery?

- A To show that Grandpa likes to read stories about trumpets
- B To show that Grandpa thinks Kevin needs a new trumpet
- C To show that Grandpa thinks playing the trumpet matters more than how it looks
- D To show that Grandpa wants Kevin to explain each mark on the trumpet to his friends

*Correct Answer (C)

2022 Passage #1 – Fiction (Questions 1-6)**78% Correct****The Unwelcome Neighbor****A tale from the Panchatantra¹***Retold by Santhini Govindan*

- 1 Once upon a time a pair of crows came across a huge old banyan tree. The tree had strong branches and a wonderful roof of green leaves that provided shade from the sun. It seemed like the perfect place to build a nest.
- 2 The crows immediately set to work. Soon a round nest was hidden high among the leaves of the tree, ready for the eggs that Mother Crow would lay.
- 3 One day, a huge black snake slithered past the banyan tree. He noticed a deep, dark hole at the bottom of the tree, and he decided to make it his home.
- 4 This alarmed the crows. Father Crow discussed the matter with the other animals who lived in the banyan tree. "Beware of the snake," they said. "He is dangerous."
- 5 When Mother Crow heard this, she began to cry. "How can I lay my eggs?" she asked Father Crow. "I want to leave! Let's go far away and make a new nest."
- 6 "No, we must not leave," said Father Crow. "The banyan tree is the best place for us to live. I will find some way to drive away the snake."
- 7 Mother Crow was reassured by Father Crow's words. She laid seven eggs, and before long there were seven baby crows in the nest. They quickly grew big and fat under Mother Crow's watchful eye. Their noisy chirping could be heard all over the banyan tree. The snake heard it, too, and slithered up and down the branches of the tree every day, searching for the crows' nest.
- 8 "Please do something to drive away the snake," Mother Crow begged.
- 9 Father Crow decided to ask a wise old fox for help. The fox listened to the crow's tale of woe and then came up with a brilliant plan. He told the two crows to go to the river the next morning. The ladies of the royal household would be swimming there. Their jewels would be lying on the riverbank, watched over by servants.
- 10 "Pick up a necklace and fly home," said the fox. "Be sure to make a loud noise so that the servants will follow you. When you reach the tree, drop the necklace into the snake's hole."



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- 11 The crows did exactly as the fox had told them. Mother Crow snatched a ruby necklace in her beak and flew away. Father Crow cawed loudly to attract the servants' attention.
- 12 The servants chased Mother Crow, and as they reached the banyan tree, they saw her drop the necklace into the snake's hole.
- 13 When the servants tried to take the necklace out of the hole with a stick, the angry snake came out hissing. The servants drew back in alarm. But the snake, afraid for his life, slithered away as fast as he could and never came back to the banyan tree. Mother and Father Crow lived there happily for many years and raised many babies, too.

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3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Analysis of Assessed Standards															
2022 – Q1 Passage #1	Cluster Fiction															
1 What does the word <u>snatched</u> mean in paragraph 11?	Subcluster Across Genres															
A Hid	Content Readiness															
B Tossed	Process															
C Broke	Stimulus															
D Grabbed																
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td></td> </tr> <tr> <td>B</td> <td>3</td> <td></td> </tr> <tr> <td>C</td> <td>3</td> <td></td> </tr> <tr> <td>D*</td> <td>91</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	3		B	3		C	3		D*	91	
Item	State	Local														
A	3															
B	3															
C	3															
D*	91															
	Error Analysis															
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (D)																

3.6(F) make inferences and use evidence to support understanding	Analysis of Assessed Standards															
2022 – Q3 Passage #1	Cluster Fiction															
3 What can the reader infer about the crows based on their actions after Father Crow talks to the fox?	Subcluster Across Genres															
A They worry that the snake will harm the servants.	Content Readiness															
B They often visit the royal ladies and servants at the river.	Process															
C They want to give the necklace to the fox.	Stimulus															
D They trust the fox and the plan he shares.																
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>11</td> <td></td> </tr> <tr> <td>B</td> <td>8</td> <td></td> </tr> <tr> <td>C</td> <td>7</td> <td></td> </tr> <tr> <td>D*</td> <td>74</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	11		B	8		C	7		D*	74	
Item	State	Local														
A	11															
B	8															
C	7															
D*	74															
	Error Analysis															
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (D)																

3.6(G) evaluate details read to determine key ideas		Analysis of Assessed Standards	
2022 – Q4 Passage #1		Cluster	Fiction
4 What key idea about Mother Crow do the details in paragraphs 7 and 8 best support?		Subcluster	Across Genres
F Mother Crow is worried about the snake that is living in the tree.		Content	Readiness
G Mother Crow is afraid that she will not find enough food for her babies.		Process	
H Mother Crow is sad because the nest is getting too crowded.		Stimulus	
J Mother Crow is upset because no one is listening to her.		Data Analysis	
*Correct Answer (F)		Item	State
		F*	84
		G	6
		H	4
		J	5
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution		Analysis of Assessed Standards	
2022 – Q2 Passage #1		Cluster	Fiction
2 Why is the fox's plan important to the resolution of the story?		Subcluster	Across Literary Text
F The plan helps the crows learn how much they like their home.		Content	Readiness
G The plan causes the snake to move away from the tree.		Process	
H The plan gives the snake a chance to find an important necklace.		Stimulus	
J The plan proves to the crows that they like attention.		Data Analysis	
*Correct Answer (G)		Item	State
		F	8
		G*	78
		H	10
		J	4
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.8(D) explain the influence of the setting on the plot		Analysis of Assessed Standards	
2022 – Q5 Passage #1		Cluster	Fiction
5 How is the setting of the river important to the plot of the story?		Subcluster	Across Literary Text
A The river is where Mother Crow wants to build a nest.		Content	Supporting
B The river is where Father Crow meets with the fox.		Process	
C The river is where Mother Crow picks up the necklace.		Stimulus	
D The river is where Father Crow wants the snake to live.		Data Analysis	
		Item	State
		A	9
		B	16
		C*	70
		D	6
*Correct Answer (C)		Error Analysis	
		<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	
		Learning from Mistakes Instructional Implications	

3.10(C) explain the author's use of print and graphic features to achieve specific purposes		Analysis of Assessed Standards	
2022 – Q6 Passage #1		Cluster	Fiction
6 Look at this illustration.		Subcluster	Across Genres
		Content	Supporting
		Process	
		Stimulus	
		Data Analysis	
		Item	State
		F*	68
		G	6
		H	5
		J	21
What is the most likely reason the author includes this illustration in the story?		Error Analysis	
		<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	
		Learning from Mistakes Instructional Implications	



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F To show an important part of the fox's plan
G To show how the crows build their nest in the banyan tree
H To show why the snake moves into the banyan tree
J To show that the crows need the fox's help in order to stay safe

***Correct Answer (F)**

2022 Passage #3 – Fiction (Questions 16-22)**72% Correct****Cheese for Dinner****A Tale from Mexico***by Judy Goldman*

- 1 Coyote was hiding behind a boulder near the lake. He licked his chops and stared at Conejo (ko-NEH-ho). The unwary rabbit was gazing at the full moon that lit the cloudless sky.
- 2 Coyote lunged at Conejo. The rabbit bounded away, leaping over rocks and around bushes, but Coyote stayed right behind him, snapping at his heels.
- 3 Conejo came to a wall of rock. Desperately, he looked for a way to escape. Finding none, he cowered against the wall, thinking of what to do.
- 4 Coyote scrambled to a stop. "Caught you," he said, "I haven't eaten for two days, and I'm hungry."
- 5 Conejo's mind raced. "You don't want to eat me," he said. "I'm just a scrawny rabbit."
- 6 "I know you're not much, but you'll do," Coyote said, opening his mouth wide.
- 7 "Wait!" Conejo yelled. "I have a better idea. I know where you can get something delicious to eat. Just before you started to chase me, I saw an enormous wheel of cheese resting on the bottom of the lake."
- 8 "Why didn't you get it?" Coyote asked.
- 9 "I wanted to, but I can't swim. I was thinking about how to fetch it when you surprised me. A big strong coyote like you can probably dive in, pull it out, and eat it all by yourself."
- 10 Coyote's mouth watered. "Show me the cheese," he said.
- 11 Conejo led the way to the lake, then pointed. "See?"

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- 12 Coyote saw something round and yellow in the water. "That's a big wheel of cheese," he said. "I'm going to get it right now."
- 13 Coyote held his breath and dove in. He swam down, down, down. But when he got to the bottom of the lake, he saw no cheese.
- 14 *Where is it?* he thought as he struggled to hold his breath. Then he swam up, up, up. Gasping for air, he heaved himself out of the water. To his surprise, Conejo was nowhere to be found.
- 15 Coyote stared at the cheese in the lake. *How can I get it?* he wondered. Coyote lifted his head to howl in frustration. At that moment, he saw the full moon. He looked again at the lake and saw the moon's round reflection.
- 16 "That sly Conejo tricked me!" Coyote snarled.
- 17 For hours, Coyote searched high and low for Conejo. Not finding him, Coyote went to bed hungry.
- 18 As for Conejo, he was safe in his cozy burrow.

Copyright © 2007, Highlights for Children, Inc., Columbus, Ohio.

3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Analysis of Assessed Standards															
2022 – Q17 Passage #3	Cluster Fiction															
17 What is the meaning of the word <u>sly</u> in paragraph 16?	Subcluster Across Genres															
A Small	Content Readiness															
B Quick	Process															
C Clever	Stimulus															
D Friendly																
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>10</td> <td></td> </tr> <tr> <td>B</td> <td>10</td> <td></td> </tr> <tr> <td>C*</td> <td>76</td> <td></td> </tr> <tr> <td>D</td> <td>4</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	10		B	10		C*	76		D	4	
Item	State	Local														
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B	10															
C*	76															
D	4															
	Error Analysis															
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	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (C)																

3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Analysis of Assessed Standards															
2022 – Q21 Passage #3	Cluster Fiction															
21 In paragraph 1, the word <u>cloudless</u> includes the suffix <u>-less</u> . The suffix helps the reader understand that <u>cloudless</u> means —	Subcluster															
A close	Content Supporting															
B clear	Process															
C dark	Stimulus															
D scary																
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>5</td> <td></td> </tr> <tr> <td>B*</td> <td>73</td> <td></td> </tr> <tr> <td>C</td> <td>18</td> <td></td> </tr> <tr> <td>D</td> <td>3</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	5		B*	73		C	18		D	3	
Item	State	Local														
A	5															
B*	73															
C	18															
D	3															
	Error Analysis															
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (B)																

3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	Analysis of Assessed Standards															
2022 – Q20 Passage #3	Cluster Fiction															
20 Based on the events at the end of the story, what can the reader predict about Coyote?	Subcluster Across Genres															
F Coyote will not trust Conejo again.	Content Supporting															
G Coyote will no longer try to swim in the lake.	Process															
H Coyote will find a way to get the cheese.	Stimulus															
J Coyote will discover Conejo in his burrow.																
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F*</td> <td>70</td> <td></td> </tr> <tr> <td>G</td> <td>8</td> <td></td> </tr> <tr> <td>H</td> <td>12</td> <td></td> </tr> <tr> <td>J</td> <td>10</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F*	70		G	8		H	12		J	10	
Item	State	Local														
F*	70															
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H	12															
J	10															
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	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (F)																

3.6(G) evaluate details read to determine key ideas	Analysis of Assessed Standards															
2022 – Q18 Passage #3	Cluster Fiction															
18 What key idea about Coyote is supported by the details in paragraphs 10 through 12?	Subcluster Across Genres															
F Coyote believes that he will enjoy eating a giant wheel of cheese.	Content Readiness															
G Coyote is tired of chasing Conejo.	Process															
H Coyote howls at the moon when he is hungry.	Stimulus															
J Coyote likes to sneak up on Conejo.																
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F*</td> <td>79</td> <td></td> </tr> <tr> <td>G</td> <td>7</td> <td></td> </tr> <tr> <td>H</td> <td>8</td> <td></td> </tr> <tr> <td>J</td> <td>6</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F*	79		G	7		H	8		J	6	
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	Instructional Implications															
*Correct Answer (F)																

3.8(B) explain the relationships among the major and minor characters		Analysis of Assessed Standards	
2022 – Q16 Passage #3		Cluster	Fiction
16 How can Conejo's relationship with Coyote best be described in paragraphs 6 through 11?		Subcluster	Across Literary Text
F Conejo pretends to want to help Coyote.		Content	Readiness
G Conejo is unsure if he should trust Coyote.		Process	
H Conejo is worried that Coyote is unhealthy.		Stimulus	
J Conejo enjoys spending time with Coyote.		Data Analysis	
		Item	State
		F*	65
		G	19
		H	6
		J	10
*Correct Answer (F)		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
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		Learning from Mistakes Instructional Implications	

3.8(B) explain the relationships among the major and minor characters		Analysis of Assessed Standards	
2022 – Q22 Passage #3		Cluster	Fiction
22 Which sentence best describes Coyote's relationship with Conejo by the end of the story?		Subcluster	Across Literary Text
F Coyote is eager to find Conejo so they can become better friends.		Content	Readiness
G Coyote is grateful to Conejo for showing where to find cheese.		Process	
H Coyote is angry with Conejo because he has a comfortable place to live.		Stimulus	
J Coyote is upset with Conejo for saying something that was untrue.		Data Analysis	
		Item	State
		F	9
		G	13
		H	10
Correct Answer (J)		J	68
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

<p>3.10(C) explain the author's use of print and graphic features to achieve specific purposes</p> <p>2022 – Q19 Passage #3</p> <p>19 Look at this illustration.</p>  <p>Copyright © 2007, Highlights for Children, Inc. Columbus, Ohio.</p> <p>What is the most likely reason the author includes this illustration in the story?</p> <p>A To help the reader understand that Conejo is worried about Coyote B To show that Coyote has chased Conejo many times C To help the reader understand why Coyote believes there is cheese in the lake D To show that Conejo is just as hungry as Coyote</p> <p>*Correct Answer (C)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Analysis of Assessed Standards</th> </tr> </thead> <tbody> <tr> <td>Cluster</td><td>Fiction</td></tr> <tr> <td>Subcluster</td><td>Across Genres</td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Stimulus</td><td></td></tr> <tr> <td colspan="2" style="text-align: center;">Data Analysis</td></tr> <tr> <th>Item</th><th>State</th><th>Local</th></tr> <tr> <td>A</td><td>8</td><td></td></tr> <tr> <td>B</td><td>7</td><td></td></tr> <tr> <td>C*</td><td>76</td><td></td></tr> <tr> <td>D</td><td>8</td><td></td></tr> <tr> <td colspan="2" style="text-align: center;">Error Analysis</td></tr> <tr> <td colspan="2"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <td colspan="2" style="text-align: center;">Learning from Mistakes</td></tr> <tr> <td colspan="2" style="text-align: center;">Instructional Implications</td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Fiction	Subcluster	Across Genres	Content	Supporting	Process		Stimulus		Data Analysis		Item	State	Local	A	8		B	7		C*	76		D	8		Error Analysis		<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		Learning from Mistakes		Instructional Implications	
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Informational

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

3.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

3.10 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2022	2	Informational	Mission Blue	61

2022 Passage #2 – Informational (Questions 7-15)**61% Correct****Mission Blue**

- 1 The oceans are a beautiful place. People like to play and relax near oceans. But oceans are also special places. Many plants and animals live in oceans. These plants and animals are interesting and important.
- 2 Imagine if one type of plant in the oceans disappeared. Fish that ate that plant would have no food, and they would disappear. Then, bigger sea animals, birds, and humans would have fewer fish to eat. Even a small loss can lead to a big problem.
- 3 Some people know just how special oceans are. This is why members of Mission Blue call oceans “the blue heart of the planet.” Mission Blue is a group of scientists and volunteers from around the world who love the oceans and try to keep them clean and healthy. Sylvia Earle, an oceanographer (a scientist who studies oceans), started this group in 2009.

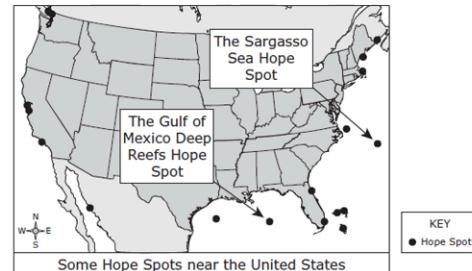


Dr. Sylvia Earle

- 4 Earle started Mission Blue because she learned that oceans were in trouble. In many areas of the ocean, the water is dirty, and animals and plants are in danger.
- 5 Mission Blue’s goal is to stop this damage to the oceans. But how can people protect something as big as an ocean? They start by dividing it into many smaller parts. It is easier to clean and protect a small part of an ocean. As more people become involved, more areas of the ocean will become protected.

Hope Spots

- 6 Mission Blue finds small parts of the ocean that are in danger. Then, the group works to have the areas identified as marine protected areas, or MPAs. There are rules to keep the areas unharmed. In some areas people are not allowed to fish or even use boats. For Mission Blue, MPAs are called “hope spots” because there is hope that by working together these areas will become healthier.
- 7 One “hope spot” is the Sargasso Sea. This is a small area in the Atlantic Ocean. Scientists discovered that plant and animal life in this area rely on plants called algae (al-jee). Many creatures live in or eat the algae. Scientists learned that the algae were disappearing. Mission Blue is working with leaders who live near the area to keep the ocean water clean. By doing this the algae will continue to grow and remain healthy.
- 8 Another “hope spot” is the Gulf of Mexico Deep Reefs. Reefs are large ridges on the ocean floor. Plants often grow in reefs. These reefs are homes for fish, coral, and other creatures. Mission Blue does its best to protect the reefs. Members do this by keeping people from fishing in the area.



- 9 Mission Blue teaches people about “hope spots” and searches for ways to help the waters. Scientists often sail into the oceans. They dive to great depths to study and gather information about plants and animals. These scientists often take beautiful pictures and videos underwater. Then, they share the pictures with others. By doing this they hope people will become interested in protecting these wondrous places.

Beyond the Ocean

- 10 Mission Blue does important work on land too. Members teach people about the oceans in many ways. Some members write books about special places in the ocean. Others talk about Mission Blue’s goals and discoveries at special events. Some events are meant for scientists and leaders. Others are offered to anyone interested in ocean life.
- 11 At a recent event in Japan, members of Mission Blue offered a beach party for a group of schoolchildren. The kids enjoyed snacks and games and played in the water. They also learned about the ocean and spent time cleaning up the beach after a storm left rubbish on the shore. At this event kids helped the ocean and had fun at the same time.
- 12 Mission Blue believes young people can make a big difference. They can raise money to clean ocean waters or save sea animals. They can recycle and make less pollution. After learning about oceans, these young people can even teach others about oceans. People of all ages can work together to help save Earth’s wonderful waters.

3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful	Analysis of Assessed Standards															
2022 – Q8 Passage #2	Cluster Informational															
8 In paragraph 6, the prefix <u>un-</u> helps the reader understand that <u>unharmed</u> means —	Subcluster															
F harmed again	Content Supporting															
G able to harm	Process															
H full of harm	Stimulus															
J not harmed																
	Data Analysis															
	<table border="1"><thead><tr><th>Item</th><th>State</th><th>Local</th></tr></thead><tbody><tr><td>F</td><td>4</td><td></td></tr><tr><td>G</td><td>4</td><td></td></tr><tr><td>H</td><td>4</td><td></td></tr><tr><td>J*</td><td>88</td><td></td></tr></tbody></table>	Item	State	Local	F	4		G	4		H	4		J*	88	
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F	4															
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	Learning from Mistakes															
	Instructional Implications															

*Correct Answer (J)

3.6(F) make inferences and use evidence to support understanding	Analysis of Assessed Standards															
2022 – Q12 Passage #2	Cluster Informational															
12 Based on the information in paragraph 9, what can the reader infer about why members of Mission Blue enjoy working with scientists?	Subcluster Across Genres															
F Scientists care more about protecting oceans than other people do.	Content Readiness															
G Scientists take the best pictures of animals and plants.	Process															
H Scientists know how to use boats and machines.	Stimulus															
J Scientists have knowledge about which ocean plants or animals need help.																
	Data Analysis															
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G	18															
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J*	57															
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	Learning from Mistakes															
	Instructional Implications															

*Correct Answer (J)

3.6(F) make inferences and use evidence to support understanding		Analysis of Assessed Standards	
2022 – Q14 Passage #2		Cluster	Informational
14 Based on the section “Beyond the Ocean,” what can the reader infer about Mission Blue members?		Subcluster	Across Genres
F They are more interested in events for students than events for scientists.		Content	Readiness
G They want more people to help with the team’s goals.		Process	
H They plan to start identifying hope spots on land.		Stimulus	
J They are famous because of the organization’s successes.		Data Analysis	
*Correct Answer (G)		Item	State Local
		F	16
		G*	52
		H	20
		J	12
		Error Analysis	
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		Learning from Mistakes Instructional Implications	

3.6(G) evaluate details read to determine key ideas		Analysis of Assessed Standards	
2022 – Q7 Passage #2		Cluster	Informational
7 Which key idea do the details in paragraphs 11 and 12 support about the goals of Mission Blue?		Subcluster	Across Genres
A Young people can do their part to help oceans.		Content	Readiness
B Storms may cause some problems for oceans.		Process	
C Schools should teach young people about oceans.		Stimulus	
D Taking care of oceans requires several talents.		Data Analysis	
*Correct Answer (A)		Item	State Local
		A*	73
		B	8
		C	10
		D	9
		Error Analysis	
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		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.6(G) evaluate details read to determine key ideas		Analysis of Assessed Standards	
2022 – Q10 Passage #2		Cluster	Informational
10 In paragraphs 5 and 6, which key idea do the details support about why Mission Blue divides the ocean into small areas called “hope spots”?		Subcluster	Across Genres
F These areas are easier to reach by boat.		Content	Readiness
G These areas have the deepest waters.		Process	
H These areas are easier to care for.		Stimulus	
J These areas have very few visitors.		Data Analysis	
		Item	State
		F	9
		G	16
		H*	63
		J	12
*Correct Answer (H)		Error Analysis	
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		Learning from Mistakes Instructional Implications	

3.6(H) synthesize information to create new understanding		Analysis of Assessed Standards	
2022 – Q9 Passage #2		Cluster	Informational
9 What can the reader conclude about Mission Blue from information throughout the selection?		Subcluster	Across Genres
A Mission Blue wants more people to travel to oceans.		Content	Readiness
B Mission Blue plans to stop people from fishing in oceans.		Process	
C Mission Blue wants all its volunteers to be scientists.		Stimulus	
D Mission Blue values teaching people about oceans.		Data Analysis	
		Item	State
		A	10
		B	19
		C	7
		D*	65
*Correct Answer (D)		Error Analysis	
		<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts	
		<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	
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<p>3.9(D) (i) [recognize characteristics and structures of informational text, including] the central idea with supporting evidence</p> <p>2022 – Q15 Passage #2</p> <p>15 What is the central idea of the selection?</p> <ul style="list-style-type: none"> A Oceans are in trouble because sea life is disappearing. B Sylvia Earle is a scientist who loves studying all ocean life. C The group Mission Blue works in different ways to care for oceans. D The group Mission Blue wants to save the plants in the oceans. <p>*Correct Answer (C)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="width: 15%;">Cluster</td><td>Informational</td></tr> <tr> <td>Subcluster</td><td></td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Stimulus</td><td></td></tr> <tr> <th colspan="2" style="background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="width: 15%;">Item</td><td>State</td><td>Local</td></tr> <tr> <td>A</td><td>22</td><td></td></tr> <tr> <td>B</td><td>10</td><td></td></tr> <tr> <td>C*</td><td>47</td><td></td></tr> <tr> <td>D</td><td>20</td><td></td></tr> <tr> <th colspan="3" style="background-color: #cccccc;">Error Analysis</th></tr> <tr> <td colspan="3"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <th colspan="3" style="background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Informational	Subcluster		Content	Readiness	Process		Stimulus		Data Analysis		Item	State	Local	A	22		B	10		C*	47		D	20		Error Analysis			<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			Learning from Mistakes Instructional Implications					
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<p>3.9(D) (iii) [recognize characteristics and structures of informational text, including] organizational patterns such as cause and effect and problem and solution</p> <p>2022 – Q13 Passage #2</p> <p>13 How does the author organize the selection?</p> <ul style="list-style-type: none"> A By explaining problems happening in oceans and the work Mission Blue does to solve the problems B By describing in chronological order the actions that Mission Blue has taken to help oceans C By providing the causes of problems in the ocean and effects of the different ways Mission Blue helped with the problems D By describing mysteries of the oceans and how Mission Blue plans to learn more about oceans <p>*Correct Answer (A)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="width: 15%;">Cluster</td><td>Informational</td></tr> <tr> <td>Subcluster</td><td></td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Stimulus</td><td></td></tr> <tr> <th colspan="2" style="background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="width: 15%;">Item</td><td>State</td><td>Local</td></tr> <tr> <td>A*</td><td>45</td><td></td></tr> <tr> <td>B</td><td>20</td><td></td></tr> <tr> <td>C</td><td>25</td><td></td></tr> <tr> <td>D</td><td>10</td><td></td></tr> <tr> <th colspan="3" style="background-color: #cccccc;">Error Analysis</th></tr> <tr> <td colspan="3"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <th colspan="3" style="background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Informational	Subcluster		Content	Supporting	Process		Stimulus		Data Analysis		Item	State	Local	A*	45		B	20		C	25		D	10		Error Analysis			<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			Learning from Mistakes Instructional Implications					
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A*	45																																									
B	20																																									
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Learning from Mistakes Instructional Implications																																										

3.10(A) explain the author's purpose and message within a text	Analysis of Assessed Standards				
2022 – Q11 Passage #2 11 What is the most likely reason the author wrote this selection? A To inform the reader about the work of Mission Blue members B To persuade the reader to visit oceans C To teach the reader about plant life in oceans D To tell the reader where Mission Blue members meet	Cluster	Informational	Subcluster	Across Genres	
	Content	Readiness	Process		
	Stimulus				
			Data Analysis		
	Item	State	Local		
	A*	61			
	B	8			
	C	26			
	D	4			
Error Analysis			<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
			<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes		Instructional Implications			

*Correct Answer (A)

Poetry

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

3.8 Literary Elements.

The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse liter:

3.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

3.10 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	2	Poetry	Fridge Art	64
2022	5	Poetry	The Rescue	61

2023 Passage #2 – Poetry (Questions 10-16)**Fridge Art**

It stands in the kitchen,
papers covering all sides:
the big shiny fridge,
a collection of pride.

5 But where is my name?
I am a missing link.
Did I hide behind milk
or disappear down the sink?

I see my brother's art poster
10 that won him first place,
a bright gold star on top
with a big smiley face.

Then I move to the photo
on the upper right side:
15 my aunt's baby waving,
his cute smile wide.

And there to the left,
what's that I see?
Sister's blue tennis ribbon,
20 winking at me.

There's also a piece
almost too high to see:
Dad's tomato-red stained
pasta sauce recipe.

25 And Mom's directions
"How to Change Your Car's Tire"
in her neat cursive script
pressed deep like dark wire.

I frown at the window,
30 then catch sight with a thrill
of the vase full of roses
sitting there on the sill.

That's when I remember,
my eyes growing wide,
35 the changes and stages
of the rose-bush outside:

How mom and dad raised it,
gave it fencing to climb,
fed it water and love,
40 gave it comfort—and time.

How the seedlings sat quiet,
keeping hidden from sight
their own buried treasure,
'til the moment was right.

45 And then, ready at last
for their time in the light,
the buds opened to show
their petals strong and bright.

I find an empty space—
50 now I'm ready, too.
I pick up a pencil,
my fridge art in view.

I draw as it gently
takes shape in my mind:
55 a bright bloom in a garden
for my family to find.

3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	Analysis of Assessed Standards															
2023 – Q10 Passage #2	Cluster Poetry															
What is the meaning of <u>takes shape</u> in line 54?	Subcluster															
<input checked="" type="radio"/> A Joins	Content Supporting															
<input type="radio"/> B Forms	Process															
<input type="radio"/> C Moves	Item Type Multiple Choice (1 pt)															
<input type="radio"/> D Turns	Stimulus															
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>10</td><td></td></tr> <tr> <td>B*</td><td>71</td><td></td></tr> <tr> <td>C</td><td>13</td><td></td></tr> <tr> <td>D</td><td>6</td><td></td></tr> </tbody> </table>	Item	State	Local	A	10		B*	71		C	13		D	6	
Item	State	Local														
A	10															
B*	71															
C	13															
D	6															
	Error Analysis															
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	<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (B)																

3.6(F) make inferences and use evidence to support understanding	Analysis of Assessed Standards															
2023 – Q16 Passage #2	Cluster Poetry															
The speaker starts to draw a picture most likely because —	Subcluster Across Genres															
<input checked="" type="radio"/> A the speaker wants to share something with the family	Content Readiness															
<input type="radio"/> B the speaker wishes to create new family recipes	Process															
<input type="radio"/> C the speaker thinks that drawing is more fun than sports	Item Type Multiple Choice (1 pt)															
<input type="radio"/> D the speaker hopes to win first place in an art contest	Stimulus															
	Data Analysis															
	<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A*</td><td>65</td><td></td></tr> <tr> <td>B</td><td>8</td><td></td></tr> <tr> <td>C</td><td>9</td><td></td></tr> <tr> <td>D</td><td>17</td><td></td></tr> </tbody> </table>	Item	State	Local	A*	65		B	8		C	9		D	17	
Item	State	Local														
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	<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early															
	Learning from Mistakes															
	Instructional Implications															
*Correct Answer (A)																

3.7(C) use text evidence to support an appropriate response		Analysis of Assessed Standards	
2023 – Q14 Passage #2		Cluster	Poetry
Which line shows that the speaker is upset about not having something hanging on the fridge?		Subcluster	Across Genres
(A) But where is my name? (line 5)		Content	Readiness
(B) Did I hide behind milk (line 7)		Process	
(C) I see my brother's art poster (line 9)		Item Type	Multiple Choice (1 pt)
(D) a bright gold star on top (line 11)		Stimulus	
Data Analysis			
	Item	State	Local
	A*	72	
	B	10	
	C	12	
	D	7	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (A)

3.8(A) infer the theme of a work, distinguishing theme from topic		Analysis of Assessed Standards	
2023 – Q13 Passage #2		Cluster	Poetry
Which line best expresses a theme about going at your own speed?		Subcluster	Across Literary Text
(A) fed it water and love, (line 39)		Content	Supporting
(B) gave it comfort—and time. (line 40)		Process	
(C) How the seedlings sat quiet, (line 41)		Item Type	Multiple Choice (1 pt)
(D) keeping hidden from sight (line 42)		Stimulus	
Data Analysis			
	Item	State	Local
	A	15	
	B*	60	
	C	14	
	D	11	
Error Analysis			
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	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

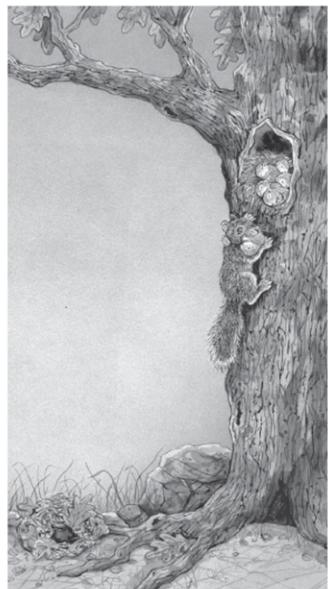
*Correct Answer (B)

3.8(B) explain the relationships among the major and minor characters	Analysis of Assessed Standards		
2023 – Q11 Passage #2	Cluster	Poetry	
This question has two parts. First, answer Part A. Then answer Part B.	Subcluster	Across Literary Text	
Part A Which sentence best describes Mom and Dad's relationship with their children?	Content	Readiness	
<p>(A) Mom and Dad teach their children to play tennis.</p> <p>(B) Mom and Dad are happy with what their children do.</p> <p>(C) Mom and Dad want their children to be artists.</p> <p>(D) Mom and Dad like to cook with their children.</p>	Process		
	Item Type	Multipart (2 pts)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	Full Credit	38	
	No Credit	37	
	Partial Credit	25	
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
*Correct Answer (B, A)	Learning from Mistakes Instructional Implications		

<p>3.9(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems</p> <p>2023 – Q12 Passage #2</p> <p>How are the stanzas of the poem in lines 9 through 28 alike?</p> <p>(A) The stanzas all explain what the speaker wants.</p> <p>(B) The stanzas all tell the speaker's feelings.</p> <p>(C) The stanzas all describe family members' items.</p> <p>(D) The stanzas all name rooms in the family's house.</p>	Analysis of Assessed Standards										
	Cluster	Poetry									
	Subcluster										
	Content	Supporting									
	Process										
	Item Type	Multiple Choice (1 pt)									
	Stimulus										
	Data Analysis										
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B	20										
C*	63										
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D	7										
Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early											
Learning from Mistakes Instructional Implications											

<p>3.10(E) identify the use of literary devices, including first- or third-person point of view</p> <p>2023 – Q15 Passage #2</p> <p>Which point of view does the poet use in the poem?</p> <p>(A) Third person, narrated by Mom</p> <p>(B) First person, narrated by the sister</p> <p>(C) First person, narrated by the speaker</p> <p>(D) Third person, narrated by an outside observer</p>	Analysis of Assessed Standards										
	Cluster	Poetry									
	Subcluster	Across Literary Text									
	Content	Supporting									
	Process										
	Item Type	Multiple Choice (1 pt)									
	Stimulus										
	Data Analysis										
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B	16										
C*	66										
D	9										
A	8										
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C*	66										
D	9										
Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early											
Learning from Mistakes Instructional Implications											

*Correct Answer (C)

2022 Passage #5 – Poetry (Questions 30-34)**61% Correct****The Rescue***by Laura Sassi*Copyright © 2013, Highlights for Children, Inc., Columbus, Ohio.

A mother squirrel squeaks in distress.
A gust of wind blew down her nest.
With pulsing tail and twitching nose,
Into the fallen nest she goes.

- 5 Out she scoots and in her jaws
She holds a furry ball with paws—
A baby squirrel just half her size
With fluffy tail and shiny eyes.
- With babe in mouth, she climbs the tree
10 Up to a second nursery.
She gently tucks her baby in
And scurries down the trunk again.
- She moves six babies, one by one,
And never stops until she's done.
15 With babies moved, it's time to sleep,
All snuggled in a furry heap.

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3.7(C) use text evidence to support an appropriate response		Analysis of Assessed Standards	
2022 – Q34 Passage #5		Cluster	Poetry
34 Which line from the poem best shows that the mother squirrel is kind?		Subcluster	Across Genres
F A gust of wind blew down her nest. (line 2)		Content	Readiness
G With pulsing tail and twitching nose, (line 3)		Process	
H A baby squirrel just half her size (line 7)		Stimulus	
J She gently tucks her baby in (line 11)		Data Analysis	
		Item	State
		F	6
		G	7
		H	8
		J*	79
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (J)			

3.8(D) explain the influence of the setting on the plot		Analysis of Assessed Standards	
2022 – Q33 Passage #5		Cluster	Poetry
33 How does the windy setting contribute to the poem?		Subcluster	Across Literary Text
A The windy setting causes the mother squirrel to become afraid of storms.		Content	Supporting
B The windy setting makes a squirrel family leave the woods.		Process	
C The windy setting adds a feeling of mystery to the plot.		Stimulus	
D The windy setting causes a problem the mother squirrel must solve.		Data Analysis	
		Item	State
		A	16
		B	12
		C	19
		D*	53
		Error Analysis	
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		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (D)			

3.10(A) explain the author's purpose and message within a text		Analysis of Assessed Standards	
2022 – Q30 Passage #5		Cluster	Poetry
30 What is the most likely reason the poet includes lines 9 through 14?		Subcluster	Across Genres
F To show that the mother squirrel looks like her babies		Content	Readiness
G To describe why the mother squirrel often changes her mind		Process	
H To show that the mother squirrel likes to run		Stimulus	
J To emphasize that the mother squirrel values all of her babies		Data Analysis	
		Item	State
		F	15
		G	8
		H	6
		J*	71
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (J)			

3.10(A) explain the author's purpose and message within a text		Analysis of Assessed Standards	
2022 – Q32 Passage #5		Cluster	Poetry
32 What is the most likely reason the poet includes lines 15 and 16?		Subcluster	Across Genres
F To show that the baby squirrels are safe at last		Content	Readiness
G To show that the baby squirrels need a larger home		Process	
H To show that the baby squirrels are tired of climbing		Stimulus	
J To show that the baby squirrels like one another		Data Analysis	
		Item	State
		F*	62
		G	9
		H	17
		J	12
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (F)			

3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	Analysis of Assessed Standards															
	Cluster Poetry Subcluster Across Genres Content Supporting Process Stimulus															
	Data Analysis <table border="1" data-bbox="1122 397 1434 587"> <thead> <tr> <th data-bbox="1122 397 1204 432">Item</th><th data-bbox="1204 397 1286 432">State</th><th data-bbox="1286 397 1434 432">Local</th></tr> </thead> <tbody> <tr> <td data-bbox="1122 432 1204 468">A</td><td data-bbox="1204 432 1286 468">47</td><td data-bbox="1286 432 1434 468"></td></tr> <tr> <td data-bbox="1122 468 1204 504">B</td><td data-bbox="1204 468 1286 504">6</td><td data-bbox="1286 468 1434 504"></td></tr> <tr> <td data-bbox="1122 504 1204 540">C*</td><td data-bbox="1204 504 1286 540">42</td><td data-bbox="1286 504 1434 540"></td></tr> <tr> <td data-bbox="1122 540 1204 576">D</td><td data-bbox="1204 540 1286 576">5</td><td data-bbox="1286 540 1434 576"></td></tr> </tbody> </table>	Item	State	Local	A	47		B	6		C*	42		D	5	
Item	State	Local														
A	47															
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D	5															
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*Correct Answer (C)

Argumentative

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

3.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

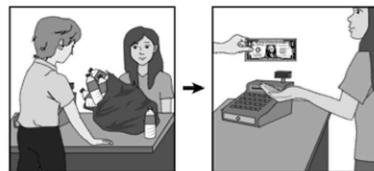
3.10 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	3A	Argumentative	Rewards for Recycling	56
2023	3B	Argumentative	Laws for Less Trash	50
2023	3A Argumentative 3B Argumentative	Argumentative	Rewards for Recycling Laws for Less Trash	49
2023	3A Argumentative 3B Argumentative	Argumentative	Rewards for Recycling Laws for Less Trash	
2022	4	Argumentative	Book Clubs Are for Everyone!	68

2023 Passage #3A – Argumentative (Questions 17-19, 22-25)**Rewards for Recycling**

- 1 Many people try to recycle as much as they can. Still, lots of plastic, glass, and other recyclable materials end up in the trash. This means they go to a landfill instead of being used again. City lawmakers need to do more to make sure people recycle. The best way to do that is to reward people for recycling.
- 2 Recycling can be confusing. In some places, plastic, paper, glass, and metal can all go in the same bin. In other places, each material must go in its own bin. Many cities and neighborhoods have their own ways of collecting recycling. In one poll, most people who do not recycle said it is too difficult where they live.
- 3 Rewarding people would give them a reason to make the effort to recycle. Most people know that recycling is good for the planet. But it can be hard to understand how recycling is helpful. The bottles and cans just seem to disappear. A reward gives people a personal benefit.
- 4 People already get rewarded for recycling in some areas. Some U.S. states let people return empty containers in exchange for money. People bring in their bottles and cans for counting. Each item earns them five to fifteen cents. People in these states tend to recycle more than those in other states.



- 5 Cities can give rewards like this to get people to recycle more. One city in Brazil lets citizens trade recyclable items for food. Another idea is to weigh each family's recycling. Then the city can lower their trash bill based on the weight.
- 6 People should recycle because it is the right thing to do. But the truth is, that does not always happen. Local lawmakers should make recycling more fun for everyone by offering rewards. That way, they can help their people and the planet at the same time.

<p>3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p> <p>2023 – Q17 Passage #3A</p> <p>What is the meaning of the word <u>effort</u> in paragraph 3 of the selection "Rewards for Recycling"?</p> <p>(A) A written promise (B) An important message (C) A serious try (D) An interesting idea</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr><td>Cluster</td><td>Argumentative</td></tr> <tr><td>Subcluster</td><td>Across Genres</td></tr> <tr><td>Content</td><td>Readiness</td></tr> <tr><td>Process</td><td></td></tr> <tr><td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr><td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr><th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr><td>A</td><td>8</td><td></td></tr> <tr><td>B</td><td>18</td><td></td></tr> <tr><td>C*</td><td>63</td><td></td></tr> <tr><td>D</td><td>11</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table> <tr><td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr><td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Argumentative	Subcluster	Across Genres	Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A	8		B	18		C*	63		D	11		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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<p>3.9(E) (ii) [recognize characteristics and structures of argumentative text by] distinguishing facts from opinion</p> <p>2023 – Q18 Passage #3A</p> <p>In paragraph 2 of the selection "Rewards for Recycling," what opinion does the author use to explain why some people do not recycle?</p> <p>(A) <i>Recycling can be confusing.</i> (B) <i>In some places, plastic, paper, glass, and metal can all go in the same bin.</i> (C) <i>In other places, each material must go in its own bin.</i> (D) <i>Many cities and neighborhoods have their own ways of collecting recycling.</i></p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr><td>Cluster</td><td>Argumentative</td></tr> <tr><td>Subcluster</td><td></td></tr> <tr><td>Content</td><td>Readiness</td></tr> <tr><td>Process</td><td></td></tr> <tr><td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr><td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr><th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr><td>A*</td><td>48</td><td></td></tr> <tr><td>B</td><td>20</td><td></td></tr> <tr><td>C</td><td>16</td><td></td></tr> <tr><td>D</td><td>16</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table> <tr><td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr><td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Argumentative	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A*	48		B	20		C	16		D	16		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																															

*Correct Answer (A)

<p>3.10(C) explain the author's use of print and graphic features to achieve specific purposes</p> <p>2023 – Q19 Passage #3A</p> <p>What is the most likely reason the author included the illustration in the selection "Rewards for Recycling"?</p> <ul style="list-style-type: none"> (A) To show one way that people get money for recycling (B) To show that many recyclables cost a lot of money (C) To show the different kinds of objects that people can recycle (D) To show how difficult it is to recycle in some places 	Analysis of Assessed Standards																
	Cluster	Argumentative															
	Subcluster	Across Genres															
	Content	Supporting															
	Process																
	Item Type	Multiple Choice (1 pt)															
	Stimulus																
Data Analysis																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th><th style="text-align: center;">State</th><th style="text-align: center;">Local</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">A*</td><td style="text-align: center;">57</td><td></td></tr> <tr> <td style="text-align: center;">B</td><td style="text-align: center;">9</td><td></td></tr> <tr> <td style="text-align: center;">C</td><td style="text-align: center;">22</td><td></td></tr> <tr> <td style="text-align: center;">D</td><td style="text-align: center;">12</td><td></td></tr> </tbody> </table>			Item	State	Local	A*	57		B	9		C	22		D	12	
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D	12																
Error Analysis <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p>																	
Learning from Mistakes Instructional Implications																	

*Correct Answer (A)

2023 Passage #3B – Argumentative (Questions 20-25)**Laws for Less Trash**

- 1 We know our city needs to recycle more. A law about recycling can help us do that. Then, recycling will become a regular part of life.
- 2 San Francisco, California, has been successful at getting people to recycle. A law there says that people must sort out recyclables from trash. Each home has a blue recycling bin and a black trash bin. People can choose to have a smaller black bin so they will fill it with less trash. San Francisco sends a lot less of its waste to landfills than most other places in the United States. A law like this could help increase recycling in our city.
- 3 Another option is to reward people to improve recycling. This is a bad idea. Already, about one of every four items put in a recycling bin is trash that cannot be recycled. Rewards would make this problem worse. People would just want to fill the bin. The recycling company might be unable to sort out the trash. Then, all the items would have to go into a landfill. People would get rewards for recycling even though their items were not truly recycled. This would be like throwing away our city's money.
- 4 People need clear messages about how to recycle. This is true based on a study from 2015. Researchers found that repeated reminders were better than rewards at getting people to recycle more. Such reminders can share other ways to make less trash. People should buy sturdy objects to reuse for a long time. That way, fewer disposable objects will be made in the first place.
- 5 Our city could make less trash than anywhere in the whole world. But we do not need rewards to do it. We just need laws and reminders about recycling correctly.

3.6(G) evaluate details read to determine key ideas		Analysis of Assessed Standards	
2023 – Q21 Passage #3B	In paragraph 4 of the selection "Laws for Less Trash," the details about reminders support the key idea that —	Cluster	Argumentative
	(A) reminders can help people learn what to do with their recyclables	Subcluster	Across Genres
	(B) people can have trouble understanding reminders about recyclables	Content	Readiness
	(C) many cities use both reminders and rewards for recycling	Process	
	(D) reminders about recycling should be fun and interesting	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A*	48	
	B	17	
	C	24	
	D	11	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

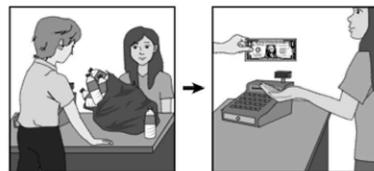
*Correct Answer (A)

3.9(E) (i) [recognize characteristics and structures of argumentative text by] identifying the claim		Analysis of Assessed Standards	
2023 – Q20 Passage #3B	Which claim does the author make in the selection "Laws for Less Trash"?	Cluster	Argumentative
	(A) People should make sure their neighbors know about recycling laws and reminders.	Subcluster	
	(B) Laws and reminders are the best way to make recycling in the city better.	Content	Readiness
	(C) People will move to cities that have recycling laws and reminders.	Process	
	(D) Laws and reminders about recycling work better in some places than in others.	Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A	23	
	B*	51	
	C	9	
	D	17	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

*Correct Answer (B)

2023 Passage #3A – Argumentative (Questions 17-19, 22-25)**Rewards for Recycling**

- 1 Many people try to recycle as much as they can. Still, lots of plastic, glass, and other recyclable materials end up in the trash. This means they go to a landfill instead of being used again. City lawmakers need to do more to make sure people recycle. The best way to do that is to reward people for recycling.
- 2 Recycling can be confusing. In some places, plastic, paper, glass, and metal can all go in the same bin. In other places, each material must go in its own bin. Many cities and neighborhoods have their own ways of collecting recycling. In one poll, most people who do not recycle said it is too difficult where they live.
- 3 Rewarding people would give them a reason to make the effort to recycle. Most people know that recycling is good for the planet. But it can be hard to understand how recycling is helpful. The bottles and cans just seem to disappear. A reward gives people a personal benefit.
- 4 People already get rewarded for recycling in some areas. Some U.S. states let people return empty containers in exchange for money. People bring in their bottles and cans for counting. Each item earns them five to fifteen cents. People in these states tend to recycle more than those in other states.



- 5 Cities can give rewards like this to get people to recycle more. One city in Brazil lets citizens trade recyclable items for food. Another idea is to weigh each family's recycling. Then the city can lower their trash bill based on the weight.
- 6 People should recycle because it is the right thing to do. But the truth is, that does not always happen. Local lawmakers should make recycling more fun for everyone by offering rewards. That way, they can help their people and the planet at the same time.

2023 Passage #3B – Argumentative (Questions 20-25)

Laws for Less Trash

- 1 We know our city needs to recycle more. A law about recycling can help us do that. Then, recycling will become a regular part of life.
- 2 San Francisco, California, has been successful at getting people to recycle. A law there says that people must sort out recyclables from trash. Each home has a blue recycling bin and a black trash bin. People can choose to have a smaller black bin so they will fill it with less trash. San Francisco sends a lot less of its waste to landfills than most other places in the United States. A law like this could help increase recycling in our city.
- 3 Another option is to reward people to improve recycling. This is a bad idea. Already, about one of every four items put in a recycling bin is trash that cannot be recycled. Rewards would make this problem worse. People would just want to fill the bin. The recycling company might be unable to sort out the trash. Then, all the items would have to go into a landfill. People would get rewards for recycling even though their items were not truly recycled. This would be like throwing away our city's money.
- 4 People need clear messages about how to recycle. This is true based on a study from 2015. Researchers found that repeated reminders were better than rewards at getting people to recycle more. Such reminders can share other ways to make less trash. People should buy sturdy objects to reuse for a long time. That way, fewer disposable objects will be made in the first place.
- 5 Our city could make less trash than anywhere in the whole world. But we do not need rewards to do it. We just need laws and reminders about recycling correctly.

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards																
2023 – Q22 Passage #3A Argumentative and Passage #3B Argumentative		Cluster Argumentative Subcluster Across Genres Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus																
<p>What is one way that the authors of BOTH the selection “Rewards for Recycling” and the selection “Laws for Less Trash” support their claims?</p> <p>(A) By explaining how recycling could get worse</p> <p>(B) By showing how recycling can be fun</p> <p>(C) By explaining how recycling companies sort out trash</p> <p>(D) By showing how some places have gotten people to recycle more</p>		Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>15</td> <td></td> </tr> <tr> <td>B</td> <td>25</td> <td></td> </tr> <tr> <td>C</td> <td>19</td> <td></td> </tr> <tr> <td>D*</td> <td>41</td> <td></td> </tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>		Item	State	Local	A	15		B	25		C	19		D*	41	
Item	State	Local																
A	15																	
B	25																	
C	19																	
D*	41																	
<p>*Correct Answer (D)</p>																		

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards																
2023 – Q23 Passage #3A Argumentative and Passage #3B Argumentative		Cluster Argumentative Subcluster Across Genres Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus																
<p>How are the ideas about recycling in the selection “Rewards for Recycling” DIFFERENT from the ideas in the selection “Laws for Less Trash”?</p> <p>(A) “Rewards for Recycling” shows that families work together to recycle.</p> <p>(B) “Rewards for Recycling” shows that recycling can be both helpful and harmful.</p> <p>(C) “Rewards for Recycling” says that recycling should help people as well as the planet.</p> <p>(D) “Rewards for Recycling” says that everyone needs to recycle.</p>		Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>19</td> <td></td> </tr> <tr> <td>B</td> <td>21</td> <td></td> </tr> <tr> <td>C*</td> <td>43</td> <td></td> </tr> <tr> <td>D</td> <td>16</td> <td></td> </tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>		Item	State	Local	A	19		B	21		C*	43		D	16	
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D	16																	
<p>*Correct Answer (C)</p>																		

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2023 – Q24 Passage #3A Argumentative and Passage #3B Argumentative		Cluster	Argumentative
Which messages do BOTH the selection "Rewards for Recycling" and the selection "Laws for Less Trash" share?		Subcluster	Across Genres
Select TWO correct answers.		Content	Readiness
		Process	
<input type="checkbox"/> Keeping recyclables out of landfills is important.		Item Type	Multiselect (2 pts)
<input type="checkbox"/> Stores should sell more objects that last for a long time.		Stimulus	
<input type="checkbox"/> Not enough people care about helping the planet.		Data Analysis	
<input type="checkbox"/> Lawmakers need to do more to help their cities recycle.		Item	State
<input type="checkbox"/> Turning in recyclables should let people get free food.		Full Credit	33
		No Credit	9
		Partial Credit	59
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (A, D)			

3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft		Analysis of Assessed Standards	
2023 – Q25 Passage #3A Argumentative and Passage #3B Argumentative		Cluster	Argumentative
Read the selections "Rewards for Recycling" and "Laws for Less Trash." Based on the information in the selections, write a response to the following:		Subcluster	
Explain your opinion about why people should or should not be rewarded for recycling.		Content	Readiness
Write a well-organized argumentative essay that uses specific evidence from the selections to support your answer.		Process	
Remember to —		Item Type	Extended Constructed Response (10 pts)
<ul style="list-style-type: none"> • clearly state your central idea • organize your writing • develop your ideas in detail • use evidence from the selections in your response • use correct spelling, capitalization, punctuation, and grammar 		Stimulus	
Manage your time carefully so that you can —		Data Analysis	
<ul style="list-style-type: none"> • review the selections • plan your response • write your response • revise and edit your response 		Item	State
Write your response in the box provided.		Full Credit	1
		No Credit	42
		Partial Credit	57
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (See Scoring Guide)			

2022 Passage #4 – Argumentative (Questions 23-29)**68% Correct****Book Clubs Are for Everyone!**

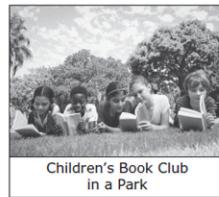
- 1 You may have heard about book clubs. They have been around for many years. In the past most book clubs were for adults. Today more young people are forming their own book clubs. You may have even joined one in your classroom. The rules are simple. Members read the same book. Then they meet and talk about the book. Sharing ideas about a book with friends is fun. There are many other good reasons for kids to join a book club.



Book-Club Members Talking about Books

© iStock.com/Everett Collection

- 2 Belonging to a book club improves reading skills. The more time you spend reading, the more your reading skills will develop. According to the Public Broadcasting Service (PBS) website, by reading books to prepare for a book-club meeting, students improve their ability to read smoothly and with expression. This is because practicing leads to faster and more correct reading. Reading helps you learn to say new words. It also helps you understand their meanings. This is an important skill that is helpful in school and throughout life.
- 3 Do you ever struggle to finish the books you start? Joining a book club might help you with this problem. Book-club members are more likely to finish reading an entire book. If you do not read the whole book, you will not be able to talk about the book at the meeting. Plus, the other members expect you to finish the book. The desire to be prepared will encourage you to finish reading what you started.
- 4 After all the reading you do in school, you may think you don't want to join a book club. But book clubs are different. They give members a fun way to experience different kinds of books. In many book clubs, each member takes a turn selecting the book for the group to read. This could mean that you will read a book that you may not have picked for yourself. Reading about new or unknown topics leads to learning. Reading books that others have selected helps you to discover new authors. In many ways, book clubs allow their members to think about new ideas.
- 5 Book-club meetings are a great place to practice listening and speaking in a respectful way. At book-club meetings members talk about the books they read. Sometimes members disagree. One person might share what he or she liked about the main character in a story. Another person might make the point that he or she was annoyed by that same character. This can lead to interesting discussions. Being in a book club allows members to share their thoughts and consider the views of others.
- 6 A book club is a great place to make friends. You might already know some members in your book club. This is especially true if some of the book-club members go to your school. By spending time with them at book-club meetings, you will get to know all the members better.



Children's Book Club in a Park

© iStock.com/Wavebreakmedia

- 7 Would you like to be in a book club? It is easy to start one. All you need are some other members and a place to meet. Library meeting rooms and parks are good locations. Being a member of a book club is good for you. It is also a lot of fun. Why not join or start a book club today?

<p>3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p> <p>2022 – Q23 Passage #4</p> <p>23 In paragraph 4, the prefix <u>un-</u> in the word <u>unknown</u> helps the reader understand that the meaning of <u>unknown</u> is —</p> <p>A known again B known by many C not known D wrongly known</p> <p>*Correct Answer (C)</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr> <td>Cluster</td><td>Argumentative</td></tr> <tr> <td>Subcluster</td><td></td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>4</td><td></td></tr> <tr> <td>B</td><td>5</td><td></td></tr> <tr> <td>C*</td><td>88</td><td></td></tr> <tr> <td>D</td><td>2</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Argumentative	Subcluster		Content	Supporting	Process		Stimulus		Item	State	Local	A	4		B	5		C*	88		D	2		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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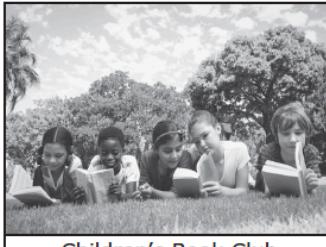
<p>3.6(H) synthesize information to create new understanding</p> <p>2022 – Q25 Passage #4</p> <p>25 Based on the information in paragraphs 1 through 4, what can the reader conclude about students who join a book club?</p> <p>A The students want to start a new book club. B The students belong to several book clubs. C The students develop good reading habits. D The students read more than their parents.</p> <p>*Correct Answer (C)</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr> <td>Cluster</td><td>Argumentative</td></tr> <tr> <td>Subcluster</td><td>Across Genres</td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>20</td><td></td></tr> <tr> <td>B</td><td>10</td><td></td></tr> <tr> <td>C*</td><td>64</td><td></td></tr> <tr> <td>D</td><td>6</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Argumentative	Subcluster	Across Genres	Content	Readiness	Process		Stimulus		Item	State	Local	A	20		B	10		C*	64		D	6		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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3.7(C) use text evidence to support an appropriate response		Analysis of Assessed Standards	
2022 – Q27 Passage #4		Cluster	Argumentative
27 What sentence supports the idea that joining a book club could help someone make friends?		Subcluster	Across Genres
A <i>Today more young people are forming their own book clubs.</i> (paragraph 1)		Content	Readiness
B <i>In many book clubs, each member takes a turn selecting the book for the group to read.</i> (paragraph 4)		Process	
C <i>In many ways, book clubs allow their members to think about new ideas.</i> (paragraph 4)		Stimulus	
D <i>By spending time with them at book-club meetings, you will get to know all the members better.</i> (paragraph 6)		Data Analysis	
*Correct Answer (D)		Item	State Local
		A	13
		B	12
		C	10
		D*	65
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.7(C) use text evidence to support an appropriate response		Analysis of Assessed Standards	
2022 – Q29 Passage #4		Cluster	Argumentative
29 Which sentence best explains why members of a book club are likely to read a whole book?		Subcluster	Across Genres
A <i>Reading helps you learn to say new words.</i> (paragraph 2)		Content	Readiness
B <i>The desire to be prepared will encourage you to finish reading what you started.</i> (paragraph 3)		Process	
C <i>You might already know some members in your book club.</i> (paragraph 6)		Stimulus	
D <i>All you need are some other members and a place to meet.</i> (paragraph 7)		Data Analysis	
*Correct Answer (B)		Item	State Local
		A	29
		B*	56
		C	7
		D	8
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.9(E) (ii) [recognize characteristics and structures of argumentative text by] distinguishing facts from opinion		Analysis of Assessed Standards	
2022 – Q28 Passage #4		Cluster	Argumentative
28 What opinion does the author include to explain why some students avoid book clubs?		Subcluster	
F <i>Members read the same book.</i> (paragraph 1)		Content	Readiness
G <i>It also helps you understand their meanings.</i> (paragraph 2)		Process	
H <i>After all the reading you do in school, you may think you don't want to join a book club.</i> (paragraph 4)		Stimulus	
J <i>Being in a book club allows members to share their thoughts and consider the views of others.</i> (paragraph 5)		Data Analysis	
		Item	State
		F	12
		G	9
		H*	64
		J	15
*Correct Answer (H)		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.9(E) (iii) [recognize characteristics and structures of argumentative text by] identifying the intended audience or reader		Analysis of Assessed Standards	
2022 – Q24 Passage #4		Cluster	Argumentative
24 Which audience is the author addressing in this selection?		Subcluster	
F Students		Content	Supporting
G Parents		Process	
H Teachers		Stimulus	
J Librarians		Data Analysis	
		Item	State
		F*	72
		G	8
		H	5
		J	14
*Correct Answer (F)		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

3.10(C) explain the author's use of print and graphic features to achieve specific purposes		Analysis of Assessed Standards	
2022 – Q26 Passage #4		Cluster	Argumentative
26 Look at these photographs.		Subcluster	Across Genres
	© Stock.com/EmilNameklovi	Content	Supporting
	© Stock.com/Wavebreakmedia	Process	
Book-Club Members Talking about Books		Stimulus	
		Data Analysis	
		Item	State Local
		F	22
		G*	68
		H	7
		J	2
What is the most likely reason the author includes these photographs in the selection?		Error Analysis	
<input type="checkbox"/> F To show that book-club members have good reading skills		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
<input type="checkbox"/> G To show that book clubs can meet at different places		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
<input type="checkbox"/> H To show that book clubs help members choose popular books			
<input type="checkbox"/> J To show that book clubs are mainly for adults			
*Correct Answer (G)		Learning from Mistakes Instructional Implications	

Extended Constructed Response (Composition)

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

3.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

3.10 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft		Analysis of Assessed Standards																	
2023 – Q25 Passage #3A Argumentative and Passage #3B Argumentative		Cluster Extended Constructed Response (Composition)																	
Read the selections "Rewards for Recycling" and "Laws for Less Trash." Based on the information in the selections, write a response to the following:		Subcluster																	
Explain your opinion about why people should or should not be rewarded for recycling.		Content Readiness																	
Write a well-organized argumentative essay that uses specific evidence from the selections to support your answer.		Process																	
Remember to —		Item Type Extended Constructed Response (10 pts)																	
<ul style="list-style-type: none">• clearly state your central idea• organize your writing• develop your ideas in detail• use evidence from the selections in your response• use correct spelling, capitalization, punctuation, and grammar		Stimulus																	
Manage your time carefully so that you can —		Data Analysis																	
<ul style="list-style-type: none">• review the selections• plan your response• write your response• revise and edit your response		<table><thead><tr><th>Item</th><th>State</th><th>Local</th></tr></thead><tbody><tr><td>Full Credit</td><td>1</td><td></td></tr><tr><td>No Credit</td><td>42</td><td></td></tr><tr><td>Partial Credit</td><td>57</td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>			Item	State	Local	Full Credit	1		No Credit	42		Partial Credit	57				
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No Credit	42																		
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Write your response in the box provided.		Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early																	
*Correct Answer (See Scoring Guide)		Learning from Mistakes Instructional Implications																	

Revision

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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To view passages, click on the title

Year	Passage #	Revision	Title
2023	4	Revision	Restaurants Are Not for Dogs
2023	5	Revision	Recess in Finland

2023 Passage #4 – Revision (Questions 26-29)

Daisy wrote this paper to argue that people should not bring their dogs into restaurants. Read the first draft of Daisy's paper and look for revisions she needs to make. Then answer the questions that follow.

Restaurants Are Not for Dogs

- (1) My family has two dogs. (2) Their names are Lucy and Rocket.
(3) We take them almost everywhere we go. (4) Yet there is one place that we do not take our dogs. (5) They never to restaurants go with us.
(6) We don't even take them to restaurants that offer outdoor seating for people and their pets. (7) Dogs do not belong in restaurants.
- (8) First of all, some people are allergic to dogs. (9) On a windy day, a dog's loose fur can blow all over the place. (10) A restaurant customer who suffers from dog allergies might have a reaction from being close to the dog fur.
- (11) Secondly, dogs can have bad days just like humans do. (12) A dog may not want to be around strangers. (13) It might be hungry or tired.
(14) It might feel nervous. (15) A restaurant customer or employee could try to pet your dog. (16) What if your dog growls at this person?
- (17) Finally, dogs need a lot of care and attention. (18) People should be able to relax, and people should be able to enjoy a meal. (19) They shouldn't have to pay attention to a pup. (20) The pup might want to go for a walk or need food and water. (21) If a dog is feeling sick or restless, its owner might even have to leave the restaurant early.
- (22) Some dog owners are nervous about leaving their pets at home.
(23) Others say that dogs add to the fun of a meal at a restaurant.
(24) But most dogs would probably rather be at home for a while.
(25) They are a little like people in that way. (26) They sometimes just need a chance to be alone and rest.
- (27) Are you going out to dinner soon? (28) You should leave them at home. (29) They are safe and content there. (30) Restaurants are for people, not for dogs.

<p>3.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion</p> <p>2023 – Q27 Passage #4</p> <p>Daisy wants to add a closing sentence to the third paragraph (sentences 11–16). Which sentence could BEST be added after sentence 16 to help close this paragraph?</p> <p>(A) The tables can be too close together for your dog.</p> <p>(B) Dogs don't always like being out, especially at night.</p> <p>(C) Your dog might know how to do a few tricks.</p> <p>(D) This would make everyone feel bad, even your dog.</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr><td>Cluster</td><td>Revision</td></tr> <tr><td>Subcluster</td><td></td></tr> <tr><td>Content</td><td>Readiness</td></tr> <tr><td>Process</td><td></td></tr> <tr><td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr><td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr><th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr><td>A</td><td>22</td><td></td></tr> <tr><td>B</td><td>30</td><td></td></tr> <tr><td>C</td><td>12</td><td></td></tr> <tr><td>D*</td><td>36</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table> <tr><td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr><td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A	22		B	30		C	12		D*	36		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2023 – Q26 Passage #4</p> <p>Sentence 5 needs to be revised. In the space provided, rewrite sentence 5 in a clear and effective way.</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr><td>Cluster</td><td>Revision</td></tr> <tr><td>Subcluster</td><td></td></tr> <tr><td>Content</td><td>Readiness</td></tr> <tr><td>Process</td><td></td></tr> <tr><td>Item Type</td><td>Short Constructed Response (1 pt)</td></tr> <tr><td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr><th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr><td>Full Credit</td><td>53</td><td></td></tr> <tr><td>No Credit</td><td>46</td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table> <tr><td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr><td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Short Constructed Response (1 pt)	Stimulus		Item	State	Local	Full Credit	53		No Credit	46								<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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*Correct Answer (See Scoring Guide)

<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2023 – Q28 Passage #4</p> <p>How should sentence 18 be revised so that it does not repeat information?</p> <p>(A) People should be able to relax and enjoy a meal.</p> <p>(B) People should be able to relax but enjoy a meal and people.</p> <p>(C) People should relax and enjoy to be able for a meal.</p> <p>(D) People should be able to relax, so people should enjoy a meal.</p>	Analysis of Assessed Standards	
	Cluster	Revision
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	B	9
	C	8
	D	17
	Error Analysis	
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	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	Learning from Mistakes Instructional Implications	
*Correct Answer (A)		

<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2023 – Q29 Passage #4</p> <p>The meaning of sentence 28 is unclear. Which phrase should replace them in this sentence?</p> <p>(A) your furry friends</p> <p>(B) those extra items</p> <p>(C) the dogs and cats</p> <p>(D) a lot of things</p>	Analysis of Assessed Standards	
	Cluster	Revision
	Subcluster	
	Content	Readiness
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
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	A*	46
	B	9
	C	38
	D	7
	Error Analysis	
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2023 Passage #5 – Revision (Questions 30-33)

Chan Ming wrote this paper about a man who left the United States to teach school in Finland. Read Chan Ming's paper and look for revisions he needs to make. Then answer the questions that follow.

Recess in Finland

(1) Timothy Walker thought teaching school in Finland would be about the same as teaching school in the United States. (2) Kids would sit still and listen. (3) They would take a midday break, but they would not take many others. (4) Mr. Walker thought that would be a waste of time. (5) But he soon discovered something new. (6) Mr. Walker learned how important recess actually is.

(7) In Finland, kids are used to getting lots of breaks during the day. (8) They spend 15 minutes of every hour at recess! (9) At first, Mr. Walker thought the kids would learn more if they stayed inside. (10) He decided to teach his students for an hour and a half at a time. (11) Then they could have recess for 30 minutes. (12) By the third day of school, his students were complaining.

(13) Then Mr. Walker tried something different. (14) He started teaching in the classroom for 45 minutes. (15) After that he would let his students go outside for 15 minutes. (16) When recess was over, they'd come back to the classroom for another 45 minutes. (17) He wondered if his new plan would work. (18) Could kids really learn well on this kind of schedule?

(19) Mr. Walker was surprised by what happened. (20) When his students had more time to play, they were more focused in the classroom. (21) They had been having trouble, and it was in the past for some of the kids in paying attention. (22) More recess fixed that problem.

(23) And guess who else took a break during recess? (24) The teachers did! (25) Then everyone came back to the classroom ready to teach and for learning.

(26) Mr. Walker learned something from his students in Finland. (27) He now agrees that playtime at school is important. (28) Getting away from stuff is good for students. (29) It helps them pay closer attention when they come back to the classroom. (30) Mr. Walker says that he has learned something from teaching in Finland. (31) Kids need recess just as much as they need time in the classroom.

<p>3.11(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea with relevant details</p> <p>2023 – Q30 Passage #5</p> <p>Which sentence would BEST follow and support sentence 12?</p> <p>(A) Recess was usually held outside in the winter.</p> <p>(B) It was still really early in the school year.</p> <p>(C) Learning had always been important to Mr. Walker.</p> <p>(D) They simply were not used to this new schedule.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="padding: 2px;">Cluster</td><td style="padding: 2px;">Revision</td></tr> <tr> <td style="padding: 2px;">Subcluster</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Content</td><td style="padding: 2px;">Readiness</td></tr> <tr> <td style="padding: 2px;">Process</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Item Type</td><td style="padding: 2px;">Multiple Choice (1 pt)</td></tr> <tr> <td style="padding: 2px;">Stimulus</td><td style="padding: 2px;"></td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <th style="text-align: center;">Item</th><th style="text-align: center;">State</th><th style="text-align: center;">Local</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">12</td><td style="text-align: center;"></td></tr> <tr> <td style="text-align: center;">B</td><td style="text-align: center;">23</td><td style="text-align: center;"></td></tr> <tr> <td style="text-align: center;">C</td><td style="text-align: center;">23</td><td style="text-align: center;"></td></tr> <tr> <td style="text-align: center;">D*</td><td style="text-align: center;">43</td><td style="text-align: center;"></td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Error Analysis</th></tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/> Guessing</td><td style="text-align: center;"><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td style="text-align: center;"><input type="checkbox"/> Careless Error</td><td style="text-align: center;"><input type="checkbox"/> Stopped Too Early</td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> </thead> <tbody> <tr> <td colspan="2" style="height: 40px;"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Data Analysis			Item	State	Local	A	12		B	23		C	23		D*	43		Error Analysis		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	Learning from Mistakes Instructional Implications			
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	Subcluster		
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<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2023 – Q33 Passage #5</p> <p>The word stuff is not the right word for sentence 28. Which word should replace stuff in this sentence?</p> <p>(A) classwork</p> <p>(B) something</p> <p>(C) inside</p> <p>(D) friendships</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr> <td>Cluster</td><td>Revision</td></tr> <tr> <td>Subcluster</td><td></td></tr> <tr> <td>Content</td><td>Readiness</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <p>Data Analysis</p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A*</td><td>53</td><td></td></tr> <tr> <td>B</td><td>29</td><td></td></tr> <tr> <td>C</td><td>12</td><td></td></tr> <tr> <td>D</td><td>6</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A*	53		B	29		C	12		D	6	
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Editing

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The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

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To view passages, click on the title

Year	Passage #	Editing	Title
2023	6	Editing	Classroom Jobs
2023	7	Editing	Learning to Ice Skate

2023 Passage #6 – Editing (Questions 34-37)

This paragraph is from Ann's paper about classroom jobs. Read the paragraph and look for corrections Ann needs to make. Then answer the questions that follow.

Classroom Jobs

- (1) Classroom jobs give students a fun and easy way to be helpful.
(2) Doing chores such as erasing the board or collecting papers saved everyone time. (3) They make students feel as if they are part for a team.
(4) Classroom jobs also teach students about responsibility. (5) Some Teachers think these jobs are easy. (6) They may be happy to do everything themselves. (7) However, classroom helpers can do a lot if they know what is expected. (8) They can help keep the classroom organized and neatly on busy school days. (9) All children in school should certainly have classroom jobs!

<p>3.11(D) (ii) [edit drafts using standard English conventions, including] past, present, and future verb tense</p> <p>2023 – Q34 Passage #6</p> <p>What change should be made in sentence 2?</p> <p>A Change <i>Doing</i> to <i>Do</i></p> <p>B Change <i>chores</i> to <i>Chores</i></p> <p>C Change <i>board</i> to <i>bored</i></p> <p>D Change <i>saved</i> to <i>saves</i></p>	Analysis of Assessed Standards	
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	Stimulus	
	Data Analysis	
	Item	State Local
	A	15
	B	11
	C	13
	D*	60
	Error Analysis	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	Learning from Mistakes Instructional Implications	

*Correct Answer (D)

<p>3.11(D) (iv) [edit drafts using standard English conventions, including] adjectives, including their comparative and superlative forms</p> <p>2023 – Q37 Passage #6</p> <p>What change should be made in sentence 8?</p> <p>A Change <i>can help</i> to <i>helped</i></p> <p>B Change <i>neatly</i> to <i>neat</i></p> <p>C Change <i>busy</i> to <i>buzy</i></p> <p>D Change <i>school</i> to <i>skool</i></p>	Analysis of Assessed Standards	
	Cluster	Editing
	Subcluster	
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State Local
	A	32
	B*	58
	C	7
	D	3
	Error Analysis	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	Learning from Mistakes Instructional Implications	

*Correct Answer (B)

3.11(D) (vi) [edit drafts using standard English conventions, including] prepositions and prepositional phrases 2023 – Q35 Passage #6 What change should be made in sentence 3? <div style="border: 1px solid black; padding: 10px;"> <p>A Change make to made</p> <p>B Change feel to felt</p> <p>C Change they are to them are</p> <p>D Change for to of</p> </div>	Analysis of Assessed Standards	
Cluster	Editing	
Subcluster		
Content	Supporting	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A	28	
B	12	
C	5	
D*	54	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

*Correct Answer (D)

3.11(D) (ix) [edit drafts using standard English conventions, including] capitalization of official titles of people, holidays, and geographical names and places 2023 – Q36 Passage #6 What change should be made in sentence 5? <div style="border: 1px solid black; padding: 10px;"> <p>A Change Teachers to teachers</p> <p>B Change think to thought</p> <p>C Change easy to easier</p> <p>D Change the period to a question mark</p> </div>	Analysis of Assessed Standards	
Cluster	Editing	
Subcluster		
Content	Supporting	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A*	55	
B	23	
C	14	
D	7	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

*Correct Answer (A)

2023 Passage #7 – Editing (Questions 38-41)

Fallyn is writing a story about a girl who is learning a new skill. Read these paragraphs from the body of Fallyn's paper and look for corrections she needs to make. Then answer the questions that follow.

Learning to Ice Skate

(1) Callie was embarrassed. (2) Everyone else in Mrs. Johnson's class knew how to ice skate, but Callie had never learned. (3) "Can I give you some tips?" her friends Emily asked with a sweet smile.

(4) Callie nodded, so Emily showed her how to shift her weight to keep from falling. (5) Then Emily taught Callie how to glide. (6) Callie slowly tried moving forward on her skates. (7) She wobbled at first and then began gliding just like Emily. (8) Suddenly Callie felt a big grin stretching in her face. (9) She was finally ice skating all by herself?

3.2(B) (v) [demonstrate and apply spelling knowledge by] spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	Analysis of Assessed Standards
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2023 – Q39 Passage #7

What change is needed in sentence 7?

A Change **wobled** to **wobbled**

B Insert a comma after **first**

C Delete **and**

D Change **began** to **begins**

*Correct Answer (A)

Cluster Editing

Subcluster

Content Supporting

Process

Item Type Multiple Choice (1 pt)

Stimulus

Data Analysis

Item	State	Local
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A*	49	
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B	14	
---	----	--

C	21	
---	----	--

D	15	
---	----	--

Error Analysis

Guessing Mixed Up Concepts

Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (iii) [edit drafts using standard English conventions, including] singular, plural, common, and proper nouns	Analysis of Assessed Standards
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2023 – Q38 Passage #7

What change needs to be made in sentence 3?

A Change the question mark to a period

B Change **her** to **our**

C Change **friends** to **friend**

D Change **with** to **in**

*Correct Answer (C)

Cluster Editing

Subcluster

Content Supporting

Process

Item Type Multiple Choice (1 pt)

Stimulus

Data Analysis

Item	State	Local
------	-------	-------

A	8	
---	---	--

B	11	
---	----	--

C*	73	
----	----	--

D	7	
---	---	--

Error Analysis

Guessing Mixed Up Concepts

Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (vi) [edit drafts using standard English conventions, including] prepositions and prepositional phrases 2023 – Q40 Passage #7 What change needs to be made in sentence 8? <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(A) Change <i>felt</i> to <i>feeling</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(B) Change <i>big</i> to <i>bigger</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(C) Change <i>stretching</i> to <i>strecthing</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(D) Change <i>in</i> to <i>across</i></p> </div>	Analysis of Assessed Standards	
Cluster	Editing	
Subcluster		
Content	Supporting	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A	11	
B	14	
C	16	
D*	59	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes		
Instructional Implications		

*Correct Answer (D)

3.11(D) (x) [edit drafts using standard English conventions, including] punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 2023 – Q41 Passage #7 What change is needed in sentence 9? <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(A) Change <i>was</i> to <i>is</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(B) Change <i>finally</i> to <i>finly</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(C) Change <i>herself</i> to <i>yourself</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>(D) Change the question mark to an exclamation point</p> </div>	Analysis of Assessed Standards	
Cluster	Editing	
Subcluster		
Content	Supporting	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A	27	
B	6	
C	8	
D*	59	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes		
Instructional Implications		

*Correct Answer (D)

			Analysis of Assessed Standards					
			Cluster					
			Subcluster					
			Content					
			Process					
			Item Type					
			Stimulus					
			Data Analysis			Error Analysis		
			Item	State	Local	<input type="checkbox"/> Guessing	<input type="checkbox"/> Careless Error	
						<input type="checkbox"/> Stopped Too Early	<input type="checkbox"/> Mixed Up Concepts	
			Learning from Mistakes Instructional Implications					
* Correct Answer ()								

			Analysis of Assessed Standards					
			Cluster					
			Subcluster					
			Content					
			Process					
			Item Type					
			Stimulus					
			Data Analysis			Error Analysis		
			Item	State	Local	<input type="checkbox"/> Guessing	<input type="checkbox"/> Careless Error	
						<input type="checkbox"/> Stopped Too Early	<input type="checkbox"/> Mixed Up Concepts	
			Learning from Mistakes Instructional Implications					
* Correct Answer ()								