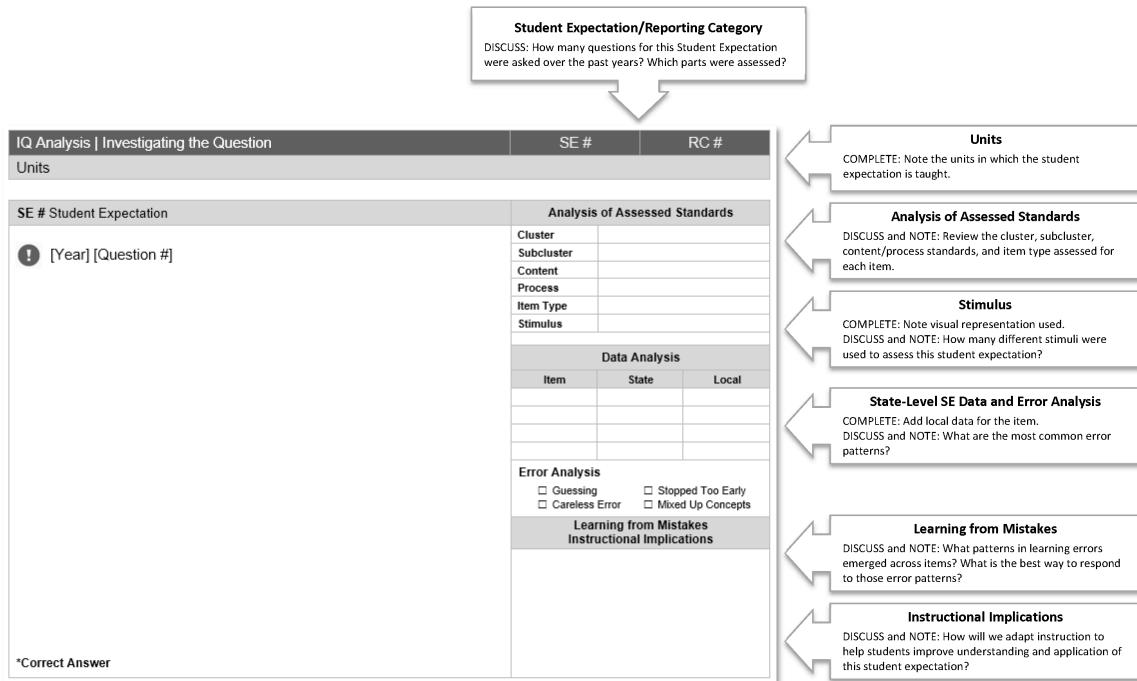


2025 Released Tests

Aligned to the Standards

CONTENT BUILDER FOR THE PLC

ELAR
English II



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

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Fiction

E2.2 Vocabulary. The student uses newly acquired vocabulary expressively

E2.4 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

E2.5 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.

E2.6 Literary Elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

E2.7 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

E2.8 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
2025	2A	Fiction	Moon Landing	83
2025	2A Fiction 2B Poetry	Fiction	Moon Landing The Apollo 11 Moon Landing	60

2025 Passage #2A – Fiction (Questions 11-14, 19-22)

Moon Landing

1 That warm summer night, Anna's family gathered together in the living room to watch men in unwieldy, white spacesuits that encompassed them, their faces obscured by the bubbles of their helmets. They walked on the moon, and on the television a news anchor narrated their movements in his kind, gravelly voice. Two men walked on the moon in shadowy black-and-white, a phantom stage where their footsteps sank into the dust, but in the sky over Anna's house, the moon was a waxing pink crescent, the dark part of it barely visible.

2 Anna was fifteen and earthbound, her days unfolding in the stifling sameness of her neighborhood that was beginning to weigh her down. She let out a sigh and lamented the dull, pedestrian rhythm of her life: the only time she experienced travel or adventure was watching it on TV; her days were spent slouching on the curb to watch the little kids play another game of jacks; her evenings were spent walking to the corner store or perhaps sitting in the garage, listening to music from one of her three 45s.

3 She longed for the distance of the moon.

4 On the television, the men looked like paper dolls, their spaceship like a toy, and the surface of the moon was deep with powdery dust. Her father said they could all stay up late to watch history being made. "It's something to see," he said solemnly.

5 Across the neighborhood, in identical windows, the dim blue glow of televisions was as uniform as the yards, the gray-black driveways, the white houses that lined the dark streets.

6 On the television, men bounced along on the surface of the moon. "They're going to collect rocks and bring them back to Earth," her brother David said. "Moon rocks."

7 Anna pictured the moon rocks as shy and cold gray jewels making the long odyssey back to Earth in metal chests.

8 Outside the window, the neighborhood started to go to sleep. Identical lights went out in identical houses. The shadowy play of television lights on picture windows winked out and went black. Traffic hummed on the overpass that towered above their little street and a slight breeze whispered *hush, hush*. The thin moon turned golden and slid behind a purple cloud.

9 Anna wanted to climb out the window and find her future, away from the mundane emptiness of her living room. You are being overly dramatic, her mother would say to her on days when she moped about the monotony of her life. But Anna thought she was not being dramatic *enough*.

10 The next morning, Anna woke up before dawn. Her father was already reading the newspaper and sipping coffee from a ceramic mug. Anna settled into a chair opposite him and pulled a section of the newspaper toward her. MEN WALK ON THE MOON, the headline blared.

11 Anna sighed wistfully and peered at the grainy images in the newspaper.

12 Her father looked over his newspaper and smiled. He enjoyed this still-dark part of the day; they both did. Outside the window, the neighborhood woke up slowly, lights came on behind curtains and venetian blinds, and a car engine lurched and echoed across the empty street.

13 "Remember when you collected rocks?" her father asked as he perused an article about moon rocks. His hand, smudged with newsprint, reached from behind the open paper for his coffee.

14 Anna had to smile; she had been so proud of her rock collection. Wherever she went, she had prowled the ground—the furrows of the field behind her grandfather's house, the grassy hills beside the playground, sandy beaches when they spent a day on the coast.

15 Her favorite rock was a chunk of jasper. She had found it one warm autumn afternoon when she was walking with her grandfather. The rock was nearly buried in brown soil, and she had knelt to pick it up, startled by the rainbow stripes that wrapped the rock's opaque canvas. "It's beautiful," her grandfather had said as Anna held it up in the sunlight. "That's jasper. I used to look for jasper when I was a boy, playing out here with my cousins. They were hard to find."

16 "You have always found hidden treasures," her grandfather had said, and Anna remembered how the rainbow rock had felt smooth and cold in her hand.

17 "You have always found such beautiful rocks," her father said now, running the side of his hand down the crease of the newspaper. "Earth rocks," he chuckled. Anna had to smile. She imagined the astronauts hunched down in their awkward suits hunting for moon rocks and wondered if the rocks shattered into fine dust before they could pry them out of the moon's surface.

18 After breakfast, Anna searched in her closet for the cardboard box containing her rock collection and pulled it into the center of the room. Here was an agate with its soft browns swirling like the rings in a tree trunk. Quartz, with its sparkling white edges; mica, with its delicate flakes of silver and black.

19 And there was the jasper she had found that October afternoon. Anna held the rock up to catch the sunlight from the window. Deep red, ochre, and rose formed pastel striations on its surface.

20 She leaned down and peered into the box; it was full of hidden treasures from a time when she had noticed the way the Earth shared pieces, yielding splinters of color she would carry in her pocket as she made her way home.

21 "You're good at noticing things," her grandfather had said as he took the jasper into his own hands. Anna had smiled, and now, a decade later, she crouched down to examine an amber stone the shade of honey, a sliver of fragile shale, an egg shape of granite flecked with blue.

22 "Earth rocks," Anna murmured to herself, and she began taking them out of the box, lining them up on the floor like a museum exhibit.

E2.6(A) analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures

OLD 4 5

2025 – Q14 Passage #2A

Anna's characterization in paragraphs 18 through 21 of the story "Moon Landing" develops a theme by suggesting that she finally —

- (A) finds contentment in her small world
- (B) seeks the approval of her elders
- (C) wants to experience life away from home
- (D) values the time she spends with her family

*Correct Answer (A)

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	Across Literary Text
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	73	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	Analysis of Assessed Standards	
2025 – Q13 Passage #2A	Cluster	Fiction
Read the question carefully. Then enter your answer in the box provided.	Subcluster	Across Literary Text
How does the moon landing affect Anna in the story "Moon Landing"? Support your answer with evidence from the story.	Content	Readiness
	Process	
	Item Type	Short Constructed Response (2 pts)
	Stimulus	
	Data Analysis	
	Item	State
	Full Credit	54
	No Credit	26
	Partial Credit	21
	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)		

E2.6(C) analyze isolated scenes and their contribution to the success of the plot as a whole	Analysis of Assessed Standards	
2025 – Q12 Passage #2A	Cluster	Fiction
The scene with Anna and her father in paragraphs 10 through 17 contributes to the plot of the story "Moon Landing" because it leads Anna to —	Subcluster	Across Literary Text
(A) remember what she loves most about her grandfather	Content	Readiness
(B) read an article about the recent visit to the moon	Process	
(C) renew an interest in a hobby that eases her restlessness	Item Type	Multiple Choice (1 pt)
(D) imagine what it would be like to explore the moon	Stimulus	
	Data Analysis	
	Item	State
	A	
	B	
	C*	66
	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	
*Correct Answer (C)		

E2.6(D) analyze how historical and cultural settings influence characterization, plot, and theme across texts	Analysis of Assessed Standards				
2025 – Q11 Passage #2A		Cluster	Fiction		
How does the description of the setting in paragraphs 2, 5, and 8 from the story "Moon Landing" affect Anna?		Subcluster	Across Literary Text		
		Content	Supporting		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
Item		State	Local		
A					
B*		64			
C					
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					
*Correct Answer (B)					

2025 Passage #2A – Fiction (Questions 11-14, 19-22)

Moon Landing

1 That warm summer night, Anna's family gathered together in the living room to watch men in unwieldy, white spacesuits that encompassed them, their faces obscured by the bubbles of their helmets. They walked on the moon, and on the television a news anchor narrated their movements in his kind, gravelly voice. Two men walked on the moon in shadowy black-and-white, a phantom stage where their footsteps sank into the dust, but in the sky over Anna's house, the moon was a waxing pink crescent, the dark part of it barely visible.

2 Anna was fifteen and earthbound, her days unfolding in the stifling sameness of her neighborhood that was beginning to weigh her down. She let out a sigh and lamented the dull, pedestrian rhythm of her life: the only time she experienced travel or adventure was watching it on TV; her days were spent slouching on the curb to watch the little kids play another game of jacks; her evenings were spent walking to the corner store or perhaps sitting in the garage, listening to music from one of her three 45s.

3 She longed for the distance of the moon.

4 On the television, the men looked like paper dolls, their spaceship like a toy, and the surface of the moon was deep with powdery dust. Her father said they could all stay up late to watch history being made. "It's something to see," he said solemnly.

5 Across the neighborhood, in identical windows, the dim blue glow of televisions was as uniform as the yards, the gray-black driveways, the white houses that lined the dark streets.

6 On the television, men bounced along on the surface of the moon. "They're going to collect rocks and bring them back to Earth," her brother David said. "Moon rocks."

7 Anna pictured the moon rocks as shy and cold gray jewels making the long odyssey back to Earth in metal chests.

8 Outside the window, the neighborhood started to go to sleep. Identical lights went out in identical houses. The shadowy play of television lights on picture windows winked out and went black. Traffic hummed on the overpass that towered above their little street and a slight breeze whispered *hush, hush*. The thin moon turned golden and slid behind a purple cloud.

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10 The next morning, Anna woke up before dawn. Her father was already reading the newspaper and sipping coffee from a ceramic mug. Anna settled into a chair opposite him and pulled a section of the newspaper toward her. MEN WALK ON THE MOON, the headline blared.

11 Anna sighed wistfully and peered at the grainy images in the newspaper.

12 Her father looked over his newspaper and smiled. He enjoyed this still-dark part of the day; they both did. Outside the window, the neighborhood woke up slowly, lights came on behind curtains and venetian blinds, and a car engine lurched and echoed across the empty street.

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19 And there was the jasper she had found that October afternoon. Anna held the rock up to catch the sunlight from the window. Deep red, ochre, and rose formed pastel striations on its surface.

20 She leaned down and peered into the box; it was full of hidden treasures from a time when she had noticed the way the Earth shared pieces, yielding splinters of color she would carry in her pocket as she made her way home.

21 "You're good at noticing things," her grandfather had said as he took the jasper into his own hands. Anna had smiled, and now, a decade later, she crouched down to examine an amber stone the shade of honey, a sliver of fragile shale, an egg shape of granite flecked with blue.

22 "Earth rocks," Anna murmured to herself, and she began taking them out of the box, lining them up on the floor like a museum exhibit.

2025 Passage #2B – Poetry (Questions 15-18, 19-22)

The Apollo 11 Moon Landing July 20, 1969

The Eagle has landed.

The great ship has dented the dusty surface of the moon
And the adults shake their heads.
Just imagine, they say.

- 5 I imagine that the moon feels invincible and immense,
That it admonishes the men, sternly, for their pursuit of its moon rocks
And pools of dust,
That it plots to shake off the footprints of the interlopers
As if it were shaking off fleas.
- 10 And now there are men walking across the moon's surface
On our black-and-white television.
Bouncing around in the curl of a waterless moon wave,
Their white spacesuits drooping like sails in a windless sea
Their weightless faces shrouded in the mist of their bubble helmets.
- 15 *I never imagined I would see this happen in my lifetime,* the adults say.
- I imagine that the moon belongs to us,
that it shimmers in our sky,
and follows our station wagon along the sweet roads and highways
Of our winter nights
- 20 Our soft spring twilights
Our summer dreams.
- I imagine that when the moon looks down at Earth
It sees only vast oceans and sprawling mountains,
Ribbons of sapphire rivers and forests thick with shapeless trees.
- 25 It sees deserts, pale as the underside of a rattlesnake,
And crystal lakes that flicker under the starlight
like the bluest part of a flame.
- But I want the moon to see us, how we are that summer.
How we ride our bikes through rainbow puddles in the street,
- 30 How we can make lanyards out of colored string,
Crouching on the curb as the sun drifts across the turquoise sky,
How we catch fireflies in the dusk.
How we run home when the streetlights come on,
Our shadows lumbering like giants behind us.
- 35 How we can cradle a blade of grass between our thumbs
and make music with just our breath.

E2.4(H) synthesize information from multiple texts to create new understanding		Analysis of Assessed Standards																	
2025 – Q19 Passage #2A Fiction and Passage #2B Poetry		Cluster	Fiction																
Which inference about the actual moon landing do details from the story "Moon Landing" and the poem "The Apollo 11 Moon Landing" BOTH support?		Subcluster	Across Genres																
<p>(A) The dust on the moon is dangerous for astronauts.</p> <p>(B) The scene on the moon is dull and dreary.</p> <p>(C) The astronauts have difficulty moving in their spacesuits.</p> <p>(D) The surface of the moon appears lifeless and still.</p>		Content	Readiness																
		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></td><td></td></tr> <tr> <td style="text-align: center;">B</td><td></td><td></td></tr> <tr> <td style="text-align: center;">C</td><td></td><td></td></tr> <tr> <td style="text-align: center;">D*</td><td style="text-align: center;">44</td><td></td></tr> </tbody> </table>					Item	State	Local	A			B			C			D*	44	
Item	State	Local																	
A																			
B																			
C																			
D*	44																		
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)

E2.4(H) synthesize information from multiple texts to create new understanding	Analysis of Assessed Standards		
2025 – Q21 Passage #2A Fiction and Passage #2B Poetry	Cluster	Fiction	
Read this quotation from the story and this line from the poem.	Subcluster	Across Genres	
"It's something to see," he said solemnly. (paragraph 4 of "Moon Landing")	Content	Readiness	
Just imagine, they say. (line 4 of "The Apollo 11 Moon Landing")	Process		
What is most likely a SIMILAR reason the author and the poet included this quotation and this line?	Item Type	Multiple Choice (1 pt)	
<p>A To suggest that people find the moon landing entertaining to watch</p> <p>B To emphasize the idea that the moon landing has historical importance</p> <p>C To imply that people disagree about the value of the moon landing</p> <p>D To stress the idea that the moon landing contributes to scientific knowledge</p>	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B*	49	
	C		
	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			
*Correct Answer (B)			

E2.4(H) synthesize information from multiple texts to create new understanding	Analysis of Assessed Standards		
2025 – Q22 Passage #2A Fiction and Passage #2B Poetry	Cluster	Fiction	
Read this quotation from the story and these lines from the poem.	Subcluster	Across Genres	
Anna was fifteen and earthbound, her days unfolding in the stifling sameness of her neighborhood that was beginning to weigh her down. (paragraph 2 of "Moon Landing")	Content	Readiness	
But I want the moon to see us, how we are that summer. / How we ride our bikes through rainbow puddles in the street, (lines 28–29 of "The Apollo 11 Moon Landing")	Process		
How does the use of language in this quotation and these lines create DIFFERENT effects on the reader?	Item Type	Multiple Choice (1 pt)	
<p>A The words "fifteen and earthbound" from the story indicate that Anna avoids taking risks, while the words "I want the moon to see us" show that the speaker of the poem lives life fearlessly.</p> <p>B The words "her days unfolding" from the story emphasize that Anna prefers to react to events, while the words "we ride our bikes" indicate that the speaker of the poem seeks out new experiences.</p> <p>C The words "beginning to weigh her down" from the story indicate that Anna needs the advice of her friends, while the words "how we are that summer" emphasize that the speaker of the poem values the company of friends.</p> <p>D The words "stifling sameness" from the story emphasize Anna's dislike of routine, while the words "rainbow puddles" indicate the speaker of the poem finds joy in the routine of life.</p>	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	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)			

Informational

E2.2 Vocabulary. The student uses newly acquired vocabulary expressively

E2.4 Comprehension. 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 #	Genre	Title	% Correct
2025	3	Informational	Falling into Place along the Fall Line	77

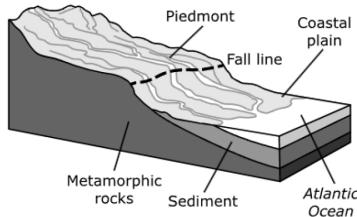
2025 Passage #3 – Informational (Questions 23-31)

Falling into Place along the Fall Line

- 1 From Connecticut to Georgia, a string of cities in the eastern United States is arranged in a strikingly obvious, slightly curved line. The linear pattern is evident to anyone looking at a map of the region or traveling long-distance on Interstate 95. This glittering strand of human settlements can even be seen from high in space.
- 2 How did these cities come to line up so neatly? The answer is both simple and surprising: geology was the determining factor.
- 3 Connect those urban dots, and you've created a simple geologic map of a feature called a fall line. A fall line is an imaginary line that connects waterfall points on several parallel rivers. As geologic features do in so many other places around the world, this fall line has helped shape human civilization by influencing where people chose to settle. Modern cities, including Trenton, New Jersey; Washington, D.C.; Richmond, Virginia; and Augusta, Georgia, were all built where they are because of the region's underlying geology.
- 4 This fall line may have influenced the creation of cities. But what created the fall line in the first place? That story goes way back, 300 million years or more, to when shifting tectonic plates shaped eastern North America.

Piedmont Meets Plain

- 5 During that time, even before dinosaurs were around, tectonic shift drove massive collisions between the continents of North America and Africa. Sedimentary rocks caught in the collision were crushed, mangled, buried, and heated. They became metamorphic rocks, a block of hard, crystalline bedrock that we now call the Piedmont, a plateau region between the Atlantic coast and the Appalachian Mountains.
- 6 Then, approximately 200 million years ago, Africa and North America began to pull apart, and the gap between them became the Atlantic Ocean. The hard metamorphic rocks of the Piedmont were no longer forming through compression. Instead, erosion exposed these rocks, gradually eating away at the plateau. As the eroded material crumbled into layers of sand, silt, and gravel, it formed a thick, wedge-shaped apron of soft sediment called the Atlantic coastal plain.
- 7 Where the coastal plain meets the Piedmont, an escarpment, or bluff, runs for hundreds of miles, roughly parallel to the Atlantic coast. What happens when rivers flowing east encounter this escarpment? They fall off the plateau region and onto the lower, geologically softer and younger coastal plain. They tumble and cascade, the falls on each river marking one point on the line where the ancient metamorphic rocks of the Piedmont dip beneath the sediments of the coastal plain. No wonder it's called a "fall" line!



Location, Location, Location

- 8 This fall line has always been a desirable place to live. Long before Europeans arrived in the area, people were drawn to it by the abundance of fish around the many falls. The area also offers easy access to the natural resources of both the Tidewater coastal plains and the Piedmont plateau. The fall line formed a natural border between different groups of people. In the Southeast, for example, people who spoke Algonquian languages, including the Powhatan, tended to live east of the fall line. Those who spoke Siouan languages, including the Monacan, lived to its west.
- 9 When Europeans pushed westward from the Atlantic Ocean in the seventeenth and eighteenth centuries, they also recognized the area as prime real estate. From New Jersey to Georgia, on river after river, settlers who bumped up against the fall line stayed there. They established towns that later grew into cities.
- 10 Advantages of the fall line were many. Sailors could navigate their oceangoing ships up tidal rivers directly to these settlements. Builders could quarry stones from the rocky ground. Lumber producers and grain millers could power their sawmills and gristmills with the fast-flowing water. Later, the churning rapids and falls offered plenty of potential to power other fledgling industries. In Massachusetts, for example, the city of Lowell flourished as falls on the Merrimack River powered its textile mills.
- 11 The geology of the fall line did not only confer advantages, however. Because ships were stopped by the rapids, the fall line was a serious obstacle to travel and trade. It also imposed barriers to upstream settlement. It would be decades before the descendants of the first Europeans moved west of the fall line. When they did, cities at the fall line served as transportation hubs, where goods were transferred from ships to wagons for trade upstream. The bustling docks of Georgetown in Washington, D.C., for instance, lie just downstream from the Great Falls of the Potomac, a series of cascades and rapids through which the Potomac River plunges more than 70 feet across the fall line.
- Geologic Legacy
- 12 The Atlantic Seaboard Fall Line is just one example of the way human experience is powerfully influenced by geology. But this fall line's influence is not confined to history. People who live and travel along Interstate 95 are still feeling it today. Picnickers flock to riverside parks along the fall line. Whitewater kayakers paddle the rivers that tumble over it, challenging themselves in the rapids and falls. Anyone who views a spectacular waterfall gets a reminder of how geology shapes our everyday lives.

E2.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary

Analysis of Assessed Standards

Cluster	Informational
Subcluster	
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A*	86	
B		
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (A)

E2.4(E) make connections to personal experiences, ideas in other texts, and society

Analysis of Assessed Standards

Cluster	Informational
Subcluster	Across Genres
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	57	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (D)

E2.5(C) use text evidence and original commentary to support an interpretive response		Analysis of Assessed Standards					
2025 – Q24 Passage #3		Cluster	Informational				
Which quotation from the article shows how American Indians were affected by the fall line?		Subcluster	Across Genres				
<p>A <i>This fall line has always been a desirable place to live.</i> (paragraph 8)</p> <p>B <i>The fall line formed a natural border between different groups of people.</i> (paragraph 8)</p> <p>C <i>From New Jersey to Georgia, on river after river, settlers who bumped up against the fall line stayed there.</i> (paragraph 9)</p> <p>D <i>They established towns that later grew into cities.</i> (paragraph 9)</p>		Content	Readiness				
		Process					
		Item Type	Multiple Choice (1 pt)				
		Stimulus					
Data Analysis							
		Item	State	Local			
		A					
		B*	64				
		C					
		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							

*Correct Answer (B)

E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order		Analysis of Assessed Standards	
2025 – Q26 Passage #3		Cluster	Informational
Which ideas should be included in a summary of the article?		Subcluster	Across Genres
Select TWO correct answers.		Content	Readiness
		Process	
<input type="checkbox"/> The lights from cities can be seen from space and seem to form a web of lines.		Item Type	Multiselect (2 pts)
<input type="checkbox"/> Geography has played an important role in where cities are located.		Stimulus	
<input type="checkbox"/> The older metamorphic rocks are harder than the sediments of the coastal plain.			
<input type="checkbox"/> The fall line provided many natural resources that attracted settlers.			
<input type="checkbox"/> Several types of mills were built along rivers because the water provided power.			
		Data Analysis	
		Item	State
		Full Credit	68
		No Credit	8
		Partial Credit	24
		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, D)			

E2.7(D) (ii) [analyze characteristics and structural elements of informational texts such as] the relationship between organizational design and thesis		Analysis of Assessed Standards	
2025 – Q27 Passage #3		Cluster	Informational
How does the chronological structure of the section “Piedmont Meets Plain” help develop the thesis of the article?		Subcluster	
		Content	Supporting
		Process	
<input type="radio"/> A By describing how long ago the tectonic shift began		Item Type	Multiple Choice (1 pt)
<input type="radio"/> B By explaining the geologic events that formed the fall line		Stimulus	
<input type="radio"/> C By discussing how metamorphic rocks are created			
<input type="radio"/> D By showing that the escarpment causes water to flow downhill			
		Data Analysis	
		Item	State
		A	
		B*	71
		C	
		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	
*Correct Answer (B)			

E2.8(A) analyze the author's purpose, audience, and message within a text		Analysis of Assessed Standards					
2025 – Q28 Passage #3		Cluster	Informational				
What is the most likely reason the author includes the details in paragraph 12?		Subcluster	Across Genres				
(A) To emphasize the importance of fall lines in the development of American society		Content	Readiness				
(B) To encourage readers to enjoy outdoor activities		Process					
(C) To show that traveling along Interstate 95 can be fun		Item Type	Multiple Choice (1 pt)				
(D) To explain how the fall line continues to attract people today		Stimulus					
Data Analysis							
	Item	State	Local				
	A						
	B						
	C						
	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)							

E2.8(B) analyze use of text structure to achieve the author's purpose	Analysis of Assessed Standards		
2025 – Q29 Passage #3	Cluster	Informational	
What is most likely the author's purpose for using an advantages-and-disadvantages organizational structure in paragraphs 10 and 11?	Subcluster	Across Genres	
(A) To present the conveniences and the drawbacks native peoples experienced along the fall line	Content	Supporting	
(B) To describe why the fall line attracted settlers for hundreds of years	Process		
(C) To explain both the benefits and the obstacles people experienced living along the fall line	Item Type	Multiple Choice (1 pt)	
(D) To show how the fall line created a natural separation for different groups of people	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	71	
	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			
*Correct Answer (C)			

E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text	Analysis of Assessed Standards		
2025 – Q30 Passage #3	Cluster	Informational	
How does the author's use of language in paragraph 12 contribute to the tone of the article?	Subcluster	Across Genres	
(A) It provides an enthusiastic tone to support the idea that geology is important to human life.	Content	Readiness	
(B) It presents an informal tone that helps the reader better understand how fall lines develop.	Process		
(C) It provides a hopeful tone that people in the future will be more aware of the need to protect nature.	Item Type	Multiple Choice (1 pt)	
(D) It presents a casual tone to make the complex subject of geology more interesting and relatable.	Stimulus		
Data Analysis			
	Item	State	Local
	A*	52	
	B		
	C		
	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			
*Correct Answer (A)			

E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	Analysis of Assessed Standards																	
2025 – Q31 Passage #3  ESSAY: Write your essay in the empty box below. Read the article "Falling into Place along the Fall Line." Based on the information in the article, write a response to the following: <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Explain how geological features have helped shape the history of human civilizations. </div> <p>Write a well-organized informational composition that uses specific evidence from the article to support your answer.</p> <p>Remember to —</p> <ul style="list-style-type: none"> • clearly state your thesis • organize your writing • develop your ideas in detail • use evidence from the selection in your response • use correct spelling, capitalization, punctuation, and grammar <p>Manage your time carefully so that you can —</p> <ul style="list-style-type: none"> • review the selection • plan your response • write your response • revise and edit your response <p>Write your response in the box provided.</p>			Cluster Informational Subcluster Content Readiness Process Item Type Extended Constructed Response (10 pts) 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;">Full Credit</td> <td style="text-align: center;">7</td> <td></td> </tr> <tr> <td style="text-align: center;">No Credit</td> <td style="text-align: center;">35</td> <td></td> </tr> <tr> <td style="text-align: center;">Partial Credit</td> <td style="text-align: center;">58</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Item	State	Local	Full Credit	7		No Credit	35		Partial Credit	58				
Item	State	Local																
Full Credit	7																	
No Credit	35																	
Partial Credit	58																	
		Error Analysis <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>																
*Correct Answer (See Scoring Guide)		Learning from Mistakes Instructional Implications																

Poetry

E2.2 Vocabulary. The student uses newly acquired vocabulary expressively

E2.4 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

E2.5 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.

E2.6 Literary Elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

E2.7 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

E2.8 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
2025	2B	Poetry	The Apollo 11 Moon Landing	55
2025	2A Fiction 2B Poetry	Poetry	Moon Landing The Apollo 11 Moon Landing	60

2025 Passage #2B – Poetry (Questions 15-18, 19-22)**The Apollo 11 Moon Landing
July 20, 1969**

The Eagle has landed.

The great ship has dented the dusty surface of the moon
And the adults shake their heads.
Just imagine, they say.

- 5 I imagine that the moon feels invincible and immense,
That it admonishes the men, sternly, for their pursuit of its moon rocks
And pools of dust,
That it plots to shake off the footprints of the interlopers
As if it were shaking off fleas.
- 10 And now there are men walking across the moon's surface
On our black-and-white television.
Bouncing around in the curl of a waterless moon wave,
Their white spacesuits drooping like sails in a windless sea
Their weightless faces shrouded in the mist of their bubble helmets.
- 15 15 *I never imagined I would see this happen in my lifetime,* the adults say.
- I imagine that the moon belongs to us,
that it shimmers in our sky,
and follows our station wagon along the sweet roads and highways
Of our winter nights
- 20 Our soft spring twilights
Our summer dreams.
- I imagine that when the moon looks down at Earth
It sees only vast oceans and sprawling mountains,
Ribbons of sapphire rivers and forests thick with shapeless trees.
- 25 25 It sees deserts, pale as the underside of a rattlesnake,
And crystal lakes that flicker under the starlight
like the bluest part of a flame.
- But I want the moon to see us, how we are that summer.
How we ride our bikes through rainbow puddles in the street,
- 30 30 How we can make lanyards out of colored string,
Crouching on the curb as the sun drifts across the turquoise sky,
How we catch fireflies in the dusk.
How we run home when the streetlights come on,
Our shadows lumbering like giants behind us.
- 35 35 How we can cradle a blade of grass between our thumbs
and make music with just our breath.

E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words	Analysis of Assessed Standards		
2025 – Q15 Passage #2B		Cluster	Poetry
Read line 6 from the poem "The Apollo 11 Moon Landing."		Subcluster	Across Genres
That it admonishes the men, sternly, for their pursuit of its moon rocks		Content	Readiness
		Process	
		Item Type	Text Entry (1 pt)
		Stimulus	

E2.7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms	Analysis of Assessed Standards		
2025 – Q18 Passage #2B			Cluster Poetry
How does the speaker's repetition of the phrase "I imagine" in lines 5, 16, and 22 of the poem "The Apollo 11 Moon Landing" contribute to the meaning of the poem?			Subcluster
A By revealing the speaker's lack of interest in the activities of the astronauts exploring the moon			Content Supporting
B By contrasting the adults' focus on human accomplishment with the speaker's ideas about the relationship between humans and the moon			Process
C By emphasizing the speaker's inability to understand the adults' amazement that human travel to the moon has become a reality			Item Type Multiple Choice (1 pt)
D By indicating the speaker's concerns about impact that human activities will have on the moon			Stimulus
			Data Analysis
			Item State Local
			A
			B*
			59
			C
			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			
*Correct Answer (B)			

E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text		Analysis of Assessed Standards	
2025 – Q17 Passage #2B	Cluster	Poetry	
Read lines 19 through 21 of the poem "The Apollo 11 Moon Landing."	Subcluster	Across Genres	
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> Of our winter nights Our soft spring twilights Our summer dreams. </div>	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	68	
	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			

*Correct Answer (C)

2025 Passage #2A – Fiction (Questions 11-14, 19-22)

Moon Landing

1 That warm summer night, Anna's family gathered together in the living room to watch men in unwieldy, white spacesuits that encompassed them, their faces obscured by the bubbles of their helmets. They walked on the moon, and on the television a news anchor narrated their movements in his kind, gravelly voice. Two men walked on the moon in shadowy black-and-white, a phantom stage where their footsteps sank into the dust, but in the sky over Anna's house, the moon was a waxing pink crescent, the dark part of it barely visible.

2 Anna was fifteen and earthbound, her days unfolding in the stifling sameness of her neighborhood that was beginning to weigh her down. She let out a sigh and lamented the dull, pedestrian rhythm of her life: the only time she experienced travel or adventure was watching it on TV; her days were spent slouching on the curb to watch the little kids play another game of jacks; her evenings were spent walking to the corner store or perhaps sitting in the garage, listening to music from one of her three 45s.

3 She longed for the distance of the moon.

4 On the television, the men looked like paper dolls, their spaceship like a toy, and the surface of the moon was deep with powdery dust. Her father said they could all stay up late to watch history being made. "It's something to see," he said solemnly.

5 Across the neighborhood, in identical windows, the dim blue glow of televisions was as uniform as the yards, the gray-black driveways, the white houses that lined the dark streets.

6 On the television, men bounced along on the surface of the moon. "They're going to collect rocks and bring them back to Earth," her brother David said. "Moon rocks."

7 Anna pictured the moon rocks as shy and cold gray jewels making the long odyssey back to Earth in metal chests.

8 Outside the window, the neighborhood started to go to sleep. Identical lights went out in identical houses. The shadowy play of television lights on picture windows winked out and went black. Traffic hummed on the overpass that towered above their little street and a slight breeze whispered *hush, hush*. The thin moon turned golden and slid behind a purple cloud.

9 Anna wanted to climb out the window and find her future, away from the mundane emptiness of her living room. You are being overly dramatic, her mother would say to her on days when she moped about the monotony of her life. But Anna thought she was not being dramatic *enough*.

10 The next morning, Anna woke up before dawn. Her father was already reading the newspaper and sipping coffee from a ceramic mug. Anna settled into a chair opposite him and pulled a section of the newspaper toward her. MEN WALK ON THE MOON, the headline blared.

11 Anna sighed wistfully and peered at the grainy images in the newspaper.

12 Her father looked over his newspaper and smiled. He enjoyed this still-dark part of the day; they both did. Outside the window, the neighborhood woke up slowly, lights came on behind curtains and venetian blinds, and a car engine lurched and echoed across the empty street.

13 "Remember when you collected rocks?" her father asked as he perused an article about moon rocks. His hand, smudged with newsprint, reached from behind the open paper for his coffee.

14 Anna had to smile; she had been so proud of her rock collection. Wherever she went, she had prowled the ground—the furrows of the field behind her grandfather's house, the grassy hills beside the playground, sandy beaches when they spent a day on the coast.

15 Her favorite rock was a chunk of jasper. She had found it one warm autumn afternoon when she was walking with her grandfather. The rock was nearly buried in brown soil, and she had knelt to pick it up, startled by the rainbow stripes that wrapped the rock's opaque canvas. "It's beautiful," her grandfather had said as Anna held it up in the sunlight. "That's jasper. I used to look for jasper when I was a boy, playing out here with my cousins. They were hard to find."

16 "You have always found hidden treasures," her grandfather had said, and Anna remembered how the rainbow rock had felt smooth and cold in her hand.

17 "You have always found such beautiful rocks," her father said now, running the side of his hand down the crease of the newspaper. "Earth rocks," he chuckled. Anna had to smile. She imagined the astronauts hunched down in their awkward suits hunting for moon rocks and wondered if the rocks shattered into fine dust before they could pry them out of the moon's surface.

18 After breakfast, Anna searched in her closet for the cardboard box containing her rock collection and pulled it into the center of the room. Here was an agate with its soft browns swirling like the rings in a tree trunk. Quartz, with its sparkling white edges; mica, with its delicate flakes of silver and black.

19 And there was the jasper she had found that October afternoon. Anna held the rock up to catch the sunlight from the window. Deep red, ochre, and rose formed pastel striations on its surface.

20 She leaned down and peered into the box; it was full of hidden treasures from a time when she had noticed the way the Earth shared pieces, yielding splinters of color she would carry in her pocket as she made her way home.

21 "You're good at noticing things," her grandfather had said as he took the jasper into his own hands. Anna had smiled, and now, a decade later, she crouched down to examine an amber stone the shade of honey, a sliver of fragile shale, an egg shape of granite flecked with blue.

22 "Earth rocks," Anna murmured to herself, and she began taking them out of the box, lining them up on the floor like a museum exhibit.

2025 Passage #2B – Poetry (Questions 15-18, 19-22)

The Apollo 11 Moon Landing July 20, 1969

The Eagle has landed.

The great ship has dented the dusty surface of the moon
And the adults shake their heads.
Just imagine, they say.

- 5 I imagine that the moon feels invincible and immense,
That it admonishes the men, sternly, for their pursuit of its moon rocks
And pools of dust,
That it plots to shake off the footprints of the interlopers
As if it were shaking off fleas.
- 10 And now there are men walking across the moon's surface
On our black-and-white television.
Bouncing around in the curl of a waterless moon wave,
Their white spacesuits drooping like sails in a windless sea
Their weightless faces shrouded in the mist of their bubble helmets.
- 15 *I never imagined I would see this happen in my lifetime*, the adults say.
- I imagine that the moon belongs to us,
that it shimmers in our sky,
and follows our station wagon along the sweet roads and highways
Of our winter nights
- 20 Our soft spring twilights
Our summer dreams.
- I imagine that when the moon looks down at Earth
It sees only vast oceans and sprawling mountains,
Ribbons of sapphire rivers and forests thick with shapeless trees.
- 25 It sees deserts, pale as the underside of a rattlesnake,
And crystal lakes that flicker under the starlight
like the bluest part of a flame.
- But I want the moon to see us, how we are that summer.
How we ride our bikes through rainbow puddles in the street,
- 30 How we can make lanyards out of colored string,
Crouching on the curb as the sun drifts across the turquoise sky,
How we catch fireflies in the dusk.
How we run home when the streetlights come on,
Our shadows lumbering like giants behind us.
- 35 How we can cradle a blade of grass between our thumbs
and make music with just our breath.

<p>E2.4(H) synthesize information from multiple texts to create new understanding</p> <p>2025 – Q19 Passage #2A Fiction and Passage #2B Poetry</p> <p>Which inference about the actual moon landing do details from the story "Moon Landing" and the poem "The Apollo 11 Moon Landing" BOTH support?</p> <p>(A) The dust on the moon is dangerous for astronauts.</p> <p>(B) The scene on the moon is dull and dreary.</p> <p>(C) The astronauts have difficulty moving in their spacesuits.</p> <p>(D) The surface of the moon appears lifeless and still.</p> <p>*Correct Answer (D)</p>	<table border="1"> <thead> <tr> <th colspan="3">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td>Cluster</td><td colspan="2">Poetry</td></tr> <tr> <td>Subcluster</td><td colspan="2">Across Genres</td></tr> <tr> <td>Content</td><td colspan="2">Readiness</td></tr> <tr> <td>Process</td><td colspan="2"></td></tr> <tr> <td>Item Type</td><td colspan="2">Multiple Choice (1 pt)</td></tr> <tr> <td>Stimulus</td><td colspan="2" rowspan="2"></td></tr> <tr> <th colspan="3">Data Analysis</th></tr> <tr> <th>Item</th><th>State</th><th>Local</th></tr> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C</td><td></td><td></td></tr> <tr> <td>D*</td><td>44</td><td></td></tr> <tr> <th colspan="3">Error Analysis</th></tr> <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> <tr> <th colspan="3">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3"></td></tr> </tbody> </table>	Analysis of Assessed Standards			Cluster	Poetry		Subcluster	Across Genres		Content	Readiness		Process			Item Type	Multiple Choice (1 pt)		Stimulus			Data Analysis			Item	State	Local	A			B			C			D*	44		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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E2.4(H) synthesize information from multiple texts to create new understanding		Analysis of Assessed Standards	
2025 – Q21 Passage #2A Fiction and Passage #2B Poetry		Cluster	Poetry
Read this quotation from the story and this line from the poem.		Subcluster	Across Genres
<i>"It's something to see," he said solemnly. (paragraph 4 of "Moon Landing")</i>		Content	Readiness
<i>Just imagine, they say. (line 4 of "The Apollo 11 Moon Landing")</i>		Process	
What is most likely a SIMILAR reason the author and the poet included this quotation and this line?		Item Type	Multiple Choice (1 pt)
<p>A To suggest that people find the moon landing entertaining to watch</p> <p>B To emphasize the idea that the moon landing has historical importance</p> <p>C To imply that people disagree about the value of the moon landing</p> <p>D To stress the idea that the moon landing contributes to scientific knowledge</p>		Stimulus	
Data Analysis			
		Item	State
		A	
		B*	49
		C	
		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			
*Correct Answer (B)			

E2.4(H) synthesize information from multiple texts to create new understanding		Analysis of Assessed Standards	
2025 – Q22 Passage #2A Fiction and Passage #2B Poetry		Cluster	Poetry
Read this quotation from the story and these lines from the poem.		Subcluster	Across Genres
<i>Anna was fifteen and earthbound, her days unfolding in the stifling sameness of her neighborhood that was beginning to weigh her down. (paragraph 2 of "Moon Landing")</i>		Content	Readiness
<i>But I want the moon to see us, how we are that summer. / How we ride our bikes through rainbow puddles in the street, (lines 28–29 of "The Apollo 11 Moon Landing")</i>		Process	
How does the use of language in this quotation and these lines create DIFFERENT effects on the reader?		Item Type	Multiple Choice (1 pt)
<p>A The words "fifteen and earthbound" from the story indicate that Anna avoids taking risks, while the words "I want the moon to see us" show that the speaker of the poem lives life fearlessly.</p> <p>B The words "her days unfolding" from the story emphasize that Anna prefers to react to events, while the words "we ride our bikes" indicate that the speaker of the poem seeks out new experiences.</p> <p>C The words "beginning to weigh her down" from the story indicate that Anna needs the advice of her friends, while the words "how we are that summer" emphasize that the speaker of the poem values the company of friends.</p> <p>D The words "stifling sameness" from the story emphasize Anna's dislike of routine, while the words "rainbow puddles" indicate the speaker of the poem finds joy in the routine of life.</p>		Stimulus	
Data Analysis			
		Item	State
		A	
		B	
		C	
		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)			

Argumentative

E2.2 Vocabulary. The student uses newly acquired vocabulary expressively

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To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	1	Argumentative	The Flying Car	58

2025 Passage #1 – Argumentative (Questions 1-10)

The Flying Car: A Cool Idea That Missed Its Moment

- 1 In 2021, the British news organization BBC ran a story titled "Flying car completes test flight between airports." This hybrid car-aircraft, the AirCar, was developed by Klein Vision, a small Slovakian startup. Anton Zajac, an adviser and investor in Klein Vision, predicted the AirCar would have a "huge market." Dr. Stephen Wright, associate professor in aerospace engineering at University of the West of England, Bristol, commented, "I have to admit that this looks really cool." Then he added, "I can't wait to see the piece of paper that says this is safe to fly and safe to sell."
- 2 In 2022, the Slovak Transport Authority issued the AirCar a certificate of airworthiness.
- 3 Yet, investors may well be leery. As other attempts to market flying cars over the years have shown, the AirCar most likely will remain, at best, a high-priced novelty item.
- 4 The idea of a flying car is almost as old as the car itself. The brutal truth, however, is the flying car was already obsolete before it was even invented.
- 5 That sounds like a paradox, but a mid-twentieth-century cartoon illustrates the point well. On September 23, 1962, *The Jetsons* debuted on network television. The opening credits were the most memorable part of the show.
- 6 A musical crescendo builds as the viewer visually plummets through the Milky Way, descending ever closer toward Earth. There is an explosion of sound and color—cut to a space-age city of apartment buildings perched on columns high in the air. Out of one of these futuristic structures flies a small glass-domed vehicle. It does a quick aerial loop, and a typical twenty-first-century family is revealed inside. The soundtrack begins to swing. "Meet George Jetson! His boy Elroy . . ." As the song introduces each family member, George dispatches each one out of the vehicle in a little glass pod, literally dropping them off at their destinations. Finally, George lands at Spacely Space Sprockets, Inc. His vehicle folds up into a briefcase, and a moving sidewalk deposits him at his desk.
- 7 The entire family's morning commute is accomplished in less than a minute.
- 8 The promotional materials released at the time explained that the Jetsons were living 100 years in the future—that is, in 2062. A few short decades from now.
- 9 The overriding theme of the show is how quick, convenient, and effortless things will be then. The primary image used to convey that theme is the flying car. Soon every family will have one because, you know, you can't stop progress.
- 10 Although the original viewers knew this vision of the future was a grand joke, on some level they believed it.
- 11 "Here we are, less than a month until the turn of the millennium," *New York Times* columnist Gail Collins wrote in December 1999, "and what I want to know is, what happened to the flying cars?" This question resonated with a generation who grew up watching *Jetsons* reruns. "Our failure to produce flying cars seems like a particular betrayal," Collins added, getting to her real point, "since it was so central to our image."
- 12 Why a betrayal?
- 13 From 1946 to 1964, the postwar Baby Boom created a tremendous demand for housing. With new expressways came rapidly growing suburbs, so cars became all-important. Cars were not just another mode of transportation; they were a symbol of freedom. Buses and trains could get you around. But a car—that was individual liberty.
- 14 Of course, with expressways and ever-longer commutes came traffic jams. When you're stuck in bumper-to-bumper traffic, that symbol of freedom suddenly felt more like a trap. Just imagine if your car could fly, though. You couldn't get any freer than that.
- 15 If automobiles could revolutionize the fast-paced twentieth century, surely flying cars would do the same for the even faster-paced twenty-first century. In 1962, when *The Jetsons* first aired, John Glenn had just orbited Earth, and President Kennedy had promised we would "go to the moon," so the sky was literally the limit.
- 16 But this mid-twentieth-century futuristic fantasy was just that—a fantasy.
- 17 In 1940, Henry Ford predicted, "Mark my word: a combination airplane and motorcar is coming. You may smile, but it will come." In the 1950s, Ford Motors tried to make good on this promise by building the Volante Tri-Athodyne, a 3/8-scale model, to show how a flying car might work. It went nowhere.
- 18 Still, you can't stop progress. Unfortunately, progress is rarely as cinematic as creators of science fiction imagine it will be. In the real twenty-first century, instead of getting flying cars, we got the internet.
- 19 Imagine *The Jetsons* from the vantage point of 2022. In 2062, George Jetson won't fly to work; he'll get online and work remotely. Nor will he drop "Jane, his wife" off at the shopping center. She'll be working too, her eyes also glued to a screen. They'll do their shopping online. They might not even need to own a car, let alone a flying one.
- 20 Pretty boring to watch.
- 21 In a sense, though, we've had flying cars all along. They're called helicopters. But helicopters never replaced cars. Helicopters are expensive, flying one requires intensive training, and if you tried to land one in front of your house, your neighbors would be outraged. If everyone took off from home in their own private helicopter and landed wherever they wanted, the air traffic issues alone would be insurmountable.
- 22 Admittedly, flight technology has come a long way since Ford's Volante Tri-Athodyne, but if you still have to drive to the airport to take off in your flying car, why bother? Even if somebody someday solves all the technical problems that make flying cars impractical for everyday use, will anybody need to buy one if it is already possible to teleconference with anyone anywhere?
- 23 Instead of getting technology that allowed us to instantly go anywhere we want, we got technology that gave us no reason to leave home. A betrayal indeed.
- 24 We can live without flying cars. Forget them. Let's just be sure not to forget the idea the flying cars were supposed to represent.

E2.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary	Analysis of Assessed Standards																		
2025 – Q1 Passage #1 Read the dictionary entry. <div style="border: 1px solid black; padding: 10px;"> aerial \ 'er-ē-əl \ adj 1. imaginary or lacking substance 2. suspended by a track or cable 3. happening in the air 4. reaching up toward the sky </div>	<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>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table>	Cluster	Argumentative	Subcluster		Content	Supporting	Process		Item Type	Multiple Choice (1 pt)	Stimulus							
Cluster	Argumentative																		
Subcluster																			
Content	Supporting																		
Process																			
Item Type	Multiple Choice (1 pt)																		
Stimulus																			
Which definition best matches the use of the word <i>aerial</i> in paragraph 6? <div style="border: 1px solid black; padding: 10px;"> <p>(A) Definition 1</p> <p>(B) Definition 2</p> <p>(C) Definition 3</p> <p>(D) Definition 4</p> </div>	<table border="1"> <tr> <td colspan="3">Data Analysis</td></tr> <tr> <td>Item</td><td>State</td><td>Local</td></tr> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C*</td><td>80</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> </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>	Data Analysis			Item	State	Local	A			B			C*	80		D		
Data Analysis																			
Item	State	Local																	
A																			
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C*	80																		
D																			
<p>*Correct Answer (C)</p>																			

E2.5(C) use text evidence and original commentary to support an interpretive response		Analysis of Assessed Standards		
2025 – Q4 Passage #1	Cluster	Argumentative		
Which sentence from the selection describes a negative consequence of modernization?	Subcluster	Across Genres		
(A) As other attempts to market flying cars over the years have shown, the AirCar most likely will remain, at best, a high-priced novelty item. (paragraph 3)	Content	Readiness		
(B) From 1946 to 1964, the postwar Baby Boom created a tremendous demand for housing. (paragraph 13)	Process			
(C) When you're stuck in bumper-to-bumper traffic, that symbol of freedom suddenly felt more like a trap. (paragraph 14)	Item Type	Multiple Choice (1 pt)		
(D) But this mid-twentieth-century futuristic fantasy was just that—a fantasy. (paragraph 16)	Stimulus			
*Correct Answer (C)	Data Analysis			Error Analysis
	Item	State	Local	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts
	A			<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early
	B			Learning from Mistakes
	C*	54		Instructional Implications
	D			

E2.7(E) (i) [analyze characteristics and structural elements of argumentative texts such as] clear arguable claim, appeals, and convincing conclusion	Analysis of Assessed Standards		
2025 – Q3 Passage #1	Cluster	Argumentative	
Which sentence best expresses the author's main claim in the selection?	Subcluster		
(A) Flying cars that exist today are little more than expensive toys.	Content	Readiness	
(B) There is no longer a need for flying cars because the internet makes leaving your house unnecessary.	Process		
(C) Flying cars will soon be widely promoted to make commuting easier.	Item Type	Multiple Choice (1 pt)	
(D) There is ample justification for being disappointed that flying cars are not already widely available.	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B*	49	
	C		
	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			
*Correct Answer (B)			

E2.7(E) (ii) [analyze characteristics and structural elements of argumentative texts such as] various types of evidence and treatment of counterarguments, including concessions and rebuttals	Analysis of Assessed Standards		
2025 – Q9 Passage #1	Cluster	Argumentative	
How does the author rebut the counterargument in paragraph 9 that technological advancement, as represented by the flying car, will make life "quick, convenient, and effortless"?	Subcluster		
(A) By providing real-life details that suggest flying cars would actually be unnecessary and highly impractical for everyday use	Content	Readiness	
(B) By drawing a parallel between life during the mid-twentieth-century Baby Boom and life as it was portrayed on a popular television show of the time	Process		
(C) By quoting a prediction from a famous leader in the automobile industry suggesting that the invention of a flying car was almost inevitable	Item Type	Multiple Choice (1 pt)	
(D) By describing how an entire generation of young television viewers was duped into believing a highly entertaining vision of the twenty-first century	Stimulus		
Data Analysis			
	Item	State	Local
	A*	47	
	B		
	C		
	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			
*Correct Answer (A)			

E2.7(E) (iii) [analyze characteristics and structural elements of argumentative texts such as] identifiable audience or reader	Analysis of Assessed Standards																	
2025 – Q5 Passage #1		Cluster Argumentative																
The author most likely intended the selection to appeal to people who —		Subcluster																
(A) worry that flying cars could be dangerous		Content Readiness																
(B) wonder whether flying cars will ever become a realization		Process																
(C) want to learn how flying cars work		Item Type Multiple Choice (1 pt)																
(D) believe that the idea of flying cars is outdated		Stimulus																
		Data Analysis <table border="1" data-bbox="1101 528 1509 739"> <thead> <tr> <th data-bbox="1101 528 1199 570">Item</th> <th data-bbox="1199 528 1313 570">State</th> <th data-bbox="1313 528 1509 570">Local</th> </tr> </thead> <tbody> <tr> <td data-bbox="1101 570 1199 612">A</td><td data-bbox="1199 570 1313 612"></td><td data-bbox="1313 570 1509 612"></td></tr> <tr> <td data-bbox="1101 612 1199 654">B*</td><td data-bbox="1199 612 1313 654">78</td><td data-bbox="1313 612 1509 654"></td></tr> <tr> <td data-bbox="1101 654 1199 696">C</td><td data-bbox="1199 654 1313 696"></td><td data-bbox="1313 654 1509 696"></td></tr> <tr> <td data-bbox="1101 696 1199 739">D</td><td data-bbox="1199 696 1313 739"></td><td data-bbox="1313 696 1509 739"></td></tr> </tbody> </table>		Item	State	Local	A			B*	78		C			D		
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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 (B)

E2.8(A) analyze the author's purpose, audience, and message within a text	Analysis of Assessed Standards		
2025 – Q6 Passage #1	Cluster	Argumentative	
What is the most likely reason the author included details about the AirCar in paragraph 1?	Subcluster	Across Genres	
(A) To speculate about how flying cars might evolve in the future	Content	Readiness	
(B) To share positive reactions to the idea of flying cars	Process		
(C) To imply that flying cars are becoming widely available	Item Type	Multiple Choice (1 pt)	
(D) To emphasize that flying cars are the product of years of research	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B*	44	
	C		
	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			
*Correct Answer (B)			

E2.8(B) analyze use of text structure to achieve the author's purpose	Analysis of Assessed Standards		
2025 – Q7 Passage #1	Cluster	Argumentative	
In paragraph 19, the author contrasts an imaginary 2022 version of <i>The Jetsons</i> with its original 1960s version most likely to suggest that —	Subcluster	Across Genres	
(A) modern audiences would probably prefer a cartoon that portrayed current technology	Content	Supporting	
(B) the original cartoon featured characters that still seem appealing today	Process		
(C) a modern remake of the cartoon would probably be more interesting than the original	Item Type	Multiple Choice (1 pt)	
(D) the creators of the cartoon inaccurately predicted the future	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	D*	44	
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)			

E2.8(D) analyze how the author's use of language informs and shapes the perception of readers		Analysis of Assessed Standards	
2025 – Q8 Passage #1		Cluster	Argumentative
Read this sentence from paragraph 6.		Subcluster	Across Genres
<i>There is an explosion of sound and color—cut to a space-age city of apartment buildings perched on columns high in the air.</i>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	69	
	C		
	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			
*Correct Answer (B)			

E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies	Analysis of Assessed Standards															
2025 – Q10 Passage #1 Read this sentence from paragraph 23. <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <i>Instead of getting technology that allowed us to instantly go anywhere we want, we got technology that gave us no reason to leave home.</i> </div>	Cluster Argumentative Subcluster Across Informational Text Content Supporting Process Item Type Multiple Choice (1 pt) Stimulus															
The author uses antithesis in the sentence to stress the idea that – <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <p><input type="radio"/> A designs for flying cars have changed considerably from the past to the present</p> <p><input checked="" type="radio"/> B the promise that advanced technology provides greater freedom is false</p> <p><input type="radio"/> C fictional accounts of future technology rarely prove to be accurate</p> <p><input type="radio"/> D people today lack the imagination to find a practical use for flying cars</p> </div>	Data Analysis <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>B*</td> <td style="text-align: center;">45</td> <td style="text-align: center;"> </td> </tr> <tr> <td>C</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td>D</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table> Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	Item	State	Local	A			B*	45		C			D		
Item	State	Local														
A																
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D																
*Correct Answer (B)		Learning from Mistakes Instructional Implications														

Extended Constructed Response (Composition)

E2.9 Writing Process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

E2.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

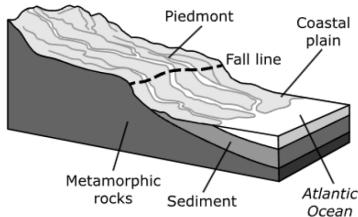
2025 Passage #3 – Informational (Questions 23-31)

Falling into Place along the Fall Line

- 1 From Connecticut to Georgia, a string of cities in the eastern United States is arranged in a strikingly obvious, slightly curved line. The linear pattern is evident to anyone looking at a map of the region or traveling long-distance on Interstate 95. This glittering strand of human settlements can even be seen from high in space.
- 2 How did these cities come to line up so neatly? The answer is both simple and surprising: geology was the determining factor.
- 3 Connect those urban dots, and you've created a simple geologic map of a feature called a fall line. A fall line is an imaginary line that connects waterfall points on several parallel rivers. As geologic features do in so many other places around the world, this fall line has helped shape human civilization by influencing where people chose to settle. Modern cities, including Trenton, New Jersey; Washington, D.C.; Richmond, Virginia; and Augusta, Georgia, were all built where they are because of the region's underlying geology.
- 4 This fall line may have influenced the creation of cities. But what created the fall line in the first place? That story goes way back, 300 million years or more, to when shifting tectonic plates shaped eastern North America.

Piedmont Meets Plain

- 5 During that time, even before dinosaurs were around, tectonic shift drove massive collisions between the continents of North America and Africa. Sedimentary rocks caught in the collision were crushed, mangled, buried, and heated. They became metamorphic rocks, a block of hard, crystalline bedrock that we now call the Piedmont, a plateau region between the Atlantic coast and the Appalachian Mountains.
- 6 Then, approximately 200 million years ago, Africa and North America began to pull apart, and the gap between them became the Atlantic Ocean. The hard metamorphic rocks of the Piedmont were no longer forming through compression. Instead, erosion exposed these rocks, gradually eating away at the plateau. As the eroded material crumbled into layers of sand, silt, and gravel, it formed a thick, wedge-shaped apron of soft sediment called the Atlantic coastal plain.
- 7 Where the coastal plain meets the Piedmont, an escarpment, or bluff, runs for hundreds of miles, roughly parallel to the Atlantic coast. What happens when rivers flowing east encounter this escarpment? They fall off the plateau region and onto the lower, geologically softer and younger coastal plain. They tumble and cascade, the falls on each river marking one point on the line where the ancient metamorphic rocks of the Piedmont dip beneath the sediments of the coastal plain. No wonder it's called a "fall" line!



Location, Location, Location

- 8 This fall line has always been a desirable place to live. Long before Europeans arrived in the area, people were drawn to it by the abundance of fish around the many falls. The area also offers easy access to the natural resources of both the Tidewater coastal plains and the Piedmont plateau. The fall line formed a natural border between different groups of people. In the Southeast, for example, people who spoke Algonquian languages, including the Powhatan, tended to live east of the fall line. Those who spoke Siouan languages, including the Monacan, lived to its west.
- 9 When Europeans pushed westward from the Atlantic Ocean in the seventeenth and eighteenth centuries, they also recognized the area as prime real estate. From New Jersey to Georgia, on river after river, settlers who bumped up against the fall line stayed there. They established towns that later grew into cities.
- 10 Advantages of the fall line were many. Sailors could navigate their oceangoing ships up tidal rivers directly to these settlements. Builders could quarry stones from the rocky ground. Lumber producers and grain millers could power their sawmills and gristmills with the fast-flowing water. Later, the churning rapids and falls offered plenty of potential to power other fledgling industries. In Massachusetts, for example, the city of Lowell flourished as falls on the Merrimack River powered its textile mills.
- 11 The geology of the fall line did not only confer advantages, however. Because ships were stopped by the rapids, the fall line was a serious obstacle to travel and trade. It also imposed barriers to upstream settlement. It would be decades before the descendants of the first Europeans moved west of the fall line. When they did, cities at the fall line served as transportation hubs, where goods were transferred from ships to wagons for trade upstream. The bustling docks of Georgetown in Washington, D.C., for instance, lie just downstream from the Great Falls of the Potomac, a series of cascades and rapids through which the Potomac River plunges more than 70 feet across the fall line.
- 12 The Atlantic Seaboard Fall Line is just one example of the way human experience is powerfully influenced by geology. But this fall line's influence is not confined to history. People who live and travel along Interstate 95 are still feeling it today. Picnickers flock to riverside parks along the fall line. Whitewater kayakers paddle the rivers that tumble over it, challenging themselves in the rapids and falls. Anyone who views a spectacular waterfall gets a reminder of how geology shapes our everyday lives.

E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	Analysis of Assessed Standards																	
2025 – Q31 Passage #3 - ECR		Cluster	Extended Constructed Response (Composition)															
 ESSAY: Write your essay in the empty box below.		Subcluster																
Read the article "Falling into Place along the Fall Line." Based on the information in the article, write a response to the following:		Content	Readiness															
<div style="border: 1px solid black; padding: 5px;"> Explain how geological features have helped shape the history of human civilizations. </div>		Process																
Write a well-organized informational composition that uses specific evidence from the article to support your answer. Remember to —		Item Type	Extended Constructed Response (10 pts)															
<ul style="list-style-type: none"> • clearly state your thesis • organize your writing • develop your ideas in detail • use evidence from the selection in your response • use correct spelling, capitalization, punctuation, and grammar Manage your time carefully so that you can — <ul style="list-style-type: none"> • review the selection • plan your response • write your response • revise and edit your response Write your response in the box provided.		Stimulus																
*Correct Answer (See Scoring Guide)		Data Analysis <table border="1" data-bbox="1106 475 1511 696"> <thead> <tr> <th data-bbox="1106 475 1204 517">Item</th> <th data-bbox="1204 475 1330 517">State</th> <th data-bbox="1330 475 1511 517">Local</th> </tr> </thead> <tbody> <tr> <td data-bbox="1106 517 1204 559">Full Credit</td><td data-bbox="1204 517 1330 559">7</td><td data-bbox="1330 517 1511 559"></td></tr> <tr> <td data-bbox="1106 559 1204 601">No Credit</td><td data-bbox="1204 559 1330 601">35</td><td data-bbox="1330 559 1511 601"></td></tr> <tr> <td data-bbox="1106 601 1204 644">Partial Credit</td><td data-bbox="1204 601 1330 644">58</td><td data-bbox="1330 601 1511 644"></td></tr> <tr> <td data-bbox="1106 644 1204 696"></td><td data-bbox="1204 644 1330 696"></td><td data-bbox="1330 644 1511 696"></td></tr> </tbody> </table>		Item	State	Local	Full Credit	7		No Credit	35		Partial Credit	58				
Item	State	Local																
Full Credit	7																	
No Credit	35																	
Partial Credit	58																	
Error Analysis <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>		Learning from Mistakes Instructional Implications																

Revision

E2.9 Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

E2.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

To view passages, click on the title

Year	Passage #	Revision	Title
2025	4	Revision	What's for Breakfast?
2025	5	Revision	The League of Nations

2025 Passage #4 – Revision (Questions 32–36)

Lyle wrote this essay for his home economics class. Read Lyle's essay and look for any revisions he needs to make. Then answer the questions that follow.

What's for Breakfast?

(1) We haven't always eaten cereal for breakfast, sandwiches for lunch, and meat and potatoes for dinner. (2) In fact, we haven't always eaten three planned meals at all. (3) The habit of eating three meals a day, as well as the foods associated with these meals, has developed over time.

(4) Breakfast is a relatively new concept. (5) For much of history, there was no real consensus that people needed a big meal in the morning. (6) The Romans, with their reputation for overindulging, thought one meal a day was plenty and ate at midday. (7) The medieval church frowned on eating early in the day, believing it was self-indulgent. (8) Colonial Americans also delayed heavy eating until a midday meal. (9) Consequently, the morning meal was a casual affair, more like the lunches of the present day. (10) People hastily ate leftovers as they left.

(11) The Industrial Revolution shifted mealtimes. (12) Although farmers could return from the fields to enjoy a midday meal, many factory laborers would not return home until the evening. (13) As a result, breakfast took on greater importance for factory laborers. (14) Morning meals began to include eggs, meat, and beans, and a protein-rich "full English breakfast" is still served in Britain.

(15) Our own American tradition of cereal as a breakfast food had an interesting evolution too. (16) Factory life contributed to workers having less active lifestyles and caused people to experience morning indigestion. (17) Due to the success of America's agricultural heartland, grains, especially wheat, were so plentiful that health advocates and entrepreneurs began to tout their healthful qualities. (18) Fiber, in the form of whole grains, was recognized to aid digestion, and breakfast cereal was born. (19) The idea of eating cereal for health was being promoted by the late 1800s. (20) John Kellogg and Charles Post promoted this idea. (21) We now recognize Kellogg and Post as two of the biggest names in breakfast cereal.

(22) Kellogg and his brother manufactured two of the first breakfast cereals: cornflakes and granola. (23) Post observed the Kellogg's flaking process and created Grape-Nuts. (24) Another figure in the happening of breakfast as we know it today was American dietary reformer, Sylvester Graham, who inspired the cracker of the same name. (25) He also recommended whole-grain cereal, exercise, fruits and vegetables, clean water, and fresh air. (26) Then in the early nineteenth century, milk containing vitamin D solidified its place at the breakfast table as people began to learn about the importance of vitamins. (27) All of these changes shaped breakfast around the world.

(28) The long days of industrial work changed other meals as well. (29) With no more time for leisurely midday meals, quick and convenient foods became necessary. (30) Lunch became the kind of quick meal that breakfast had been. (31) The larger meal shifted to the evening when workers and schoolchildren returned home. (32) Dinner was made up of meat, a starch, and a vegetable as people focused on the balanced diet. (33) Dinner at the end of the day also took on greater importance because it became when the family spent time together.

(34) Some people enjoy shifting to a different meal schedule on the weekend or on special occasions—such as a large breakfast on Saturday mornings or a big family meal on Sunday afternoon. (35) This concludes my report on how the practice of eating more meals a day got started.

Third party trademark Grape-Nuts® was used in these testing materials.

E2.9(B) (i) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context

2025 – Q35 Passage #4

Lyle wants to add the following idea to the sixth paragraph (sentences 28–33).

The sandwich was just right for working people and schoolchildren: it was portable and you could eat it cold with your hands.

Where is the most effective place to insert this idea?

(A) After sentence 28

(B) After sentence 29

(C) After sentence 31

(D) After sentence 33

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B*	68	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (B)

E2.9(B) (i) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context

2025 – Q36 Passage #4

Lyle needs a more effective conclusion to his essay. Which concluding sentence best replaces sentence 35 to accomplish this task?

(A) If this upward trend continues, we may expect four, five, or even six meals a day in the future.

(B) Now you know the curious history of how breakfast, lunch, and dinner mealtime traditions began.

(C) I'm glad breakfast was added since it's my favorite meal of the day, and sometimes my family even eats cereal for dinner.

(D) However, for most of us, the habit of having three meals a day won't be broken anytime soon.

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C		
D*	35	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (D)

<p>E2.9(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] developing an engaging idea reflecting depth of thought with specific details, examples, and commentary</p> <p>2025 – Q34 Passage #4</p> <p>Lyle wants to add a supporting sentence to the fifth paragraph (sentences 22–27). Which sentence should be added after sentence 26?</p> <p>(A) Likewise, orange juice became a necessity in the morning because of the benefits of vitamin C.</p> <p>(B) Today people who are lactose intolerant are able to choose from other varieties of milk, such as soy, rice, almond, and coconut milk.</p> <p>(C) Vitamin D occurs naturally in milk, but vitamin D can also be produced in the body through exposure to sunlight.</p> <p>(D) Naturally the cereal manufacturers promoted milk because it tastes best with cereal.</p>	Analysis of Assessed Standards	
Cluster	Revision	
Subcluster		
Content	Readiness	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A*	39	
B		
C		
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		

*Correct Answer (A)

<p>E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p>	<p>Analysis of Assessed Standards</p>																														
<p>2025 – Q32 Passage #4</p> <p>What is the most effective way to combine sentences 19, 20, and 21?</p> <p>(A) The idea of eating cereal for breakfast was promoted by the late 1800s by John Kellogg and Charles Post the two men we now recognize as big names in breakfast cereal.</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>	Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus																			
Cluster	Revision																														
Subcluster																															
Content	Readiness																														
Process																															
Item Type	Multiple Choice (1 pt)																														
Stimulus																															
<p>(B) Although the idea of eating cereal for a healthy breakfast was being promoted in the late 1800s, John Kellogg and Charles Post were recognized as two of the biggest names in cereal.</p> <p>(C) By the late 1800s, John Kellogg and Charles Post, who we now recognize as two of the biggest names in breakfast cereal, promoted the idea of eating cereal for health.</p> <p>(D) The idea of eating healthy cereal was promoted by the late 1800s and John Kellogg and Charles Post promoted this idea so we now recognize them as the two biggest names in breakfast cereal.</p>	<table border="1"> <tr> <td colspan="3">Data Analysis</td></tr> <tr> <td>Item</td><td>State</td><td>Local</td></tr> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C*</td><td>47</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> </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>	Data Analysis			Item	State	Local	A			B			C*	47		D														
Data Analysis																															
Item	State	Local																													
A																															
B																															
C*	47																														
D																															
<p>*Correct Answer (C)</p>	<p>Learning from Mistakes</p> <p>Instructional Implications</p>																														
<p>2025 – Q33 Passage #4</p> <p>Lyle has not used the most effective word in sentence 24. Which word should best replace happening to create a more effective sentence?</p> <p>(A) unfolding</p> <p>(B) growth</p> <p>(C) progress</p> <p>(D) development</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> <table border="1"> <tr> <td colspan="3">Data Analysis</td></tr> <tr> <td>Item</td><td>State</td><td>Local</td></tr> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C</td><td></td><td></td></tr> <tr> <td>D*</td><td>56</td><td></td></tr> </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</p> <p>Instructional Implications</p>	Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Data Analysis			Item	State	Local	A			B			C			D*	56	
Cluster	Revision																														
Subcluster																															
Content	Readiness																														
Process																															
Item Type	Multiple Choice (1 pt)																														
Stimulus																															
Data Analysis																															
Item	State	Local																													
A																															
B																															
C																															
D*	56																														

*Correct Answer (D)

2025 Passage #5 – Revision (Questions 37-43)

Chima wrote this paper about an international organization. Read Chima's paper and look for revisions she needs to make. Then answer the questions that follow.

The League of Nations

(1) World War I took a terrible toll on many countries. (2) When it concluded in 1918, many leaders wanted to prevent such an atrocity from ever happening again. (3) In an attempt to accomplish that goal, they formed the League of Nations, an international organization devoted to the peaceful resolution of conflicts. (4) Unfortunately, the league was too weak to prevent World War II. (5) Nonetheless, it was an important experiment that did achieve some successes while highlighting the importance of international cooperation.

(6) Thanks in large part to the efforts of President Woodrow Wilson, the League of Nations was organized and became operational on January 10, 1920. (7) There were initially about 40 members, with more countries joining later. (8) Germany was finally allowed to join the league in 1926, which was originally not offered membership due to its perceived aggression during World War I. (9) Ironically, the United States never became a member. (10) This was due to opposition from some members of Congress, who feared that joining the group might actually draw the United States into foreign wars.

(11) The League of Nations consisted of both an Assembly, made up of all the member countries, and a smaller Council, which was not open to everyone. (12) There were also a handful of committees responsible for issues such as trade, health, and the protection of minority groups. (13) In addition, there were the Permanent Court of International Justice, which analyzed disputes, and the mostly independent International Labour Organization (ILO).

(14) The ILO would prove to be one of the more successful initiatives of the League of Nations. (15) It took the unique approach of bringing together government officials, business leaders, and workers. (16) As a result, it had influence on several important issues, including limiting the number of hours in the workweek, expanding women's rights in the workforce, and discouraging the use of child labor.

(17) Unfortunately, the League of Nations was less successful in its objective of maintaining peace around the world. (18) The way the organization was structured made it difficult and challenging for member countries to even reach decisions. (19) Passing a resolution required all the member countries to agree. (20) However, since most countries were unwilling to ignore their own self-interests when voting, it was hard to get unanimity on anything.

(21) Even when on a resolution the league agreed, there was no way to make member countries adhere to it. (22) Decisions were supposed to be enforced by the individual governments, but this didn't always happen. (23) The league did condemn aggressive actions taken by Japan and Italy prior to World War II, but that simply caused those nations to drop out of the organization. (24) They continued to escalate throughout the 1930s. (25) By 1939, the world was once again engulfed in war.

(26) The League of Nations deserves credit for being the first organization of its kind. (27) It brought attention to global problems and encouraged countries to share knowledge and resources. (28) It also served as a precursor to the United Nations, a still-active organization that was formed in 1946 to replace the league.

(29) While the United Nations faces some of the same problems that crippled the league, it is a stronger organization. (30) Students today learn about this organization in their history classes. (31) It represents more countries than the league did, and its decisions do not hinge on unanimous votes. (32) Furthermore, the member countries must comply with agreed-upon resolutions or face penalties. (33) The weaknesses of the League of Nations thus had value. (34) They heightened the world's resolve to form a new organization, one that many hoped would be better equipped to have an impact in the world.

E2.9(B) (i) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context	Analysis of Assessed Standards		
2025 – Q41 Passage #5		Cluster	Revision
Which phrase should be added to the beginning of sentence 26 to improve the transition between the sixth paragraph (sentences 21–25) and the seventh paragraph (sentences 26–28)?		Subcluster	
		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
Item		State	Local
A			
B*		61	
C			
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			

*Correct Answer (B)

E2.9(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	Analysis of Assessed Standards
2025 – Q43 Passage #5	Cluster Revision
Subcluster 	Content Readiness
Process 	Item Type Multiple Choice (1 pt)
Stimulus 	
<p>Chima has included a sentence that does not belong in the eighth paragraph (sentences 29–34). Which sentence should she remove from this paragraph?</p>	Data Analysis
<input type="radio"/> A Sentence 29	Item State Local
<input type="radio"/> B Sentence 30	A
<input type="radio"/> C Sentence 31	B* 74
<input type="radio"/> D Sentence 32	C
	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	
*Correct Answer (B)	

<p>E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p> <p>2025 – Q37 Passage #5</p> <p>Sentence 8 needs to be revised. In the space provided, rewrite sentence 8 in a clear and effective way.</p>	Analysis of Assessed Standards																			
	Cluster	Revision																		
	Subcluster																			
	Content	Readiness																		
	Process																			
	Item Type	Short Constructed Response (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;">Full Credit</td><td style="text-align: center;">37</td><td></td></tr> <tr> <td style="text-align: center;">No Credit</td><td style="text-align: center;">63</td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table>			Item	State	Local	Full Credit	37		No Credit	63										
Item	State	Local																		
Full Credit	37																			
No Credit	63																			
Error Analysis <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>																				
Learning from Mistakes Instructional Implications																				
<p>*Correct Answer (See Scoring Guide)</p>																				

<p>E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p> <p>2025 – Q38 Passage #5</p> <p>Chima has included a redundant idea in sentence 18. What is the MOST effective revision to make in this sentence?</p> <p class="list-item-l1">(A) The way the organization was structured made it difficult for member countries to even reach decisions.</p> <p class="list-item-l1">(B) The way the organization was structured to make it difficult made it challenging for member countries to even reach decisions.</p> <p class="list-item-l1">(C) The way the organization was structured was what made it difficult and challenging for member countries to even reach decisions.</p> <p class="list-item-l1">(D) The way the organization was structured was challenging and difficult for member countries to even reach decisions.</p>	Analysis of Assessed Standards																
	Cluster	Revision															
	Subcluster																
	Content	Readiness															
	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;">46</td><td></td></tr> <tr> <td style="text-align: center;">B</td><td></td><td></td></tr> <tr> <td style="text-align: center;">C</td><td></td><td></td></tr> <tr> <td style="text-align: center;">D</td><td></td><td></td></tr> </tbody> </table>			Item	State	Local	A*	46		B			C			D		
Item	State	Local															
A*	46																
B																	
C																	
D																	
Error Analysis <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </div>																	
Learning from Mistakes Instructional Implications																	
<p>*Correct Answer (A)</p>																	

<p>E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p> <p>2025 – Q39 Passage #5</p> <p>What revision, if any, should be made in sentence 21?</p> <p>(A) Even when the league agreed on a resolution, there was no way to make member countries adhere to it.</p> <p>(B) Even when the league agreed, there was no way to make member countries adhere to it on a resolution.</p> <p>(C) Even when the league agreed on a resolution, there was no way to make member countries adhere to and follow a resolution.</p> <p>(D) No change is needed.</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>60</td><td></td></tr> <tr> <td>B</td><td></td><td></td></tr> <tr> <td>C</td><td></td><td></td></tr> <tr> <td>D</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	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A*	60		B			C			D			<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
Cluster	Revision																															
Subcluster																																
Content	Readiness																															
Process																																
Item Type	Multiple Choice (1 pt)																															
Stimulus																																
Item	State	Local																														
A*	60																															
B																																
C																																
D																																
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																															
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																															

*Correct Answer (A)

E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses

Analysis of Assessed Standards

2025 – Q40 Passage #5

The meaning of sentence 24 is unclear. Which phrase should replace **They** in this sentence?

- (A) Decisions made by leaders
- (B) Tensions around the world
- (C) The decisions of the people
- (D) Nations in the organization

Cluster Revision

Subcluster

Content Readiness

Process

Item Type Multiple Choice (1 pt)

Stimulus

Data Analysis

Item	State	Local
A		
B*	53	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (B)

E2.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses

Analysis of Assessed Standards

2025 – Q42 Passage #5

What revision, if any, should be made in sentence 28?

- (A) It also served as a precursor to a still-active organization that was formed in 1946 to replace the league, the United Nations.
- (B) A still-active organization that was formed in 1946 to replace the league is what is now the United Nations as a precursor.
- (C) As a precursor to the United Nations, a still-active organization that was formed in 1946 to replace the league, it also served.
- (D) No change is needed.

Cluster Revision

Subcluster

Content Readiness

Process

Item Type Multiple Choice (1 pt)

Stimulus

Data Analysis

Item	State	Local
A		
B		
C		
D*	45	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

*Correct Answer (D)

Editing

E2.9 Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

E2.10 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

To view passages, click on the title

Year	Passage #	Editing	Title
2025	6	Editing	The Pump Stop
2025	7	Editing	Stranded

2025 Passage #6 – Editing (Questions 44-47)

Aliyah is writing a paper about a place that is special to her family. Read these paragraphs from the body of Aliyah's paper and look for corrections she needs to make. Then answer the questions that follow.

The Pump Stop

(1) Granddaddy Roy, my mom's granddad, owned a gas station in Amarillo, where my mom grew up. (2) When she and her sisters finished school each day, they would walk to the Pump Stop to help Granddaddy Roy with closing. (3) Upon arrival, they would immediately jump onto the swivel barstools. (4) Granddaddy Roy would bring them each a bottle of cold ginger ale and a large cup of ice. (5) Mom loves to share these details and recount the extravagant, hilarious stories Granddaddy Roy told. (6) As the girls swung around in their seats. (7) She remembers the uncontrollable giggles that sent burning bubbles straight up her nose.

(8) Whenever my family drives out to visit my Grandparents in Amarillo, we always visit the old gas station. (9) The barstools are still there, and behind them sits a big display case of items that the station used to sell. (10) There are some original bottles of ginger ale, the earliest packaging of a famous bubble gum, and several old candies that I have no interest in trying. (11) Mom's eyes sparkle when she tells you about the delicious ginger flavor in those bottles. (12) It's clear that she wishes they were still for sale.

E2.9(D) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	Analysis of Assessed Standards				
2025 – Q46 Passage #6	Cluster	Editing			
What change, if any, needs to be made in sentence 10?	Subcluster				
(A) Change bubble gum to Bubble Gum	Content	Supporting			
(B) Change several to severel	Process				
(C) Change have no to haven't no	Item Type	Multiple Choice (1 pt)			
(D) No change is needed.	Stimulus				
Data Analysis					
	Item	State	Local		
	A				
	B				
	C				
	D*	78			
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)

E2.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	Analysis of Assessed Standards				
2025 – Q44 Passage #6	Cluster	Editing			
What is the correct way to write sentences 5 and 6?	Subcluster				
(A) Mom loves to share these details and recount the extravagant, hilarious stories Granddaddy Roy told as the girls swung around in their seats.	Content	Readiness			
(B) Mom loves to share these details. And recount the extravagant, hilarious stories Granddaddy Roy told as the girls swung around in their seats.	Process				
(C) Mom loving to share these details and recount the extravagant, hilarious stories Granddaddy Roy told as the girls swung around in their seats.	Item Type	Multiple Choice (1 pt)			
(D) Mom loves to share these details and recount the extravagant, hilarious stories. That Granddaddy Roy told as the girls swung around in their seats.	Stimulus				
Data Analysis					
	Item	State	Local		
A*	63				
B					
C					
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					

*Correct Answer (A)

E2.9(D) (iii) [edit drafts using standard English conventions, including] pronoun-antecedent agreement		Analysis of Assessed Standards	
2025 – Q47 Passage #6	Cluster	Editing	
What change needs to be made in sentence 11?	Subcluster		
(A) Change Mom's to Moms'	Content	Supporting	
(B) Change when to then	Process		
(C) Change you to me	Item Type	Multiple Choice (1 pt)	
(D) Change delicious to delicous	Stimulus		
		Data Analysis	
		Item	State
		A	
		B	
		C*	81
		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	
*Correct Answer (C)			

E2.9(D) (iv) [edit drafts using standard English conventions, including] correct capitalization	Analysis of Assessed Standards		
2025 – Q45 Passage #6	Cluster	Editing	
What change needs to be made in sentence 8?	Subcluster		
(A) Change Grandparents to grandparents	Content	Supporting	
(B) Delete the comma after Amarillo	Process		
(C) Change always to alway's	Item Type	Multiple Choice (1 pt)	
(D) Change visit to visited	Stimulus		
		Data Analysis	
		Item	State
		A*	67
		B	
		C	
		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	
*Correct Answer (A)			

2025 Passage #7 – Editing (Questions 48-52)

Knox is writing a story about a girl who has an interesting experience with her dad. Read these paragraphs from the body of Knox's story and look for corrections he needs to make. Then answer the questions that follow.

Stranded

(1) Shae and her dad emerged from the forest after a delightful morning walk. (2) Shae began to think about where they would grab lunch in town, but as she crested the little hill that led to the beach, a surprising sight met her eyes. (3) The long, rock-studded beach was gone! (4) Worse still, the natural bridge that had connected the island to the mainland is now submerged. (5) The tide which had been low when she and her dad crossed over to the island that morning, was cresting high. (6) She realized they weren't going to be able to get back across to the mainland since the tide went back out.

(7) Both Shae and her dad had read that the land bridge to the island was only accessible each day during low tide. (8) But neither of them had thought to monitor their time on the island closely enough. (9) Sheepishly, Shae's dad phoned her mom to let her know what had happened. (10) She checked the tide charts and discovered that the pair would be on the island a few hours longer than they had anticipated. (11) Fortunately, the power of imagination that Shae and her dad shared gave them an unusual ability, they could reorient in the face of an obstacle.

E2.9(D) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	Analysis of Assessed Standards																	
2025 – Q50 Passage #7	Cluster	Editing																
What change needs to be made in sentence 6?	Subcluster																	
Ⓐ Change <i>She realized</i> to Realizing	Content	Supporting																
Ⓑ Insert a semicolon after across	Process																	
Ⓒ Change since to until	Item Type	Multiple Choice (1 pt)																
Ⓓ Change went to goes	Stimulus																	
Data Analysis																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 2px;">Item</th> <th style="text-align: center; padding: 2px;">State</th> <th style="text-align: center; padding: 2px;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 2px;">A</td><td style="text-align: center; padding: 2px;"></td><td style="text-align: center; padding: 2px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;">B</td><td style="text-align: center; padding: 2px;"></td><td style="text-align: center; padding: 2px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;">C*</td><td style="text-align: center; padding: 2px;">70</td><td style="text-align: center; padding: 2px;"></td></tr> <tr> <td style="text-align: center; padding: 2px;">D</td><td style="text-align: center; padding: 2px;"></td><td style="text-align: center; padding: 2px;"></td></tr> </tbody> </table>				Item	State	Local	A			B			C*	70		D		
Item	State	Local																
A																		
B																		
C*	70																	
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																		

*Correct Answer (C)

E2.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	Analysis of Assessed Standards																	
2025 – Q52 Passage #7	Cluster	Editing																
What is the correct way to write sentence 11?	Subcluster																	
Ⓐ Fortunately, the power of imagination that Shae and her dad shared gave them an unusual ability to reorient in the face of an obstacle.	Content	Readiness																
Ⓑ Fortunately, the power of imagination that Shae and her dad shared. It gave them an unusual ability to reorient in the face of an obstacle.	Process																	
Ⓒ Fortunately, the power of imagination that Shae and her dad shared which gave them an unusual ability to reorient in the face of an obstacle.	Item Type	Multiple Choice (1 pt)																
Ⓓ Fortunately, the power of imagination that Shae and her dad shared gave them an unusual ability to reorient. In the face of an obstacle.	Stimulus																	
Data Analysis																		
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Item	State	Local																
A*	64																	
B																		
C																		
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																		

*Correct Answer (A)

E2.9(D) (ii) [edit drafts using standard English conventions, including] consistent, appropriate use of verb tense and active and passive voice	Analysis of Assessed Standards	
2025 – Q48 Passage #7	Cluster	Editing
	Subcluster	
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State
	A	
	B	
	C*	52
	D	
	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 (C)	Learning from Mistakes Instructional Implications	

E2.9(D) (v) [edit drafts using standard English conventions, including] punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate	Analysis of Assessed Standards	
2025 – Q49 Passage #7	Cluster	Editing
Select the response that corrects the error in sentence 5.	Subcluster	
The <input type="button" value="▼"/> when she and her dad crossed over to the island that morning, was cresting high.	Content	Supporting
	Process	
	Item Type	Inline Choice (1 pt)
	Stimulus	
Data Analysis		
	Item	State
	Full Credit	67
	No Credit	33
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 (tide, which had been low)		

E2.9(D) (vi) [edit drafts using standard English conventions, including] correct spelling	Analysis of Assessed Standards	
2025 – Q51 Passage #7	Cluster	Editing
What change needs to be made in sentence 10?	Subcluster	
(A) Insert a comma after <i>charts</i>	Content	Supporting
(B) Change <i>that</i> to <i>this</i>	Process	
(C) Change <i>they</i> to <i>we</i>	Item Type	Multiple Choice (1 pt)
(D) Change <i>antisipated</i> to <i>anticipated</i>	Stimulus	
Data Analysis		
	Item	State
	A	
	B	
	C	
	D*	78
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)		

Units

			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 ()								