

2024-2025 Released Tests

Aligned to the Standards

CONTENT BUILDER FOR THE PLC

ELAR

Grade 3

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

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

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

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

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

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

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

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

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

[Learn more](#)

Fiction

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

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

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

3.8 Literary Elements.

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

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

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

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	3A	Fiction	The Farm Where Nothing Grew	63
2025	3A Fiction 3B Poetry	Fiction	The Farm Where Nothing Grew Olivia's Soccer Practice	51
2024	2A	Fiction	A Forest Full of Stars	58
2024	2A Fiction 2B Informational	Fiction	A Forest Full of Stars More Than Air	50

2025 Passage #3A – Fiction (Questions 15-18, 22-25)**The Farm Where Nothing Grew**

1 One day a young man came into a shop in the middle of a small town. "Are you the one who bought the old, empty farm outside of town?" asked the shopkeeper. The tailor and baker were also there.

2 "I am," said the young farmer.

3 "You will never be able to grow anything," said the tailor.

4 "No one has ever been able to," said the baker.

5 "No fruits," said the tailor.

6 "No vegetables," added the baker.

7 "Nothing worth anything will grow there," finished the shopkeeper.

8 "So you say," the farmer said. "I believe if you give to the land, the land will give to you." He bought his supplies and went back to his farm. The townspeople stared after him, whispering to each other and shaking their heads.

9 The next week, the tailor visited the farm. He saw the farmer tilling the soil. "That will take you days!" the tailor called. "You are wasting your time."

10 "So you say," the farmer replied with a wave.

11 A week later, the baker spotted the farmer in town. He was pushing a wheelbarrow full of broken branches and leaves as dry as dust. When the baker asked why, he told her he would spread it over his fields before he planted seeds. "It will not help, you know," she said.

12 The farmer raised his brows. "So you say."

13 In late spring, the shopkeeper passed the farm frequently to collect items for her store. Each time, the farmer was outside tending the green buds that peeked from the ground like bits of fur. He walked between the rows of plants, carefully watering each one with a small smile and a look of fondness. "They cannot last here," the shopkeeper called one morning.

14 "So you say," said the farmer.

15 After a few weeks, the townspeople realized they had not heard from the farmer. The shopkeeper, the tailor, and the baker went together to visit him. Seeing the field, they all gasped in disbelief. Bursts of color decorated the farm. Bright flowers banded the edges, and plentiful vegetables lined the inner rows.

16 The farmer stepped outside and nodded.

17 "I've got to hand it to you, you did great work," said the baker.

18 "This must be the greenest field in the country!" exclaimed the tailor.

19 "I thought nothing would ever grow here," whispered the shopkeeper.

20 The farmer laughed. "So you said."



3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful

2025 – Q16 Passage #3A

In paragraph 15 of the story "The Farm Where Nothing Grew," the prefix *dis-* helps the reader understand that the word disbelief means —

- (A) believing more
- (B) not being able to believe
- (C) causing others to believe
- (D) believing again

*Correct Answer (B)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A		
B*	79	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

3.6(G) evaluate details read to determine key ideas

2025 – Q15 Passage #3A

Which detail from paragraphs 15 and 16 of the story "The Farm Where Nothing Grew" supports the key idea that the farmer improves the land?

- (A) The townspeople have avoided talking to the farmer for weeks.
- (B) The townspeople go to the farmer's land together.
- (C) The farmer's land is covered in fruit and vegetable plants.
- (D) The farmer comes outside to see the townspeople.

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	Across Genres
Content	Readiness
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A		
B		
C*	57	
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

<p>3.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths</p> <p>2025 – Q17 Passage #3A</p> <p>Which idea helps readers understand that the story "The Farm Where Nothing Grew" is a folktale?</p> <p>(A) The farmer has special skills that help him do his job.</p> <p>(B) The farmer tricks others into helping him complete a task.</p> <p>(C) The townspeople learn the lesson that what they think is true can change.</p> <p>(D) The townspeople believe they should all have different roles in the town.</p>	Analysis of Assessed Standards		
	Cluster	Fiction	
	Subcluster		
	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A		
	B		
	C*	53	
	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)		
<p>3.10(B) explain how the use of text structure contributes to the author's purpose</p> <p>2025 – Q18 Passage #3A</p> <p>What is the most likely reason the author uses a problem-and-solution structure in the story "The Farm Where Nothing Grew"?</p> <p>(A) To show how the farmer gets the plants to grow</p> <p>(B) To explain how the townspeople teach the farmer</p> <p>(C) To explain how the farmer gets his supplies</p> <p>(D) To show how the townspeople meet the farmer</p>	Analysis of Assessed Standards		
	Cluster	Fiction	
	Subcluster	Across Genres	
	Content	Supporting	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	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)		

2025 Passage #3A – Fiction (Questions 15-18, 22-25)**The Farm Where Nothing Grew**

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10 "So you say," the farmer replied with a wave.

11 A week later, the baker spotted the farmer in town. He was pushing a wheelbarrow full of broken branches and leaves as dry as dust. When the baker asked why, he told her he would spread it over his fields before he planted seeds. "It will not help, you know," she said.

12 The farmer raised his brows. "So you say."

13 In late spring, the shopkeeper passed the farm frequently to collect items for her store. Each time, the farmer was outside tending the green buds that peeked from the ground like bits of fur. He walked between the rows of plants, carefully watering each one with a small smile and a look of fondness. "They cannot last here," the shopkeeper called one morning.

14 "So you say," said the farmer.

15 After a few weeks, the townspeople realized they had not heard from the farmer. The shopkeeper, the tailor, and the baker went together to visit him. Seeing the field, they all gasped in disbelief. Bursts of color decorated the farm. Bright flowers banded the edges, and plentiful vegetables lined the inner rows.

16 The farmer stepped outside and nodded.

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18 "This must be the greenest field in the country!" exclaimed the tailor.

19 "I thought nothing would ever grow here," whispered the shopkeeper.

20 The farmer laughed. "So you said."



2025 Passage #3B – Poetry (Questions 19-21, 22-25)

Olivia's Soccer Practice

Whoosh! went the soccer ball past a corner pole.
Olivia groaned. The season neared its end,
and though she tried, she still had not made a goal.
She moped and worried. Could she break this trend?

- 5 She practiced kicking at the net at the park
each day after school with help from her dad.
Kick after kick, she practiced until dark.
She dribbled well, but her shooting was still bad.

- 10 *Thunk!* The ball stopped on Olivia's toe.
She lifted her leg back and kicked with no twist.
She did everything right, so she did not know
why even this perfect shot still missed.

- 15 Olivia huffed. That was the last straw.
All of this practicing was way too tough.
She could not make a goal, an unbeatable flaw.
She wanted to quit. She had had enough.

- "Come on, Olivia!" Dad said, "one more try!
You love this sport. Just try to have fun."
Dad was right, she knew, so she stood with a sigh.
20 She aimed for the net, squinting at the sun.

Thwack! the ball grazed the outside of a goalpost.
"Much closer!" Dad cheered and grabbed the ball.
Olivia grinned, feeling proud enough to boast.
"Pass it, please!" she yelled, stretching up tall.



3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2025 – Q22 Passage #3A Fiction and Passage #3B Poetry		Cluster	Fiction
Which message is presented in BOTH the story "The Farm Where Nothing Grew" and the poem "Olivia's Soccer Practice"?		Subcluster	Across Genres
<p>(A) Changing your mind about what you want can be good.</p> <p>(B) Doing something important to you may take a lot of effort.</p> <p>(C) Asking for help can lead you to improve a skill.</p> <p>(D) Trying new things may let you learn about yourself.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	58	
	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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2025 – Q23 Passage #3A Fiction and Passage #3B Poetry		Cluster	Fiction
How are the townspeople in the story "The Farm Where Nothing Grew" DIFFERENT from Dad in the poem "Olivia's Soccer Practice"?		Subcluster	Across Genres
<p>(A) Only the townspeople share their thoughts.</p> <p>(B) Only the townspeople judge someone quickly.</p> <p>(C) Only the townspeople work with others.</p> <p>(D) Only the townspeople are happy for another person.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	51	
	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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2025 – Q24 Passage #3A Fiction and Passage #3B Poetry		Cluster	Fiction
How are the farmer and Olivia SIMILAR at the end of the story "The Farm Where Nothing Grew" and the poem "Olivia's Soccer Practice"?		Subcluster	Across Genres
(A) They both need more practice.		Content	Readiness
(B) They both feel good about their work.		Process	
(C) They have both improved their skills.		Item Type	Multiple Choice (1 pt)
(D) They have both made new plans.		Stimulus	
		Data Analysis	
		Item	State
		A	
		B*	43
		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)			

3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text		Analysis of Assessed Standards	
2025 – Q25 Passage #3A Fiction and Passage #3B Poetry		Cluster	Fiction
 ESSAY: Write your essay in the empty box below.		Subcluster	Across Genres
Read the story "The Farm Where Nothing Grew" and the poem "Olivia's Soccer Practice." Based on the details in both selections, write a response to the following:		Content	Readiness
Explain why the farmer and Olivia feel DIFFERENTLY while working toward their goals.		Process	
Write a well-organized essay that uses specific evidence from the selections to support your answer.		Item Type	Extended Constructed Response (10 pts)
Remember to –		Stimulus	
<ul style="list-style-type: none"> • clearly state your central idea • organize your writing • develop your ideas in detail • use evidence from the selections in your response • use correct spelling, capitalization, punctuation, and grammar 		Data Analysis	
Manage your time carefully so that you can –		Item	State
<ul style="list-style-type: none"> • review the selections • plan your response • write your response • revise and edit your response 		Full Credit	0
Write your response in the box provided.		No Credit	52
		Partial Credit	48
		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)			

2024 Passage #2A – Fiction (Questions 8-10, 14-17)

Rachel is visiting her grandmother while her sister Claire is at sleepaway camp. Grandma gets Rachel out of bed to show her something in the woods nearby.

from A Forest Full of Stars

by Noah Weisz

- 1 Outside, the darkness is thick. Grandma switches on a flashlight and starts walking. Her sneakers make a *shh-shh* sound in the grass.
- 2 "Where are we going?" Rachel asks, a little nervous.
- 3 "You'll see," says Grandma.
- 4 They reach the edge of the woods behind the house. Grandma smiles at Rachel, then steps into the forest.
- 5 Rachel squeezes Grandma's hand. The trail is soft with soil and moss. Somewhere an owl keeps hooting, as if it's asking the night a question.
- 6 A few pricks of light appear out of the darkness. They flicker, then vanish.
- 7 "What are they?" Rachel breathes.
- 8 "They're little beetles," says Grandma. "Fireflies."
- 9 They follow the lights deeper into the woods. Then, suddenly, they reach a clearing, and Grandma turns off her flashlight. Fireflies are everywhere. They flash on and off, floating and climbing, darting and dancing. The forest shimmers as if it's full of stars.
- 10 "They're talking to one another," Grandma says. "They talk with light."
- 11 "What are they saying?" Rachel asks.
- 12 "I really don't know," Grandma says. "It's a secret language. Spend enough time with them, and maybe you'll figure it out."
- 13 Rachel looks up at Grandma and sees that she is smiling.
- 14 For a long while, Rachel watches the lights. She imagines this clearing is the state of New York. She and her sister are two of the fireflies. They are flashing each other messages. They are telling each other secrets. They are connected.
- 15 Walking back to Grandma's house, Rachel feels wide awake. She starts writing a letter in her head.
- 16 Dear Claire,

Tonight, Grandma showed me the most incredible thing. A million fireflies talking in the forest. I can't wait to show them to you next time we visit Grandma!

"A Forest Full of Stars" by Noah Weisz from HIGHLIGHTS FOR CHILDREN,
Highlights for Children, Inc. © 2018

3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	Analysis of Assessed Standards		
2024 – Q9 Passage #2A	Cluster	Fiction	
What is a synonym of the word <u>floating</u> in paragraph 9 of the story from <i>A Forest Full of Stars</i> ?	Subcluster		
(A) Breathing	Content	Supporting	
(B) Watching	Process		
(C) Laughing	Item Type	Multiple Choice (1 pt)	
(D) Drifting	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
Correct Answer (D)	D	71	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes			
Instructional Implications			

3.8(B) explain the relationships among the major and minor characters	Analysis of Assessed Standards		
2024 – Q8 Passage #2A	Cluster	Fiction	
Which statement best describes Rachel's relationship with Grandma in the story from <i>A Forest Full of Stars</i> ?	Subcluster	Across Literary Text	
(A) Rachel hopes to become like Grandma.	Content	Readiness	
(B) Rachel is bothered by Grandma.	Process		
(C) Rachel is grateful toward Grandma.	Item Type	Multiple Choice (1 pt)	
(D) Rachel lacks trust in Grandma.	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	59	
	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)

3.10(E) identify the use of literary devices, including first- or third-person point of view		Analysis of Assessed Standards	
2024 – Q10 Passage #2A		Cluster	Fiction
What point of view does the author use in the story from <i>A Forest Full of Stars</i> ?		Subcluster	Across Literary Text
<p>(A) First person, narrated by Grandma</p> <p>(B) First person, narrated by Rachel</p> <p>(C) Third person, narrated by an outside observer</p> <p>(D) Third person, narrated by the forest animals</p>		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	45	
	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)

2024 Passage #2A – Fiction (Questions 8-10, 14-17)

Rachel is visiting her grandmother while her sister Claire is at sleepaway camp. Grandma gets Rachel out of bed to show her something in the woods nearby.

from A Forest Full of Stars

by Noah Weisz

- 1 Outside, the darkness is thick. Grandma switches on a flashlight and starts walking. Her sneakers make a *shh-shh* sound in the grass.
- 2 "Where are we going?" Rachel asks, a little nervous.
- 3 "You'll see," says Grandma.
- 4 They reach the edge of the woods behind the house. Grandma smiles at Rachel, then steps into the forest.
- 5 Rachel squeezes Grandma's hand. The trail is soft with soil and moss. Somewhere an owl keeps hooting, as if it's asking the night a question.
- 6 A few pricks of light appear out of the darkness. They flicker, then vanish.
- 7 "What are they?" Rachel breathes.
- 8 "They're little beetles," says Grandma. "Fireflies."
- 9 They follow the lights deeper into the woods. Then, suddenly, they reach a clearing, and Grandma turns off her flashlight. Fireflies are everywhere. They flash on and off, floating and climbing, darting and dancing. The forest shimmers as if it's full of stars.
- 10 "They're talking to one another," Grandma says. "They talk with light."
- 11 "What are they saying?" Rachel asks.
- 12 "I really don't know," Grandma says. "It's a secret language. Spend enough time with them, and maybe you'll figure it out."
- 13 Rachel looks up at Grandma and sees that she is smiling.
- 14 For a long while, Rachel watches the lights. She imagines this clearing is the state of New York. She and her sister are two of the fireflies. They are flashing each other messages. They are telling each other secrets. They are connected.
- 15 Walking back to Grandma's house, Rachel feels wide awake. She starts writing a letter in her head.
- 16 Dear Claire,

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"A Forest Full of Stars" by Noah Weisz from HIGHLIGHTS FOR CHILDREN,
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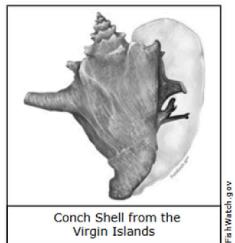
2024 Passage #2B – Informational (Questions 11-17)

More Than Air

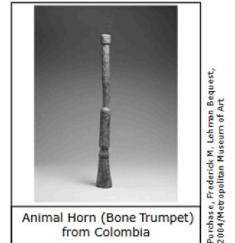
- 1 Take a minute to think about wind instruments. Flutes, trumpets, or tubas may come to mind. Long ago, beach shells and dragon-shaped tubes were used as instruments. Although they make a sound, music was not their only purpose.

Talking without Words

- 2 Conch shells are likely the world's first wind instruments. They were used to communicate, or talk, with other people. These are now known as signal instruments. Villagers would find empty shells on the beach. They would pick one up and blow air into it. The sound of the shell depended on the size.



Conch Shell from the Virgin Islands



Animal Horn (Bone Trumpet) from Colombia

- 3 The sound could be heard from far away. It would let people know when new visitors were coming or old friends were returning to the village. Island fisherfolk used conch shells to let people know they were arriving with fresh fish.

Bringing Groups Together

- 4 Signal instruments can be used to celebrate. Some events are started by the sound of a horn. Conch shells are used in Hawaiian weddings. In India, trumpets are used to begin festivals.

- 5 The horn can tell people to gather as a group too. In the past, marching flutes kept time for royal guards while they walked. Today, marching instruments are played while people move together.

A Beautiful Sight

- 6 People became creative with making instruments. They carved wood, melted metal, and painted instruments. People molded instruments into heads of imaginary animals.

- 7 In northwestern America, wood whistles were shaped like little birds. Artists carved dragons with open mouths. They were inspired by folktales. Pictures from stories came to life with sound.

Get Inspired!

- 8 Instruments have many different uses. Next time you see a wind instrument, think about what you would do with it. Would you rather use it to speak to others or as art to tell a story? The possibilities are endless.

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards																
2024 – Q14 Passage #2A Fiction and Passage #2B Informational		Cluster Fiction Subcluster Across Genres Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus																
Read paragraph 12 from the story from <i>A Forest Full of Stars</i> .																		
<p><i>"I really don't know," Grandma says. "It's a secret language. Spend enough time with them, and maybe you'll figure it out."</i></p>																		
What SIMILAR idea about sending messages is found in the article "More Than Air"?																		
<ul style="list-style-type: none"> Ⓐ Some groups of people have special ways of sending messages through sound. Ⓑ People can learn to send messages by listening to animal sounds. Ⓒ The first instruments for sending messages were carved in the shape of animals. Ⓓ Instruments were a popular way to send messages in the past. 		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;">56</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> 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*	56		B			C			D		
Item	State	Local																
A*	56																	
B																		
C																		
D																		
*Correct Answer (A)		Learning from Mistakes Instructional Implications																

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards																
2024 – Q15 Passage #2A Fiction and Passage #2B Informational		Cluster Fiction Subcluster Across Genres Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus																
How do the people in paragraphs 2 and 3 of the article "More Than Air" treat nature DIFFERENTLY than the characters in paragraphs 9 through 14 of the story <i>A Forest Full of Stars</i> ?																		
<ul style="list-style-type: none"> Ⓐ The villagers create tools from nature. Ⓑ The artists spend time looking at nature. Ⓒ The villagers ask questions about nature. Ⓓ The artists notice animals in nature. 		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;">52</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> 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*	52		B			C			D		
Item	State	Local																
A*	52																	
B																		
C																		
D																		
*Correct Answer (A)		Learning from Mistakes Instructional Implications																

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2024 – Q16 Passage #2A Fiction and Passage #2B Informational		Cluster	Fiction
How are the purposes of the story from <i>A Forest Full of Stars</i> and the article "More Than Air" SIMILAR ?		Subcluster	Across Genres
<p>(A) Both show unusual ways of talking.</p> <p>(B) Both show different languages across the world.</p> <p>(C) Both show how people act when they are afraid.</p> <p>(D) Both show how music is used to tell stories.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A*	54	
	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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2024 – Q17 Passage #2A Fiction and Passage #2B Informational		Cluster	Fiction
How do the story from <i>A Forest Full of Stars</i> and the article "More Than Air" use the idea of imagination DIFFERENTLY ?		Subcluster	Across Genres
<p>(A) In the story Rachel sees imagination as a fun game, but in the article imagination is seen as important for work.</p> <p>(B) In the story imagination helps Rachel feel close to family, but in the article people express what they imagine through carvings.</p> <p>(C) In the story Rachel is uncertain about how to use imagination, but in the article people are sure that imagination will be good for them.</p> <p>(D) In the story imagination is difficult for Rachel to use, but in the article artists use imagination easily.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	37	
	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)

Informational

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

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

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

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

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

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	1	Informational	Nature's Best Jumpers	78
2024	2B	Informational	More Than Air	57
2024	2A Fiction 2B Informational	Informational	A Forest Full of Stars More Than Air	50
2024	3	Informational	Digging On Dirt	55

2025 Passage #1 – Informational (Questions 1-7)

Read the selection and choose the best answer to each question.

from Nature's Best Jumpers

by Frankie Stout

Extreme Jumpers

- 1 Some animals are known as great jumpers. They can jump up very high or across long distances.
- 2 These extreme jumpers come in all sizes and shapes and live in all kinds of habitats. Frogs, rabbits, kangaroos, cougars, spiders, and many other types of creatures are known for their jumping skills. Some insects, like fleas and froghoppers, can jump distances that might not be far in inches (cm) but that are many times the size of their own body. From the smallest bug to the furriest cat, extreme jumpers are some of the coolest animals in the world.
- 3 Animals use their legs to jump. Many extreme jumpers have legs and feet that are adapted for jumping. Powerful leg muscles help an animal take off into the air very quickly or very high.
- 4 Some jumpers, like frogs, use only their back legs to jump and then land on all four legs. Other animals, like rabbits, use both their front and their back legs to jump around. Still other animals, like grasshoppers, jump and land only on their back legs.

Up, Down, and All Around

Large Leaping Cats

- 7 Another well-known jumper is the cougar. The cougar is a large cat that lives in the wild. Cougars are also called mountain lions, pumas, or catamounts.

- 8 Cougars are carnivores. This means that they eat meat. They like to live in places where there are lots of animals to hunt.

- 9 Cougars are great leapers and excellent hunters. They can jump about 18 feet (5.5 m) up into a tree and as far as 40 feet (12 m) on the ground!

Jumping Bugs

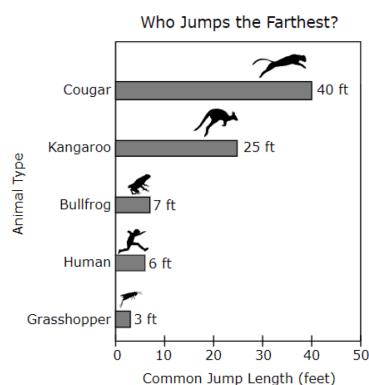
- 10 Many insects get around by jumping. Some, like grasshoppers and crickets, use their long legs to power their jumps. Those with short legs, like froghoppers, store muscle energy in their body to shoot themselves into the air, much like an arrow.

- 11 Froghoppers, also known as spittlebugs, are only about .2 inch (5 mm) long. Some froghoppers can jump about 28 inches (71 cm) into the air. That is the highest that any insect is known to jump.

All Jumpers, Big and Small

- 12 Jumping can be a great way of getting around, for both big and small animals. Extreme jumpers have a body that has adapted for jumping great heights or distances. This helps extreme jumpers survive in the wild.

From NATURE'S BEST JUMPERS by Frankie Stout. Copyright © 2008 by The Rosen Publishing Group, Inc. Used by permission.



These Legs Are Made for Jumping

- 5 Frogs are good jumpers. Most frogs live on the ground and get around by jumping. Frogs' back legs have big muscles that make jumping easy. Their big feet help them push off the ground with a lot of force. As a frog leaps, its back legs reach out to full length. Frogs' back legs are almost twice as long as their front legs!
- 6 Frogs' front legs touch down first and help soften the landing after a big jump. By the time a frog lands on its front legs, its back legs will be folded at its knees and ready to jump again right away.

3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Analysis of Assessed Standards
--	---------------------------------------

2025 – Q5 Passage #1

What is the meaning of the word survive in paragraph 12?

(A) Dance

(B) Share

(C) Live

(D) Play

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

Data Analysis

Item	State	Local
A		
B		
C*	94	
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (C)

3.6(H) synthesize information to create new understanding	Analysis of Assessed Standards
--	---------------------------------------

2025 – Q1 Passage #1

Based on the ideas presented throughout the selection, what can the reader conclude about jumping and animals?

- (A) Animals need to jump to be able to eat.
 (B) Being able to jump well helps animals in different ways.
 (C) Moving to new places is easy for animals that can jump.
 (D) There are few animals that can jump high.

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

Item	State	Local
A		
B*	64	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (B)

3.9(D) (i) [recognize characteristics and structures of informational text, including] the central idea with supporting evidence	Analysis of Assessed Standards		
2025 – Q7 Passage #1	Cluster	Informational	
	Subcluster		
	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	71	
	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			

3.9(D) (ii) [recognize characteristics and structures of informational text, including] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding		Analysis of Assessed Standards			
2025 – Q3 Passage #1		Cluster	Informational		
What does the graph "Who Jumps the Farthest?" help the reader understand?		Subcluster			
<p>(A) The lengths different animals can jump</p> <p>(B) The ways jumping helps certain animals</p> <p>(C) How often different animals jump</p> <p>(D) Why some animals enjoy jumping far</p>		Content	Supporting		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
Data Analysis					
	Item	State	Local		
	A*	78			
	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					
<small>*Correct Answer (A)</small>					

3.10(A) explain the author's purpose and message within a text		Analysis of Assessed Standards		
2025 – Q2 Passage #1		Cluster	Informational	
What are the most likely reasons the author includes the section "Extreme Jumpers"?		Subcluster	Across Genres	
Select TWO correct answers.		Content	Readiness	
<input type="checkbox"/> To show that many kinds of animals jump <input type="checkbox"/> To highlight the animals that jump the most <input type="checkbox"/> To tell why animals like jumping <input type="checkbox"/> To explain how animals learn to jump <input type="checkbox"/> To describe why jumping animals are interesting		Process		
		Item Type	Multiselect (2 pts)	
		Stimulus		
Data Analysis				
		Item	State	Local
		Full Credit	40	
		No Credit	7	
		Partial Credit	52	
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, E)				

3.10(B) explain how the use of text structure contributes to the author's purpose		Analysis of Assessed Standards		
2025 – Q6 Passage #1		Cluster	Informational	
What is the most likely reason the author uses a cause-and-effect organizational structure in the section "These Legs are Made for Jumping"?		Subcluster	Across Genres	
<input type="radio"/> A To show how frogs' legs work <input type="radio"/> B To show why frogs need to jump <input type="radio"/> C To show how frogs' legs become strong <input type="radio"/> D To explain how to jump like a frog		Content	Supporting	
		Process		
		Item Type	Multiple Choice (1 pt)	
		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)				

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

2025 – Q4 Passage #1

Read this sentence from paragraph 10.

Those with short legs, like froghoppers, store muscle energy in their body to shoot themselves into the air, much like an arrow.

What is the most likely reason the author uses the simile "like an arrow"?

- A To describe how froghoppers are shaped
- B To show how strong froghoppers must be to jump
- C To explain how long it takes froghoppers to land
- D To highlight how far froghoppers move when they jump

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*	43	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (D)

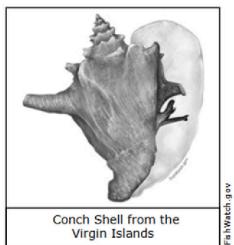
2024 Passage #2B – Informational (Questions 11-17)

More Than Air

- 1 Take a minute to think about wind instruments. Flutes, trumpets, or tubas may come to mind. Long ago, beach shells and dragon-shaped tubes were used as instruments. Although they make a sound, music was not their only purpose.

Talking without Words

- 2 Conch shells are likely the world's first wind instruments. They were used to communicate, or talk, with other people. These are now known as signal instruments. Villagers would find empty shells on the beach. They would pick one up and blow air into it. The sound of the shell depended on the size.



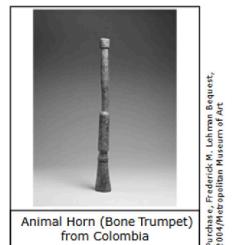
Conch Shell from the Virgin Islands

A Beautiful Sight

- 6 People became creative with making instruments. They carved wood, melted metal, and painted instruments. People molded instruments into heads of imaginary animals.
- 7 In northwestern America, wood whistles were shaped like little birds. Artists carved dragons with open mouths. They were inspired by folktales. Pictures from stories came to life with sound.

Get Inspired!

- 8 Instruments have many different uses. Next time you see a wind instrument, think about what you would do with it. Would you rather use it to speak to others or as art to tell a story? The possibilities are endless.



Animal Horn (Bone Trumpet) from Colombia

- 3 The sound could be heard from far away. It would let people know when new visitors were coming or old friends were returning to the village. Island fisherfolk used conch shells to let people know they were arriving with fresh fish.

Bringing Groups Together

- 4 Signal instruments can be used to celebrate. Some events are started by the sound of a horn. Conch shells are used in Hawaiian weddings. In India, trumpets are used to begin festivals.
- 5 The horn can tell people to gather as a group too. In the past, marching flutes kept time for royal guards while they walked. Today, marching instruments are played while people move together.

3.9(D) (i) [recognize characteristics and structures of informational text, including] the central idea with supporting evidence	Analysis of Assessed Standards		
2024 – Q11 Passage #2B	Cluster	Informational	
What is the central idea of the article "More Than Air"?	Subcluster		
(A) Marching bands have existed for many years in history.	Content	Readiness	
(B) Wind instruments can be used for different reasons.	Process		
(C) Conch shells were painted bright colors.	Item Type	Multiple Choice (1 pt)	
(D) People tell stories with instruments.	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B*	65	
	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)			

3.9(D) (ii) [recognize characteristics and structures of informational text, including] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	Analysis of Assessed Standards		
2024 – Q12 Passage #2B	Cluster	Informational	
In which section of the article "More Than Air" would the reader find information about how instruments were used for art?	Subcluster		
(A) Talking without Words	Content	Supporting	
(B) Bringing Groups Together	Process		
(C) A Beautiful Sight	Item Type	Multiple Choice (1 pt)	
(D) Get Inspired!	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	48	
	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)			

3.10(A) explain the author's purpose and message within a text		Analysis of Assessed Standards	
2024 – Q13 Passage #2B		Cluster	Informational
Read the question carefully. Then enter your answer in the box provided.		Subcluster	Across Genres
What is the most likely reason the author wrote the article "More Than Air"? Support your answer with evidence from the article.		Content	Readiness
		Process	
		Item Type	Short Constructed Response (2 pts)
		Stimulus	
		Data Analysis	
		Item	State Local
		Full Credit	21
		No Credit	39
		Partial Credit	40
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)			

2024 Passage #2A – Fiction (Questions 8-10, 14-17)

Rachel is visiting her grandmother while her sister Claire is at sleepaway camp. Grandma gets Rachel out of bed to show her something in the woods nearby.

from A Forest Full of Stars

by Noah Weisz

- 1 Outside, the darkness is thick. Grandma switches on a flashlight and starts walking. Her sneakers make a *shh-shh* sound in the grass.
- 2 "Where are we going?" Rachel asks, a little nervous.
- 3 "You'll see," says Grandma.
- 4 They reach the edge of the woods behind the house. Grandma smiles at Rachel, then steps into the forest.
- 5 Rachel squeezes Grandma's hand. The trail is soft with soil and moss. Somewhere an owl keeps hooting, as if it's asking the night a question.
- 6 A few pricks of light appear out of the darkness. They flicker, then vanish.
- 7 "What are they?" Rachel breathes.
- 8 "They're little beetles," says Grandma. "Fireflies."
- 9 They follow the lights deeper into the woods. Then, suddenly, they reach a clearing, and Grandma turns off her flashlight. Fireflies are everywhere. They flash on and off, floating and climbing, darting and dancing. The forest shimmers as if it's full of stars.
- 10 "They're talking to one another," Grandma says. "They talk with light."
- 11 "What are they saying?" Rachel asks.
- 12 "I really don't know," Grandma says. "It's a secret language. Spend enough time with them, and maybe you'll figure it out."
- 13 Rachel looks up at Grandma and sees that she is smiling.
- 14 For a long while, Rachel watches the lights. She imagines this clearing is the state of New York. She and her sister are two of the fireflies. They are flashing each other messages. They are telling each other secrets. They are connected.
- 15 Walking back to Grandma's house, Rachel feels wide awake. She starts writing a letter in her head.
- 16 Dear Claire,

Tonight, Grandma showed me the most incredible thing. A million fireflies talking in the forest. I can't wait to show them to you next time we visit Grandma!

"A Forest Full of Stars" by Noah Weisz from HIGHLIGHTS FOR CHILDREN,
Highlights for Children, Inc. © 2018

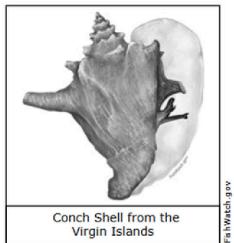
2024 Passage #2B – Informational (Questions 11-17)

More Than Air

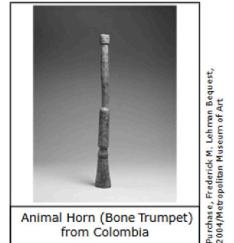
- 1 Take a minute to think about wind instruments. Flutes, trumpets, or tubas may come to mind. Long ago, beach shells and dragon-shaped tubes were used as instruments. Although they make a sound, music was not their only purpose.

Talking without Words

- 2 Conch shells are likely the world's first wind instruments. They were used to communicate, or talk, with other people. These are now known as signal instruments. Villagers would find empty shells on the beach. They would pick one up and blow air into it. The sound of the shell depended on the size.



Conch Shell from the Virgin Islands



Animal Horn (Bone Trumpet) from Colombia

- 3 The sound could be heard from far away. It would let people know when new visitors were coming or old friends were returning to the village. Island fisherfolk used conch shells to let people know they were arriving with fresh fish.

Bringing Groups Together

- 4 Signal instruments can be used to celebrate. Some events are started by the sound of a horn. Conch shells are used in Hawaiian weddings. In India, trumpets are used to begin festivals.

- 5 The horn can tell people to gather as a group too. In the past, marching flutes kept time for royal guards while they walked. Today, marching instruments are played while people move together.

A Beautiful Sight

- 6 People became creative with making instruments. They carved wood, melted metal, and painted instruments. People molded instruments into heads of imaginary animals.

- 7 In northwestern America, wood whistles were shaped like little birds. Artists carved dragons with open mouths. They were inspired by folktales. Pictures from stories came to life with sound.

Get Inspired!

- 8 Instruments have many different uses. Next time you see a wind instrument, think about what you would do with it. Would you rather use it to speak to others or as art to tell a story? The possibilities are endless.

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2024 – Q14 Passage #2A Fiction and Passage #2B Informational		Cluster	Informational
Read paragraph 12 from the story from <i>A Forest Full of Stars</i> .		Subcluster	Across Genres
<p>"I really don't know," Grandma says. "It's a secret language. Spend enough time with them, and maybe you'll figure it out."</p>		Content	Readiness
What SIMILAR idea about sending messages is found in the article "More Than Air"?		Process	
<p>(A) Some groups of people have special ways of sending messages through sound.</p> <p>(B) People can learn to send messages by listening to animal sounds.</p> <p>(C) The first instruments for sending messages were carved in the shape of animals.</p> <p>(D) Instruments were a popular way to send messages in the past.</p>		Item Type	Multiple Choice (1 pt)
*Correct Answer (A)		Stimulus	
Data Analysis			
	Item	State	Local
	A*	56	
	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			

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2024 – Q15 Passage #2A Fiction and Passage #2B Informational		Cluster	Informational
How do the people in paragraphs 2 and 3 of the article "More Than Air" treat nature DIFFERENTLY than the characters in paragraphs 9 through 14 of the story <i>A Forest Full of Stars</i> ?		Subcluster	Across Genres
<p>(A) The villagers create tools from nature.</p> <p>(B) The artists spend time looking at nature.</p> <p>(C) The villagers ask questions about nature.</p> <p>(D) The artists notice animals in nature.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2024 – Q16 Passage #2A Fiction and Passage #2B Informational		Cluster	Informational
How are the purposes of the story from <i>A Forest Full of Stars</i> and the article "More Than Air" SIMILAR ?		Subcluster	Across Genres
(A) Both show unusual ways of talking.		Content	Readiness
(B) Both show different languages across the world.		Process	
(C) Both show how people act when they are afraid.		Item Type	Multiple Choice (1 pt)
(D) Both show how music is used to tell stories.		Stimulus	
Data Analysis			
Item State Local			
A*	54		
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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2024 – Q17 Passage #2A Fiction and Passage #2B Informational		Cluster	Informational
How do the story from <i>A Forest Full of Stars</i> and the article "More Than Air" use the idea of imagination DIFFERENTLY ?		Subcluster	Across Genres
(A) In the story Rachel sees imagination as a fun game, but in the article imagination is seen as important for work.		Content	Readiness
(B) In the story imagination helps Rachel feel close to family, but in the article people express what they imagine through carvings.		Process	
(C) In the story Rachel is uncertain about how to use imagination, but in the article people are sure that imagination will be good for them.		Item Type	Multiple Choice (1 pt)
(D) In the story imagination is difficult for Rachel to use, but in the article artists use imagination easily.		Stimulus	
Data Analysis			
Item State Local			
A			
B*	37		
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)

2024 Passage #3 – Informational (Questions 18-25)

Digging on Dirt

by Rena Korb

Dirt or Soil?

- 1 Put on your boots, go outside, and dig. What do you find?
- 2 Did you say dirt? That's true. But you could also say soil. Soil is the word scientists use for dirt.

Soil All Around

- 3 Soil covers most of Earth's land. It stretches under grass and in gardens.
- 4 Soil also lies beneath sidewalks and roads. Sandy beaches are a kind of soil. So are muddy riverbanks and forest floors.

Life-Giving Soil

- 5 Soil brings life to Earth. Plants dig their roots deep down to find water and food.
- 6 Many animals live in soil, too. Wriggling worms and burrowing groundhogs could not live without it.
- 7 You couldn't live without soil.
- 8 Plants need soil to grow. Animals eat plants. Without soil, there would be no food!

Soil's Ingredients

- 9 So what are the magic ingredients in soil?
- 10 Soil is made up of rocks, air, and water. Soil is also filled with what's left over of dead plants and animals after they've rotted away.
- 11 Falling leaves, twigs, and dead bugs land on the ground. As they rot, they change into rich, black humus.
- 12 Humus might not sound tasty to you, but it's like food for plants!
- 13 But most of the dirt that slips through your fingers is actually tiny bits of rock. At one time, these tiny rocks were parts of big rocks.

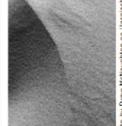
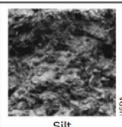
How Soil Forms

- 14 Rain, snow, ice, and sunlight break the big rocks down into tiny pieces of rock. This can take thousands of years. Then the rock pieces mix with the humus to form the soil you see.

Sand, Silt, and Clay

- 15 Three kinds of tiny rocks make up soil. They are sand, silt, and clay.
- 16 A piece of sand is not much bigger than the head of a pin. Silt and clay are smaller still.

Types of Soil

Type of Soil	Description
	<p>Photo by Drew McHughon</p> <ul style="list-style-type: none"> • Loose and rough • Commonly near or in bodies of water • Sand is an important part of concrete.
	<p>Photo by USDA</p> <ul style="list-style-type: none"> • Light and dusty • Moves easily in flowing water • Much of the soil in the United States has silt.
	<p>Photo by Kelley Miller</p> <ul style="list-style-type: none"> • Sticky and smooth • Becomes hard once it loses water • Many people use clay to make pottery.

Kinds of Soil

- 17 Sandy soil is coarse and loose. It won't hold much water.
- 18 Smooth, sticky soil has lots of clay. When this soil dries out, it becomes as hard as concrete. Plant roots can't grow.
- 19 On the other hand, soil with a lot of silt dries out. The soil might blow away in a cloud of dust.
- 20 So what kind of soil is just right for growing plants? It has more sand and silt and less clay. It has the same amount of air and water. And it is rich in humus.
- 21 Go outside and dig again. Is your soil dry and dusty or wet and muddy? Do you see worms and bugs in your soil? What is the soil like where you live?

From DIGGING ON DIRT by Rena Korb, MAGIC WAGON, © 2008.

3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	Analysis of Assessed Standards		
2024 – Q18 Passage #3	Cluster	Informational	
Which phrase from paragraphs 5 and 6 helps the reader understand the meaning of <u>burrowing</u> ?	Subcluster	Across Genres	
<p><input type="radio"/> A <i>brings life to Earth</i> (paragraph 5)</p> <p><input type="radio"/> B <i>water and food</i> (paragraph 5)</p> <p><input type="radio"/> C <i>live in soil</i> (paragraph 6)</p> <p><input type="radio"/> D <i>could not live without</i> (paragraph 6)</p>	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A		
	B		
	C*	53	
	D		
*Correct Answer (C)	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes		
	Instructional Implications		

3.6(G) evaluate details read to determine key ideas	Analysis of Assessed Standards		
2024 – Q19 Passage #3	Cluster	Informational	
Which detail from the article supports the key idea that soil helps plants live?	Subcluster	Across Genres	
<p><input type="radio"/> A Soil is created over time.</p> <p><input type="radio"/> B Soil has humus in it.</p> <p><input type="radio"/> C Soil is made up of clay.</p> <p><input type="radio"/> D Soil has rocks in it.</p>	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A		
	B*	50	
	C		
	D		
*Correct Answer (B)	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes		
	Instructional Implications		

3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order	Analysis of Assessed Standards
2024 – Q24 Passage #3	Cluster Informational
Read these sentences from paragraph 18.	Subcluster Across Genres
<i>Smooth, sticky soil has lots of clay. When this soil dries out, it becomes as hard as concrete.</i>	Content Supporting
	Process
	Item Type Multiple Choice (1 pt)
	Stimulus
	Data Analysis
	Item State Local
	A
	B
	C* 47
	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)

3.9(D) (ii) [recognize characteristics and structures of informational text, including] features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	Analysis of Assessed Standards
2024 – Q23 Passage #3	Cluster Informational
Which detail can be found in the section "Kinds of Soil"?	Subcluster
<input type="radio"/> A Big rocks are broken into smaller pieces.	Content Supporting
<input type="radio"/> B Soil with silt in it is dry and dusty.	Process
<input type="radio"/> C Animals live underneath the ground.	Item Type Multiple Choice (1 pt)
<input type="radio"/> D The ground of riverbanks has soil.	Stimulus
	Data Analysis
	Item State Local
	A
	B* 56
	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)

3.9(D) (iii) [recognize characteristics and structures of informational text, including] organizational patterns such as cause and effect and problem and solution	Analysis of Assessed Standards		
2024 – Q21 Passage #3	Cluster	Informational	
How is the information in the article organized?	Subcluster		
(A) It starts with a problem, then tells how it is solved.	Content	Supporting	
(B) It starts with a cause, then tells the effect.	Process		
(C) It starts with early events, then adds later events.	Item Type	Multiple Choice (1 pt)	
(D) It starts with basic facts, then adds specific explanations.	Stimulus		
Data Analysis			
	Item	State	Local
	A		
	B		
	C		
	D*	47	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes			
Instructional Implications			
*Correct Answer (D)			

3.10(C) explain the author's use of print and graphic features to achieve specific purposes	Analysis of Assessed Standards		
2024 – Q22 Passage #3	Cluster	Informational	
What is the most likely reason the author includes the chart in the article?	Subcluster	Across Genres	
(A) To show how each soil is different	Content	Supporting	
(B) To show how soil is made	Process		
(C) To show which animals like soil	Item Type	Multiple Choice (1 pt)	
(D) To show how much soil there is	Stimulus		
Data Analysis			
	Item	State	Local
	A*	68	
	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)			

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

Analysis of Assessed Standards

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

2024 – Q20 Passage #3

What is the most likely reason the author uses the phrase "head of a pin" in paragraph 16?

- A To show where to find a piece of sand
- B To show what a piece of sand is made of
- C To show how a piece of sand is used for sewing
- D To show how small a piece of sand is

Data Analysis

Item	State	Local
A		
B		
C		
D*	63	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

**Learning from Mistakes
Instructional Implications**

*Correct Answer (D)

3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Analysis of Assessed Standards	
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2024 – Q25 Passage #3



Essay: Write your essay in the empty box below.

Read the article "Digging on Dirt." Based on the information in the article, write a response to the following:

Explain the ways that soil is important to Earth.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your central idea
- 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 —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

Cluster	Informational
Subcluster	
Content	Readiness
Process	
Item Type	Extended Constructed Response (10 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	2	
No Credit	39	
Partial Credit	59	

Error Analysis

- Guessing Mixed Up Concepts
 Careless Error Stopped Too Early

Learning from Mistakes
Instructional Implications

* Correct Answer (See Scoring Guide)

Poetry

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

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

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

3.8 Literary Elements.

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

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

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

To view passages, click on the title

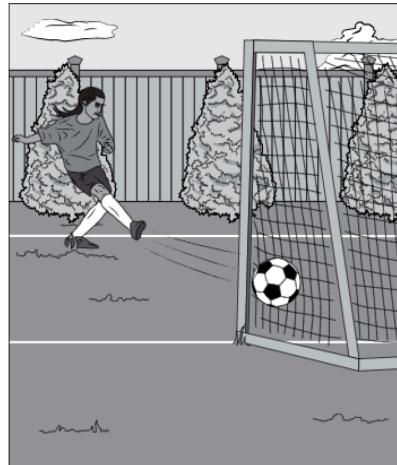
Year	Passage #	Genre	Title	% Correct
2025	3B	Poetry	Olivia's Soccer Practice	56
2025	3A Fiction 3B Poetry	Poetry	The Farm Where Nothing Grew Olivia's Soccer Practice	51

2025 Passage #3B – Poetry (Questions 19-21, 22-25)**Olivia's Soccer Practice**

Whoosh! went the soccer ball past a corner pole.
Olivia groaned. The season neared its end,
and though she tried, she still had not made a goal.
She moped and worried. Could she break this trend?

- 5 She practiced kicking at the net at the park
each day after school with help from her dad.
Kick after kick, she practiced until dark.
She dribbled well, but her shooting was still bad.
- 10 She lifted her leg back and kicked with no twist.
She did everything right, so she did not know
why even this perfect shot still missed.
- 15 Olivia huffed. That was the last straw.
All of this practicing was way too tough.
15 She could not make a goal, an unbeatable flaw.
She wanted to quit. She had had enough.
- "Come on, Olivia!" Dad said, "one more try!
You love this sport. Just try to have fun."
Dad was right, she knew, so she stood with a sigh.
20 She aimed for the net, squinting at the sun.

Thwack! the ball grazed the outside of a goalpost.
"Much closer!" Dad cheered and grabbed the ball.
Olivia grinned, feeling proud enough to boast.
"Pass it, please!" she yelled, stretching up tall.



3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	Analysis of Assessed Standards															
2025 – Q21 Passage #3B	Cluster Poetry															
Based on the events that take place at the end of the poem "Olivia's Soccer Practice," what will Olivia most likely do next?	Subcluster Across Genres															
(A) She will try to make a goal.	Content Supporting															
(B) She will go inside to rest.	Process															
(C) She will practice a new sport.	Item Type Multiple Choice (1 pt)															
(D) She will ask her dad for help.	Stimulus															
	Data Analysis															
	<table border="1"><thead><tr><th>Item</th><th>State</th><th>Local</th></tr></thead><tbody><tr><td>A*</td><td>74</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>	Item	State	Local	A*	74		B			C			D		
Item	State	Local														
A*	74															
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)

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	Analysis of Assessed Standards															
2025 – Q20 Passage #3B	Cluster Poetry															
Which line from the poem "Olivia's Soccer Practice" adds to the conflict?	Subcluster Across Literary Text															
(A) each day after school with help from her dad. (line 6)	Content Readiness															
(B) why even this perfect shot still missed. (line 12)	Process															
(C) "Come on, Olivia!" Dad said, "one more try! (line 17)	Item Type Multiple Choice (1 pt)															
(D) "Pass it, please!" she yelled, stretching up tall. (line 24)	Stimulus															
	Data Analysis															
	<table border="1"><thead><tr><th>Item</th><th>State</th><th>Local</th></tr></thead><tbody><tr><td>A</td><td></td><td></td></tr><tr><td>B*</td><td>46</td><td></td></tr><tr><td>C</td><td></td><td></td></tr><tr><td>D</td><td></td><td></td></tr></tbody></table>	Item	State	Local	A			B*	46		C			D		
Item	State	Local														
A																
B*	46															
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)

3.10(E) identify the use of literary devices, including first- or third-person point of view		Analysis of Assessed Standards	
2025 – Q19 Passage #3B		Cluster	Poetry
Which point of view does the poet use in the poem "Olivia's Soccer Practice"?		Subcluster	Across Literary Text
(A) First person, told by a soccer coach		Content	Supporting
(B) First person, told by Olivia		Process	
(C) Third person, told by an outside observer		Item Type	Multiple Choice (1 pt)
(D) Third person, told by Dad		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	49	
	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 #3A – Fiction (Questions 15-18, 22-25)**The Farm Where Nothing Grew**

1 One day a young man came into a shop in the middle of a small town. "Are you the one who bought the old, empty farm outside of town?" asked the shopkeeper. The tailor and baker were also there.

2 "I am," said the young farmer.

3 "You will never be able to grow anything," said the tailor.

4 "No one has ever been able to," said the baker.

5 "No fruits," said the tailor.

6 "No vegetables," added the baker.

7 "Nothing worth anything will grow there," finished the shopkeeper.

8 "So you say," the farmer said. "I believe if you give to the land, the land will give to you." He bought his supplies and went back to his farm. The townspeople stared after him, whispering to each other and shaking their heads.

9 The next week, the tailor visited the farm. He saw the farmer tilling the soil. "That will take you days!" the tailor called. "You are wasting your time."

10 "So you say," the farmer replied with a wave.

11 A week later, the baker spotted the farmer in town. He was pushing a wheelbarrow full of broken branches and leaves as dry as dust. When the baker asked why, he told her he would spread it over his fields before he planted seeds. "It will not help, you know," she said.

12 The farmer raised his brows. "So you say."

13 In late spring, the shopkeeper passed the farm frequently to collect items for her store. Each time, the farmer was outside tending the green buds that peeked from the ground like bits of fur. He walked between the rows of plants, carefully watering each one with a small smile and a look of fondness. "They cannot last here," the shopkeeper called one morning.

14 "So you say," said the farmer.

15 After a few weeks, the townspeople realized they had not heard from the farmer. The shopkeeper, the tailor, and the baker went together to visit him. Seeing the field, they all gasped in disbelief. Bursts of color decorated the farm. Bright flowers banded the edges, and plentiful vegetables lined the inner rows.

16 The farmer stepped outside and nodded.

17 "I've got to hand it to you, you did great work," said the baker.

18 "This must be the greenest field in the country!" exclaimed the tailor.

19 "I thought nothing would ever grow here," whispered the shopkeeper.

20 The farmer laughed. "So you said."



2025 Passage #3B – Poetry (Questions 19-21, 22-25)

Olivia's Soccer Practice

Whoosh! went the soccer ball past a corner pole.
Olivia groaned. The season neared its end,
and though she tried, she still had not made a goal.
She moped and worried. Could she break this trend?

- 5 She practiced kicking at the net at the park
each day after school with help from her dad.
Kick after kick, she practiced until dark.
She dribbled well, but her shooting was still bad.

- 10 *Thunk!* The ball stopped on Olivia's toe.
She lifted her leg back and kicked with no twist.
She did everything right, so she did not know
why even this perfect shot still missed.

- 15 Olivia huffed. That was the last straw.
All of this practicing was way too tough.
She could not make a goal, an unbeatable flaw.
She wanted to quit. She had had enough.

- "Come on, Olivia!" Dad said, "one more try!
You love this sport. Just try to have fun."
Dad was right, she knew, so she stood with a sigh.
20 She aimed for the net, squinting at the sun.

Thwack! the ball grazed the outside of a goalpost.
"Much closer!" Dad cheered and grabbed the ball.
Olivia grinned, feeling proud enough to boast.
"Pass it, please!" she yelled, stretching up tall.



3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2025 – Q22 Passage #3A Fiction and Passage #3B Poetry		Cluster	Poetry
Which message is presented in BOTH the story "The Farm Where Nothing Grew" and the poem "Olivia's Soccer Practice"?		Subcluster	Across Genres
<p>(A) Changing your mind about what you want can be good.</p> <p>(B) Doing something important to you may take a lot of effort.</p> <p>(C) Asking for help can lead you to improve a skill.</p> <p>(D) Trying new things may let you learn about yourself.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	58	
	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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards	
2025 – Q23 Passage #3A Fiction and Passage #3B Poetry		Cluster	Poetry
How are the townspeople in the story "The Farm Where Nothing Grew" DIFFERENT from Dad in the poem "Olivia's Soccer Practice"?		Subcluster	Across Genres
<p>(A) Only the townspeople share their thoughts.</p> <p>(B) Only the townspeople judge someone quickly.</p> <p>(C) Only the townspeople work with others.</p> <p>(D) Only the townspeople are happy for another person.</p>		Content	Readiness
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	51	
	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)

3.6(E) make connections to personal experiences, ideas in other texts, and society		Analysis of Assessed Standards														
<p>2025 – Q24 Passage #3A Fiction and Passage #3B Poetry</p> <p>How are the farmer and Olivia SIMILAR at the end of the story "The Farm Where Nothing Grew" and the poem "Olivia's Soccer Practice"?</p>	Cluster Poetry Subcluster Across Genres Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus															
<p>(A) They both need more practice.</p> <p>(B) They both feel good about their work.</p> <p>(C) They have both improved their skills.</p> <p>(D) They have both made new plans.</p>	Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> </tr> <tr> <td>B*</td> <td>43</td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> </tr> <tr> <td>D</td> <td></td> <td></td> </tr> </tbody> </table>	Item	State	Local	A			B*	43		C			D		
Item	State	Local														
A																
B*	43															
C																
D																
<p>*Correct Answer (B)</p>	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early Learning from Mistakes Instructional Implications															

3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text		Analysis of Assessed Standards											
<p>2025 – Q25 Passage #3A Fiction and Passage #3B Poetry</p>	Cluster Poetry Subcluster Across Genres Content Readiness Process Item Type Extended Constructed Response (10 pts) Stimulus												
<p> ESSAY: Write your essay in the empty box below.</p> <p>Read the story "The Farm Where Nothing Grew" and the poem "Olivia's Soccer Practice." Based on the details in both selections, write a response to the following:</p>	Data Analysis <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>Full Credit</td> <td>0</td> <td></td> </tr> <tr> <td>No Credit</td> <td>52</td> <td></td> </tr> <tr> <td>Partial Credit</td> <td>48</td> <td></td> </tr> </tbody> </table>	Item	State	Local	Full Credit	0		No Credit	52		Partial Credit	48	
Item	State	Local											
Full Credit	0												
No Credit	52												
Partial Credit	48												
<p>Explain why the farmer and Olivia feel DIFFERENTLY while working toward their goals.</p> <p>Write a well-organized essay that uses specific evidence from the selections to support your answer.</p> <p>Remember to –</p> <ul style="list-style-type: none"> • clearly state your central idea • organize your writing • develop your ideas in detail • use evidence from the selections in your response • use correct spelling, capitalization, punctuation, and grammar <p>Manage your time carefully so that you can –</p> <ul style="list-style-type: none"> • review the selections • plan your response • write your response • revise and edit your response <p>Write your response in the box provided.</p>	Error Analysis <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early Learning from Mistakes Instructional Implications												
<p>*Correct Answer (See Scoring Guide)</p>													

Drama

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

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

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

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

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

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2024	1	Drama	A Lens into the Past	56

2024 Passage #1 – Drama (Questions 1-7)

A Lens into the Past

Characters

JUDE: A nine-year-old boy
MOM: Jude's mom
GRANDPA SAM: Jude's grandfather
STORE OWNER

ACT 1

1 [JUDE, MOM, and GRANDPA SAM are in an antique store. Everywhere JUDE turns, there are shelves filled with strange, old things.]

2 **JUDE:** [Sniffs.] It smells weird in here.

3 **GRANDPA SAM:** This is one of my favorite smells, Jude! Old stuff. Antique stores always smell like this.

4 **MOM:** Jude, is it fine if I leave you here with Grandpa Sam?

5 **JUDE:** I guess so. Are you going to be gone long?

6 **MOM:** Not too long, but I really must get these errands done. Grandpa is doing me a big favor by spending the day with you.

7 **GRANDPA SAM:** Wouldn't it be fun to do something together? It's been a long time since we spent time, just the two of us. We can explore the store together.

8 **MOM:** Try and have some fun, Jude! I'll be back soon.

9 [MOM exits.]

10 **GRANDPA SAM:** Do you want to look around?

11 [JUDE shrugs.]

12 **GRANDPA SAM:** Are you sure? You might see something peculiar you can't see anywhere else, like baseball cards, weird furniture, or old postcards.

13 **JUDE:** No, thanks. I'm not really interested in any of that stuff. I'll just sit here and wait for Mom.

14 **GRANDPA SAM:** OK! Give me a shout if you need me.

ACT 2

15 [JUDE sits on a bench near the store entrance with his head in his hands. He sighs and starts looking around the antique store.]

16 **JUDE:** Grandpa Sam?

17 **GRANDPA SAM:** Over here! Come look at this!

18 [JUDE finds GRANDPA SAM looking at a display on the other side of the store. GRANDPA SAM picks up a dusty black box with a dial like a wind-up toy on one side and a short tube on the front.]

19 **JUDE:** What's that?

20 **GRANDPA SAM:** This is an old home movie camera. When I was about your age, my parents had a film camera just like this. It was a lifetime ago when I last saw one of these.

21 **JUDE:** That's a camera?

22 **GRANDPA SAM:** It is! Can you believe it?

23 [JUDE looks at it and raises an eyebrow.]

24 **JUDE:** How does it work?

25 **GRANDPA SAM:** Come over here and look. In the past, people used film to take videos. They used a camera like this one. They would put in the special film and then—

26 [GRANDPA SAM winds up the dial on the side of the camera. When he lets it go, the camera whirs and clicks.]

27 **GRANDPA SAM:** It takes a video!

28 **JUDE:** Can I see?

29 **GRANDPA SAM:** Of course!

30 [GRANDPA SAM gently hands JUDE the camera. JUDE examines it while GRANDPA SAM watches with a smile.]

31 **GRANDPA SAM:** I bet I have some old film from when I was younger back at home. I can show you sometime.

32 **JUDE:** Yes, please, Grandpa! I wish we could go look for it right now! [JUDE jumps up and down impatiently.]

ACT 3

33 [MOM enters the store carrying shopping bags.]

34 **MOM:** Jude?

35 **JUDE:** Over here!

36 **MOM:** Ready to hit the road?

37 **JUDE:** I guess so.

38 **MOM:** Did you see anything interesting?

39 **JUDE:** Grandpa and I found this old home movie camera.

40 **MOM:** I'm glad you had a good time. Can I see it? Where's Grandpa?

41 [JUDE looks around for GRANDPA SAM. He sees him at the cash register talking to the STORE OWNER. He has the old camera in his hand and is paying.]

42 **GRANDPA SAM:** Here, Jude. This is for you.

43 **JUDE:** Wow, thanks! I had a great time with you today.

44 [Curtain.]

3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation		Analysis of Assessed Standards	
2024 – Q1 Passage #1		Cluster	Drama
Read the dictionary entry for the word <u>favor</u> .		Subcluster	
favor \fā-vər\ noun 1. popularity or support 2. special permission 3. a kind act 4. a special gift		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B		
	C*	51	
	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)

3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures		Analysis of Assessed Standards	
2024 – Q7 Passage #1		Cluster	Drama
Based on the events that take place at the end of the play, what will Jude most likely do next?		Subcluster	Across Genres
A Jude will ask his mom to buy him a new camera.		Content	Supporting
B Jude will use the camera to make a movie with Grandpa Sam.		Process	
C Jude will show his mom how to put film in an old camera.		Item Type	Multiple Choice (1 pt)
D Jude will take Grandpa Sam to a store that sells modern cameras and film.		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)

3.6(G) evaluate details read to determine key ideas		Analysis of Assessed Standards	
2024 – Q4 Passage #1	Which key ideas about Grandpa Sam are supported by the details in lines 20 through 27?	Cluster	Drama
Select TWO correct answers.		Subcluster	Across Genres
<input type="checkbox"/> He wants Jude to learn how to make movies.		Content	Readiness
<input type="checkbox"/> He is eager to share a special moment with Jude.		Process	
<input type="checkbox"/> He likes to make movies with Jude.		Item Type	Multiselect (2 pts)
<input type="checkbox"/> He enjoys being reminded of the past.		Stimulus	
<input type="checkbox"/> He is curious about how much the movie camera costs.		Data Analysis	
		Item	State
		Full Credit	58
		No Credit	10
		Partial 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 (B, D)

3.7(C) use text evidence to support an appropriate response		Analysis of Assessed Standards	
2024 – Q6 Passage #1	Which line from the play best shows that Jude is beginning to appreciate objects from the past?	Cluster	Drama
	30 [GRANDPA SAM gently hands JUDE the camera. JUDE examines it while GRANDPA SAM watches with a smile.]	Subcluster	Across Genres
	31 GRANDPA SAM: I bet I have some old film from when I was younger back at home. I can show you sometime.	Content	Readiness
	32 JUDE: Yes, please, Grandpa! I wish we could go look for it right now! [JUDE jumps up and down impatiently.]	Process	
		Item Type	Hot Text (1 pt)
		Stimulus	
		Data Analysis	
		Item	State
		Full Credit	49
		No Credit	51
		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 ("I wish we could go look for it right now!")

3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution	Analysis of Assessed Standards		
2024 – Q5 Passage #1	Cluster	Drama	
The conflict of the play is resolved when —	Subcluster	Across Literary Text	
	Content	Readiness	
	Process		
		Item Type	Multiple Choice (1 pt)
		Stimulus	
	Data Analysis		
		Item	State
		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		
<small>*Correct Answer (B)</small>			

3.8(D) explain the influence of the setting on the plot 2024 – Q3 Passage #1	Analysis of Assessed Standards
Why is the setting of the antique store important to the plot?	Cluster Drama
	Subcluster Across Literary Text
	Content Supporting
	Process
	Item Type Multiple Choice (1 pt)
	Stimulus
	Data Analysis
	Item State Local
	A
	B* 50
	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

3.10(A) explain the author's purpose and message within a text		Analysis of Assessed Standards	
2024 – Q2 Passage #1		Cluster	Drama
What is the most likely reason the playwright includes line 15?		Subcluster	Across Genres
(A) To show that Jude is bored at the antique shop		Content	Readiness
(B) To show that Jude needs help from Grandpa Sam		Process	
(C) To show that Jude tries to enjoy his time with Grandpa Sam		Item Type	Multiple Choice (1 pt)
(D) To show that Jude is lost inside the antique shop		Stimulus	
Data Analysis			
	Item	State	Local
	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)

Argumentative

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

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

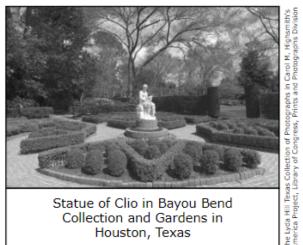
3.7 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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

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

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	2	Argumentative	Art Gardens for Communities	64

2025 Passage #2 – Argumentative (Questions 8-14)**Art Gardens for Communities**

1 Gardens can have many purposes. Some gardens have plants that grow food. Others are full of beautiful flowers. Art gardens are used to display artwork. People enjoy seeing the beauty of art and nature together. Art gardens can make places more fun to visit. Community leaders should think about turning empty spaces into art gardens.

A Beautiful Place

2 People make garden spaces more interesting by adding art. Artwork can turn a dull space into a beautiful one. It can help draw attention to certain flowers. It can also add colors to areas with lots of green leaves. People will spend more time in gardens with more things to see. Interesting statues and mural paintings make people want to take photos. They share their photos with friends or online. This inspires even more people to visit the garden.

Bringing People Together

3 A beautiful art garden can encourage people to take pride in their community. Art gardens often become places where people can gather. This makes it easier to meet other people in the community. New friendships help make the community stronger. People talk to each other about interesting art pieces. Enjoying the art together makes the garden special to people. This helps people in a community appreciate the town. Then more of them will want to help keep their community nice.

Garden Themes

4 An art garden should have a theme that has meaning to community members. The theme of an art garden is something all the art pieces have in common. All the mural paintings in a garden could show a special animal that lives in the area. Another theme could have statues that are all made of metal or wood. Themes can change to help share art from different styles and artists. Community leaders should consider using a different theme each year. That way they can make sure that all people and art styles are represented.

Caring for an Art Garden

5 Some people say that keeping an art garden is too difficult for their town. Maintaining an art garden does take effort, but creating a community space is worth it. Many communities have volunteers who manage these spaces. When people appreciate a space, they take better care of it.

6 Take the first step in making your community beautiful and strong by creating an art garden. This kind of garden helps make a place look nice. It builds strength in communities. It encourages people to care about the place where they live. That is what makes art gardens special.

3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation		Analysis of Assessed Standards	
2025 – Q9 Passage #2		Cluster	Argumentative
Read the dictionary entry for the word <u>manage</u> .		Subcluster	
manage \'ma-nij\ verb 1. to look after something 2. to give someone direction 3. to make someone listen 4. to try to change something		Content	Supporting
		Process	
		Item Type	Multiple Choice (1 pt)
		Stimulus	
Data Analysis			
	Item	State	Local
	A*	51	
	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			

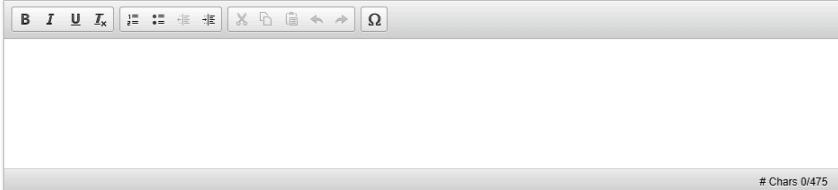
*Correct Answer (A)

3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		Analysis of Assessed Standards	
2025 – Q13 Passage #2		Cluster	Argumentative
What is a synonym of the word <u>special</u> in paragraph 6?		Subcluster	
(A) New		Content	Supporting
(B) Great		Process	
(C) Busy		Item Type	Multiple Choice (1 pt)
(D) Open		Stimulus	
Data Analysis			
	Item	State	Local
	A		
	B*	74	
	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)

3.6(F) make inferences and use evidence to support understanding		Analysis of Assessed Standards		
2025 – Q8 Passage #2		Cluster	Argumentative	
Based on the information in paragraph 5, what can the reader conclude about art gardens?		Subcluster	Across Genres	
(A) Art gardens are good places to sell art.		Content	Readiness	
(B) Art gardens take time and work.		Process		
(C) Art gardens must get new plants each year.		Item Type	Multiple Choice (1 pt)	
(D) Art gardens are popular in many places.		Stimulus		
Data Analysis				
Item State Local				
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)				

3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order		Analysis of Assessed Standards					
2025 – Q12 Passage #2		Cluster	Argumentative				
Read these sentences from paragraph 6.		Subcluster	Across Genres				
<i>It builds strength in communities. It encourages people to care about the place where they live.</i>		Content	Supporting				
What is the best paraphrase of these sentences?		Process					
(A) It brings strong people to a community who will take care of their neighbors.		Item Type	Multiple Choice (1 pt)				
(B) It adds strength to the relationships between people who live in a place.		Stimulus					
(C) It lets people pick up trash around their towns and build strong gardens.		Data Analysis					
(D) It makes communities stronger and helps people care for where they live.		Item State Local					
A							
B							
C							
D* 57							
Error Analysis							
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts							
<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early							
Learning from Mistakes Instructional Implications							
*Correct Answer (D)							

3.9(E) (i) [recognize characteristics and structures of argumentative text by] identifying the claim	Analysis of Assessed Standards		
2025 – Q14 Passage #2	Cluster	Argumentative	
Read the question carefully. Then enter your answer in the box provided.	Subcluster		
What claim does the author make in the selection? Support your answer with evidence from the selection.	Content	Readiness	
	Process		
	Item Type	Short Constructed Response (2)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	Full Credit	20	
	No Credit	36	
	Partial Credit	44	
*Correct Answer (See Scoring Guide)	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes		
	Instructional Implications		

3.9(E) (ii) [recognize characteristics and structures of argumentative text by] distinguishing facts from opinion	Analysis of Assessed Standards		
2025 – Q10 Passage #2	Cluster	Argumentative	
Which sentence from the selection expresses the author's opinion about the benefits of art gardens?	Subcluster		
<p><input type="radio"/> A Some gardens have plants that grow food. (paragraph 1)</p> <p><input type="radio"/> B People will spend more time in gardens with more things to see. (paragraph 2)</p> <p><input type="radio"/> C Art gardens often become places where people can gather. (paragraph 3)</p> <p><input type="radio"/> D Maintaining an art garden does take effort, but creating a community space is worth it. (paragraph 5)</p>	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A		
	B		
	C		
	D*	45	
*Correct Answer (D)	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes		
	Instructional Implications		

3.10(C) explain the author's use of print and graphic features to achieve specific purposes	Analysis of Assessed Standards	
2025 – Q11 Passage #2	Cluster	Argumentative
What is the most likely reason the author includes the photograph at the beginning of the selection?	Subcluster	Across Genres
(A) To show where people buy art for a garden	Content	Supporting
(B) To show that most art should be in a garden	Process	
(C) To show how art helps make a garden look more interesting	Item Type	Multiple Choice (1 pt)
(D) To show which plants a garden should have around its art	Stimulus	
Data Analysis		
	Item	State
	A	
	B	
	C*	65
	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)		

Extended Constructed Response (Composition)

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

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

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

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

2025 Passage #3A – Fiction (Questions 15-18, 22-25)**The Farm Where Nothing Grew**

1 One day a young man came into a shop in the middle of a small town. "Are you the one who bought the old, empty farm outside of town?" asked the shopkeeper. The tailor and baker were also there.

2 "I am," said the young farmer.

3 "You will never be able to grow anything," said the tailor.

4 "No one has ever been able to," said the baker.

5 "No fruits," said the tailor.

6 "No vegetables," added the baker.

7 "Nothing worth anything will grow there," finished the shopkeeper.

8 "So you say," the farmer said. "I believe if you give to the land, the land will give to you." He bought his supplies and went back to his farm. The townspeople stared after him, whispering to each other and shaking their heads.

9 The next week, the tailor visited the farm. He saw the farmer tilling the soil. "That will take you days!" the tailor called. "You are wasting your time."

10 "So you say," the farmer replied with a wave.

11 A week later, the baker spotted the farmer in town. He was pushing a wheelbarrow full of broken branches and leaves as dry as dust. When the baker asked why, he told her he would spread it over his fields before he planted seeds. "It will not help, you know," she said.

12 The farmer raised his brows. "So you say."

13 In late spring, the shopkeeper passed the farm frequently to collect items for her store. Each time, the farmer was outside tending the green buds that peeked from the ground like bits of fur. He walked between the rows of plants, carefully watering each one with a small smile and a look of fondness. "They cannot last here," the shopkeeper called one morning.

14 "So you say," said the farmer.

15 After a few weeks, the townspeople realized they had not heard from the farmer. The shopkeeper, the tailor, and the baker went together to visit him. Seeing the field, they all gasped in disbelief. Bursts of color decorated the farm. Bright flowers banded the edges, and plentiful vegetables lined the inner rows.

16 The farmer stepped outside and nodded.

17 "I've got to hand it to you, you did great work," said the baker.

18 "This must be the greenest field in the country!" exclaimed the tailor.

19 "I thought nothing would ever grow here," whispered the shopkeeper.

20 The farmer laughed. "So you said."



2025 Passage #3B – Poetry (Questions 19-21, 22-25)

Olivia's Soccer Practice

Whoosh! went the soccer ball past a corner pole.
Olivia groaned. The season neared its end,
and though she tried, she still had not made a goal.
She moped and worried. Could she break this trend?

- 5 She practiced kicking at the net at the park
each day after school with help from her dad.
Kick after kick, she practiced until dark.
She dribbled well, but her shooting was still bad.

- 10 *Thunk!* The ball stopped on Olivia's toe.
She lifted her leg back and kicked with no twist.
She did everything right, so she did not know
why even this perfect shot still missed.

- 15 Olivia huffed. That was the last straw.
All of this practicing was way too tough.
She could not make a goal, an unbeatable flaw.
She wanted to quit. She had had enough.

- "Come on, Olivia!" Dad said, "one more try!
You love this sport. Just try to have fun."
Dad was right, she knew, so she stood with a sigh.
20 She aimed for the net, squinting at the sun.

Thwack! the ball grazed the outside of a goalpost.
"Much closer!" Dad cheered and grabbed the ball.
Olivia grinned, feeling proud enough to boast.
"Pass it, please!" she yelled, stretching up tall.



3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text		Analysis of Assessed Standards	
2025 – Q25 Passage #3A Fiction and Passage #3B Poetry		Cluster	Extended Constructed Response (Composition)
		Subcluster	Across Genres
		Content	Readiness
		Process	
		Item Type	Extended Constructed Response (10 pts)
		Stimulus	
		Data Analysis	
		Item	State
		Full Credit	0
		No Credit	52
		Partial Credit	48
		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)

<p>3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p> <p>2024 – Q25 Passage #3</p> <p> Essay: Write your essay in the empty box below.</p> <p>Read the article "Digging on Dirt." Based on the information in the article, write a response to the following:</p> <p>Explain the ways that soil is important to Earth.</p> <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 central idea • 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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="width: 15%;">Cluster</td><td>Extended Constructed Response (Composition)</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>Extended Constructed Response (10 pts)</td></tr> <tr> <td>Stimulus</td><td></td></tr> <tr> <td colspan="2" style="text-align: center; background-color: #cccccc;">Data Analysis</td></tr> <tr> <td style="width: 15%;">Item</td><td style="width: 15%;">State</td><td style="width: 15%;">Local</td></tr> <tr> <td>Full Credit</td><td>2</td><td></td></tr> <tr> <td>No Credit</td><td>39</td><td></td></tr> <tr> <td>Partial Credit</td><td>59</td><td></td></tr> <tr> <td colspan="3"></td></tr> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</td></tr> <tr> <td colspan="3" style="text-align: center;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</td></tr> <tr> <td colspan="3"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Extended Constructed Response (Composition)	Subcluster		Content	Readiness	Process		Item Type	Extended Constructed Response (10 pts)	Stimulus		Data Analysis		Item	State	Local	Full Credit	2		No Credit	39		Partial Credit	59					Error Analysis			<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			Learning from Mistakes Instructional Implications						<p>*Correct Answer (See Scoring Guide)</p>
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Revision

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To view passages, click on the title

Year	Passage #	Revision	Title
2025	4	Revision	Shouting Out the News
2025	5	Revision	Pen Pals
2024	4	Revision	A Favorite Author
2024	5	Revision	Making a New Kind of Pizza

2025 Passage #4 – Revision (Questions 26-29)

Mariam read about an old-fashioned communication method and wrote this paper to share what she learned. Read Mariam's paper and look for revisions she needs to make. Then answer the questions that follow.



Shouting Out the News

(1) In the Middle Ages, many people lived in small villages. (2) They were ruled over by a lord who lived in a castle. (3) During this period there were no newspapers. (4) Few people knew how to read. (5) But they still needed to hear important news. (6) They got their news from a person called the town crier. (7) This person was an important community member.

(8) The job of town crier could not be done by just anyone. (9) Sometimes the king wrote down new laws. (10) The town crier had to know how to read so that he could share the laws with the villagers. (11) The crier also needed to have a loud, strong voice. (12) Some town criers were a little bit like police officers. (13) They made sure no one caused mischief after dark.

(14) Many town criers carried a large bell. (15) They rang this bell to get attention while they walked. (16) Occasionally, a husband and wife worked as a team. (17) One of them rang the bell, and the other shouted the news. (18) Another way the town crier got attention was to call "Oyez!" in a loud voice many times. (19) This French word means "Listen!"

(20) Town criers shared all kinds of news. (21) They announced market days and even things like lost dogs. (22) They told people about big news in other parts of the country, such as the king getting sick or the country going to war.

(23) Near the end of the Middle Ages, the printing press was invented. (24) This machine made it easy to print the news. (25) Over time, more and more people learned how to read. (26) They did not need to rely on town criers for it anymore.

(27) Today there are not many town criers, but a few cities do still have them. (28) They are present at special places and ceremonies. (29) They remind us of an interesting time in history. (30) In those days people learned the news in a very different way.

<p>3.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion</p> <p>2025 – Q26 Passage #4</p> <p>Which sentence should replace sentence 7 to more clearly state the central idea of this paper?</p> <p>(A) This person walked the streets and shouted out information the people needed to know.</p> <p>(B) This person lived in the town, and everyone recognized him right away.</p> <p>(C) This person sometimes spent the day visiting people in different parts of the village.</p> <p>(D) This person was kind and respected, and most people in the town liked him.</p>	<p>Analysis of Assessed Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Item</th><th style="width: 35%;">State</th><th style="width: 50%;">Local</th></tr> </thead> <tbody> <tr> <td>A*</td><td style="text-align: center;">56</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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Guessing</td><td style="width: 50%;"><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*	56		B			C			D			<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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*Correct Answer (A)

<p>3.11(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea with relevant details</p> <p>2025 – Q27 Passage #4</p> <p>Which sentence can BEST follow and support sentence 11?</p> <p>(A) The crier had to walk down long streets during different times of the day.</p> <p>(B) Bakers, shoemakers, carpenters, and candlemakers all worked in the village.</p> <p>(C) Many village residents were farmers, and they worked the land near the castle.</p> <p>(D) The news had to be shouted over and over so everyone could hear it.</p>	<p>Analysis of Assessed Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Item</th><th style="width: 35%;">State</th><th style="width: 50%;">Local</th></tr> </thead> <tbody> <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 style="text-align: center;">58</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Guessing</td><td style="width: 50%;"><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			B			C			D*	58		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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*Correct Answer (D)

3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Analysis of Assessed Standards	
2025 – Q28 Passage #4	Cluster	Revision
The meaning of sentence 26 is unclear. Which phrase should replace it in this sentence?	Subcluster	
(A) a printing press	Content	Readiness
(B) their news	Process	
(C) our history	Item Type	Multiple Choice (1 pt)
(D) some attention	Stimulus	
Data Analysis		
	Item	State
	A	
	B*	58
	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)		

3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Analysis of Assessed Standards	
2025 – Q29 Passage #4	Cluster	Revision
Mariam does not think places is the right word to use in sentence 28. What word should she use instead?	Subcluster	
(A) spots	Content	Readiness
(B) things	Process	
(C) events	Item Type	Multiple Choice (1 pt)
(D) matters	Stimulus	
Data Analysis		
	Item	State
	A	
	B	
	C*	56
	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 #5 – Revision (Questions 30-33)

Bella wrote a letter to her new pen pal. Read Bella's letter and look for revisions she needs to make. Then answer the questions that follow.

Pen Pals

Dear Amelia,

(1) I am glad that our schools have decided to be sister schools this year. (2) Isn't it fun that we're going to be pen pals? (3) I am looking forward to your letters and hope we will become good friends.

(4) Let me tell you about myself first. (5) I'm in third grade, and I love school. (6) My teacher's name is Mrs. Sánchez, and Mrs. Sánchez is very nice. (7) My favorite subject is social studies. (8) I like to learn about the history of my country and my state.

(9) I live in a city called San Antonio. (10) My city has lots of highways and big buildings. (11) It is also known for its beautiful River Walk. (12) It is known for its old Spanish missions too. (13) One of these missions is called the Alamo. (14) A famous battle took place there. (15) Have you heard of the Alamo?

(16) My teacher told me that you live in London and that this city is in Great Britain. (17) I am eager to learn about what life is like there. (18) I've heard that you drink lots of tea and that some people drink it with milk. (19) Do you like to drink tea?

(20) Also, I'm wondering about the London Bridge. (21) I learned a nursery rhyme about it, and it was always falling down in kindergarten. (22) I hope that's not true!

(23) And finally, my parents told me there is a river called the Thames that is near your house. (24) My dad said this river runs for more than 200 miles. (25) Have you ever been on a boat ride on this river?

(26) Being pen pals is going to be so much fun. (27) Mrs. Sánchez told us that she had a pen pal in Australia when she was younger. (28) The two friends started writing to each other in third grade. (29) They kept writing all the way through high school. (30) Mrs. Sánchez got to travel to meet her friend after graduation. (31) I would be so glad if that happened with us too!

(32) I can't wait to get a letter from you and hear all about your life. (33) My letters will probably take a long time to arrive.

(34) Sincerely,

Bella

<p>3.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion</p> <p>2025 – Q33 Passage #5</p> <p>Bella wants a better closing sentence for her letter. Which sentence should replace sentence 33?</p> <p>(A) I think it is going to be wonderful to have a pen pal from another country.</p> <p>(B) This will be a really good way for me to get more practice with my typing skills.</p> <p>(C) Mrs. Sánchez said we would probably write our letters during class on Fridays.</p> <p>(D) My mom told me she also had a pen pal when she was in elementary school.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">Cluster</td><td colspan="2" style="padding: 5px;">Revision</td></tr> <tr> <td style="padding: 5px;">Subcluster</td><td colspan="2" style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Content</td><td colspan="2" style="padding: 5px;">Supporting</td></tr> <tr> <td style="padding: 5px;">Process</td><td colspan="2" style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Item Type</td><td colspan="2" style="padding: 5px;">Multiple Choice (1 pt)</td></tr> <tr> <td style="padding: 5px;">Stimulus</td><td colspan="2" style="padding: 5px;"></td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="padding: 5px;">Item</td><td style="padding: 5px;">State</td><td style="padding: 5px;">Local</td></tr> <tr> <td style="padding: 5px;">A*</td><td style="padding: 5px;">50</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">B</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">C</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">D</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</td></tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</td></tr> </tbody> </table>	Analysis of Assessed Standards			Cluster	Revision		Subcluster			Content	Supporting		Process			Item Type	Multiple Choice (1 pt)		Stimulus			Data Analysis			Item	State	Local	A*	50		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		
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*Correct Answer (A)

<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2025 – Q30 Passage #5</p> <p>Sentence 6 repeats information. In the space provided, rewrite sentence 6 in a clear and effective way.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">Cluster</td><td colspan="2" style="padding: 5px;">Revision</td></tr> <tr> <td style="padding: 5px;">Subcluster</td><td colspan="2" style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Content</td><td colspan="2" style="padding: 5px;">Readiness</td></tr> <tr> <td style="padding: 5px;">Process</td><td colspan="2" style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">Item Type</td><td colspan="2" style="padding: 5px;">Short Constructed Response (1)</td></tr> <tr> <td style="padding: 5px;">Stimulus</td><td colspan="2" style="padding: 5px;"></td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="padding: 5px;">Item</td><td style="padding: 5px;">State</td><td style="padding: 5px;">Local</td></tr> <tr> <td style="padding: 5px;">Full Credit</td><td style="padding: 5px;">52</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">No Credit</td><td style="padding: 5px;">48</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</td></tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <td colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</td></tr> </tbody> </table>	Analysis of Assessed Standards			Cluster	Revision		Subcluster			Content	Readiness		Process			Item Type	Short Constructed Response (1)		Stimulus			Data Analysis			Item	State	Local	Full Credit	52		No Credit	48								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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*Correct Answer (See Scoring Guide)

3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Analysis of Assessed Standards															
2025 – Q31 Passage #5	Cluster Revision															
What is the MOST effective way to combine sentences 11 and 12?	Subcluster															
<p>(A) It is also known but for its beautiful and old River Walk and Spanish missions too.</p> <p>(B) It is also known for its beautiful River Walk and old Spanish missions.</p> <p>(C) It is for its beautiful River Walk and old Spanish missions also known too.</p> <p>(D) It is also known for its beautiful River Walk but known for its old Spanish missions.</p>	Content Readiness															
	Process															
	Item Type Multiple Choice (1 pt)															
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3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Analysis of Assessed Standards															
2025 – Q32 Passage #5	Cluster Revision															
What is the MOST effective revision to make in sentence 21?	Subcluster															
<p>(A) I learned a nursery rhyme about it in kindergarten, and it was always falling down.</p> <p>(B) I learned about it in kindergarten and a nursery rhyme, and it was always falling down.</p> <p>(C) I learned a nursery rhyme about it in kindergarten, and it was always falling down in kindergarten.</p> <p>(D) I learned a nursery rhyme, and it was in kindergarten and always falling down.</p>	Content Readiness															
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*Correct Answer (A)																

2024 Passage #4 – Revision (Questions 26-29)

Chun wrote this paper about her favorite children's author. Read Chun's paper and look for the revisions that she needs to make. Then answer the questions that follow.

A Favorite Author

(1) Tomie dePaola was born in Connecticut in 1934. (2) His mother shared her love for books with him. (3) The young boy was soon in love with books himself. (4) At just four years old, he knew what he wanted to do when he grew up. (5) He wanted to write stories and create art for books.

(6) The young boy began to draw pictures for the books his mother read to him. (7) Within a few years, he was writing books for his younger sisters. (8) The little boy had a fun thought, so he kept writing and drawing. (9) His hard work eventually paid off. (10) Now he is famous.

(11) Elementary school libraries usually include some of dePaola's books. (12) Most students in Texas have read *The Legend of the Bluebonnet*. (13) Many have heard of *Strega Nona* or *The Cloud Book*. (14) DePaola has written more than 270 books. (15) He has even won for some of his books awards.

(16) Tomie dePaola's books cover many different topics. (17) Some tell about his own life experiences. (18) *The Art Lesson* describes his first art class. (19) *Watch Out for the Chicken Feet in Your Soup* is a story about his Italian grandmother. (20) A series of chapter books called *26 Fairmount Avenue* is based on his childhood. (21) Readers learn a great deal about dePaola's life from the books he has written.

(22) DePaola also includes special art in his books. (23) The art has its own style. (24) He draws simple and colorful pictures. (25) He wants his drawings to help tell the story. (26) Some people can recognize one of dePaola's books just by looking at the pictures.

(27) Most children think about what they will do when they grow up. (28) Tomie dePaola did too. (29) He spent many hours learning and practicing. (30) He wanted to make his dream come true. (31) Now children around the world are able to enjoy his creative books.

<p>3.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion</p> <p>2024 – Q27 Passage #4</p> <p>Chun has written a weak central idea for her paper. Which sentence should replace sentence 10 to provide a better central idea for this paper?</p> <p>A Today Tomie dePaola has probably read hundreds of books.</p> <p>B Today Tomie dePaola is just one of many great authors.</p> <p>C Today there is a book about one of Tomie dePaola's sisters.</p> <p>D Today Tomie dePaola is one of America's most beloved authors.</p>	Analysis of Assessed Standards	
Cluster	Revision	
Subcluster		
Content	Readiness	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
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B		
C		
D*	34	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
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Learning from Mistakes Instructional Implications		

<p>3.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion</p> <p>2024 – Q29 Passage #4</p> <p>Chun wants to add this sentence to her paper.</p> <p><i>Others tell about his family.</i></p> <p>Where should this sentence be added?</p> <p>A After sentence 4</p> <p>B After sentence 17</p> <p>C After sentence 23</p> <p>D After sentence 27</p>	Analysis of Assessed Standards	
Cluster	Revision	
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)

<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2024 – Q26 Passage #4</p> <p>Chun wants to use a more descriptive phrase in sentence 8. Which phrase should replace a fun thought in this sentence?</p> <p>(A) an old idea (B) a big dream (C) an easy job (D) a good book</p> <p>*Correct Answer (B)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="width: 15%;">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> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="width: 15%;">Item</td><td style="width: 15%;">State</td><td style="width: 15%;">Local</td></tr> <tr> <td>A</td><td></td><td></td></tr> <tr> <td>B*</td><td style="text-align: center;">62</td><td></td></tr> <tr> <td>C</td><td></td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</th></tr> <tr> <td colspan="3"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Data Analysis		Item	State	Local	A			B*	62		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					
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<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2024 – Q28 Passage #4</p> <p>What is the BEST way to revise sentence 15?</p> <p>(A) He has even won some books and awards. (B) He has even won for some of his books some awards. (C) He has even won awards for some of his books. (D) He has for some of his books even won awards for books.</p> <p>*Correct Answer (C)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="width: 15%;">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> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="width: 15%;">Item</td><td style="width: 15%;">State</td><td style="width: 15%;">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 style="text-align: center;">59</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</th></tr> <tr> <td colspan="3"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Data Analysis		Item	State	Local	A			B			C*	59		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					
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2024 Passage #5 – Revision (Questions 30-33)

Archie recently learned to cook something new. He wrote this paper to tell about his experience. Read Archie's paper and look for revisions he needs to make. Then answer the questions that follow.

Making a New Kind of Pizza

(1) Have you ever had a Mexican pizza? (2) This special dish is put together just like a pizza. (3) It tastes more like a taco. (4) I learned how to make one last week. (5) It has quickly become one of my favorite foods.

(6) Friday night at my house is usually pizza night. (7) Last Friday, we were out of both pizza sauce and dough. (8) Mom had another idea. (9) "Let's make Mexican pizzas tonight," she said. (10) "They are healthy and delicious. (11) I made them with my mom when I was a little girl." (12) I wasn't sure about this idea, but I was willing to give it a try.

(13) I asked my mom what we should do first. (14) She told me to open the refrigerator and take out all my favorite taco ingredients. (15) Then we cooked some ground beef on the stove. (16) Finally, we got some flat tostada shells out of the pantry. (17) We would use these for our pizza crust.

(18) We started working. (19) We put the tostada shells on a pan and spread salsa on them. (20) It was just like spreading tomato sauce on a pizza crust. (21) We added the ground beef and shredded cheese. (22) Then we popped our creations into the oven for a few minutes to melt the cheese. (23) Finally, we put a little lettuce and tomato on top of the warm pizzas.

(24) I took my first bite with caution. (25) I was pleased to learn that my Mexican pizza was fine. (26) And Mom was pleased to inform me that it represented many of the food groups. (27) I had found my new favorite food. (28) I made a second pizza as soon as I finished the first!

(29) I really enjoy making Mexican pizzas because I can make them different every time. (30) I've tried ground turkey, refried beans, and even avocado on my pizzas. (31) There are so many foods I can use. (32) I'm glad Mom shared this family recipe with me. (33) Now I am able to prepare something really tasty all by myself.

<p>3.11(B) (i) [develop drafts into a focused, structured, and coherent piece of writing by] organizing with purposeful structure, including an introduction and a conclusion</p> <p>2024 – Q32 Passage #5</p> <p>Archie wants to improve the topic sentence of the fourth paragraph (sentences 18–23). Which sentence should replace sentence 18?</p> <p>(A) We usually eat dinner around 7:00 p.m. on weekends. (B) Cooking has become one of my favorite hobbies. (C) This wasn't the first time we had to make a new dinner plan. (D) Mom and I worked together to assemble the pizzas.</p> <p>*Correct Answer (D)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Cluster</td><td style="padding: 2px;">Revision</td></tr> <tr> <td style="padding: 2px;">Subcluster</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Content</td><td style="padding: 2px;">Readiness</td></tr> <tr> <td style="padding: 2px;">Process</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Item Type</td><td style="padding: 2px;">Multiple Choice (1 pt)</td></tr> <tr> <td style="padding: 2px;">Stimulus</td><td style="padding: 2px;"></td></tr> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="padding: 2px;">Item</td><td style="padding: 2px;">State</td><td style="padding: 2px;">Local</td></tr> <tr> <td style="padding: 2px;">A</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">B</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">C</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">D*</td><td style="padding: 2px;">57</td><td style="padding: 2px;"></td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</th></tr> <tr> <td colspan="3" style="text-align: center; padding: 2px;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3" style="height: 100px;"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Data Analysis		Item	State	Local	A			B			C			D*	57		Error Analysis			<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			Learning from Mistakes Instructional Implications					
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<p>3.11(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing by] developing an engaging idea with relevant details</p> <p>2024 – Q31 Passage #5</p> <p>Which sentence BEST follows and supports sentence 14?</p> <p>(A) I noticed some juice that had expired two days ago. (B) Our refrigerator is pretty old, but it works just fine. (C) I grabbed the cheese, salsa, lettuce, and tomatoes. (D) A pie looked like a good choice for our dessert.</p> <p>*Correct Answer (C)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Analysis of Assessed Standards</th></tr> </thead> <tbody> <tr> <td style="padding: 2px;">Cluster</td><td style="padding: 2px;">Revision</td></tr> <tr> <td style="padding: 2px;">Subcluster</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Content</td><td style="padding: 2px;">Readiness</td></tr> <tr> <td style="padding: 2px;">Process</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">Item Type</td><td style="padding: 2px;">Multiple Choice (1 pt)</td></tr> <tr> <td style="padding: 2px;">Stimulus</td><td style="padding: 2px;"></td></tr> <tr> <th colspan="2" style="text-align: center; background-color: #cccccc;">Data Analysis</th></tr> <tr> <td style="padding: 2px;">Item</td><td style="padding: 2px;">State</td><td style="padding: 2px;">Local</td></tr> <tr> <td style="padding: 2px;">A</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">B</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">C*</td><td style="padding: 2px;">75</td><td style="padding: 2px;"></td></tr> <tr> <td style="padding: 2px;">D</td><td style="padding: 2px;"></td><td style="padding: 2px;"></td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Error Analysis</th></tr> <tr> <td colspan="3" style="text-align: center; padding: 2px;"> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early </td></tr> <tr> <th colspan="3" style="text-align: center; background-color: #cccccc;">Learning from Mistakes Instructional Implications</th></tr> <tr> <td colspan="3" style="height: 100px;"></td></tr> </tbody> </table>	Analysis of Assessed Standards		Cluster	Revision	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Data Analysis		Item	State	Local	A			B			C*	75		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					
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<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2024 – Q30 Passage #5</p> <p>Archie wants to combine the ideas in sentences 2 and 3. In the space provided, write a new sentence that combines these ideas 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		
	Item	State	Local
	Full Credit	41	
	No Credit	59	
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	Learning from Mistakes Instructional Implications		

*Correct Answer (See Scoring Guide)

<p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>2024 – Q33 Passage #5</p> <p>Archie wants to use a more effective word than fine in sentence 25. What is the BEST word for him to use?</p> <p>(A) delicious</p> <p>(B) famous</p> <p>(C) uncommon</p> <p>(D) pleasing</p>	Analysis of Assessed Standards		
	Cluster	Revision	
	Subcluster		
	Content	Readiness	
	Process		
	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	66	
	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)

Editing

3.3 Vocabulary. The student uses newly acquired vocabulary expressively.

3.6 Comprehension.

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

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

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

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

To view passages, click on the title

Year	Passage #	Editing	Title
2025	6	Editing	A Classroom Pet
2025	7	Editing	Becoming a Better Swimmer
2024	6	Editing	Life on Venus
2024	7	Editing	A Nighttime Show

2025 Passage #6 – Editing (Questions 34-37)

Liam is writing a paper to argue that a hamster would make a good classroom pet. Read these paragraphs from the beginning of Liam's paper and look for corrections he needs to make. Then answer the questions that follow.

A Classroom Pet

- (1) Some teachers allow students to have a classroom pet. (2) In kindergarten, we had a gold fish named Chuckles. (3) In second grade, mr. henderson let us have a pet lizard. (4) If we are going to get a classroom pet this year, I think we should get a hamster.
- (5) First of all, a hamster does not require a lot of care. (6) It just needs food, water, a cage with shavings, and a wheel to exercise on. (7) The cage has to be cleaned once a week but my classmates and I could take turns doing that job.
- (8) The hamster could also add to our classroom lessons. (9) We could learn about animal habitats from watching the hamster. (10) We could study animal eating habit too.

3.2(B) (iii) [demonstrate and apply spelling knowledge by] spelling compound words, contractions, and abbreviations

2025 – Q34 Passage #6

What change needs to be made in sentence 2?

- (A) Change **we** to **he**
- (B) Change **had** to **have**
- (C) Change **gold fish** to **goldfish**
- (D) Change **Chuckles** to **chuckles**

*Correct Answer (C)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A		
B		
C*	70	
D		

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (iii) [edit drafts using standard English conventions, including] singular, plural, common, and proper nouns

2025 – Q37 Passage #6

What change needs to be made in sentence 10?

- (A) Change **We** to **They**
- (B) Change **study** to **Study**
- (C) Change **eating** to **eatting**
- (D) Change **habit** to **habits**

*Correct Answer (D)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A		
B		
C		
D*	66	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (ix) [edit drafts using standard English conventions, including] capitalization of official titles of people, holidays, and geographical names and places

2025 – Q35 Passage #6

What change needs to be made in sentence 3?

- (A) Change **second** to **secend**
- (B) Change **mr. henderson** to **Mr. Henderson**
- (C) Change **let** to **letting**
- (D) Change **lizard** to **lizards**

*Correct Answer (B)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A		
B*	82	
C		
D		

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (x) [edit drafts using standard English conventions, including] punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series

2025 – Q36 Passage #6

Liam has made an error in sentence 7. Select the response that corrects this error.

The cage has to be cleaned once a and I could take turns doing that job.

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Supporting
Process	
Item Type	Inline Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	52	
No Credit	48	

Error Analysis

- Guessing Mixed Up Concepts
- Careless Error Stopped Too Early

Learning from Mistakes Instructional Implications

*Correct Answer (week, but my classmates)

2025 Passage #7 – Editing (Questions 38-41)

Hadley is writing a paper to tell about a time when she decided to improve a skill. Read these paragraphs from the beginning of Hadley's paper and look for corrections she needs to make. Then answer the questions that follow.

Becoming a Better Swimmer

(1) I love living in my apartment complex. (2) There are nine other kids from my school who live here. (3) Most of us are in different grades, but we play together every day. (4) In June the weather gets warm enough for swimming, and we spend more time playing in the water.

(5) On the first day of summer this year, we all ran to the pool and jumped in. (6) My freind Joe immediately suggested a swim race. (7) I remembered last year's swim races, and my stomach dropped. (8) I was always the most slowest swimmer, and I got tired of coming in last. (9) "I'll judge!" I quickly shouted, and I hop up onto the side of the pool.

3.11(D) [edit drafts using standard English conventions, including] complete simple and compound sentences with subject-verb agreement

2025 – Q38 Passage #7

What change needs to be made in sentence 2?

- (A) Change **from** to **for**
- (B) Change **school** to **School**
- (C) Change **here** to **hear**
- (D) No change is needed.

*Correct Answer (D)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A		
B		
C		
D*	59	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (ii) [edit drafts using standard English conventions, including] past, present, and future verb tense

2025 – Q41 Passage #7

What change needs to be made in sentence 9?

- (A) Change **judge** to **Judge**
- (B) Change **quickly** to **quicker**
- (C) Change **and** to **but**
- (D) Change **hop** to **hopped**

*Correct Answer (D)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A		
B		
C		
D*	65	

Error Analysis

- Guessing
- Mixed Up Concepts
- Careless Error
- Stopped Too Early

Learning from Mistakes Instructional Implications

3.11(D) (iv) [edit drafts using standard English conventions, including] adjectives, including their comparative and superlative forms	Analysis of Assessed Standards	
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2025 – Q40 Passage #7

What change needs to be made in sentence 8?

- (A) Change **was** to **were**
- (B) Change **always** to **allways**
- (C) Change **most slowest** to **slowest**
- (D) Delete the comma after **swimmer**

*Correct Answer (C)

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

Data Analysis		
Item	State	Local
A		
B		
C*	65	
D		

Error Analysis
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts
<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early

Learning from Mistakes Instructional Implications		

3.11(D) (xi) [edit drafts using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	Analysis of Assessed Standards	
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2025 – Q39 Passage #7

What change needs to be made in sentence 6?

- (A) Change **My** to **Your**
- (B) Change **freind** to **friend**
- (C) Change **joe** to **joe**
- (D) Change **suggested** to **suggesting**

*Correct Answer (B)

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

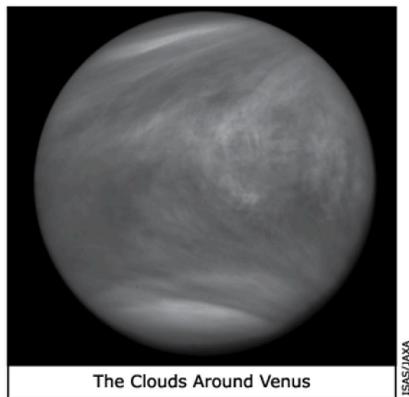
Data Analysis		
Item	State	Local
A		
B*	71	
C		
D		

Error Analysis
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<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early

Learning from Mistakes Instructional Implications		

2024 Passage #6 – Editing (Questions 34-37)

Cruz is writing a paper about a recent discovery. Read the first paragraph of Cruz's paper and look for corrections he needs to make. Then answer the questions that follow.

**Life on Venus**

- (1) Venus is Earth's closest neighbor. (2) The planets similar in size but many differences. (3) Venus is the most hottest planet in the solar system. (4) Big, poisonous clouds cover the planet. (5) Scientists didnt used to think that any life could survive there. (6) But in September 2020, they learned something new. (7) Venus releases a gas, and it smell like garlic or rotten fish. (8) This discovery suggests the possibility of a form of life on this planet.

<p>3.11(D) (i) [edit drafts using standard English conventions, including] complete simple and compound sentences with subject-verb agreement</p> <p>2024 – Q34 Passage #6</p> <p>What is the correct way to write sentence 2?</p> <p>(A) The planets are similar in size. But many differences.</p> <p>(B) The planets. They are similar in size but have many differences.</p> <p>(C) The planets are similar. In size but have many differences.</p> <p>(D) The planets are similar in size, but they have many differences.</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr><td>Cluster</td><td>Editing</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></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>53</td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Editing	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A			B			C			D*	53	
Cluster	Editing																											
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Content	Readiness																											
Process																												
Item Type	Multiple Choice (1 pt)																											
Stimulus																												
Item	State	Local																										
A																												
B																												
C																												
D*	53																											

<p>*Correct Answer (D)</p> <p>2024 – Q37 Passage #6</p> <p>What change needs to be made in sentence 7?</p> <p>(A) Change releases to releasing</p> <p>(B) Delete the comma</p> <p>(C) Change smell to smells</p> <p>(D) Change fish to Fish</p>	<p>Analysis of Assessed Standards</p> <table border="1"> <tr><td>Cluster</td><td>Editing</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></td><td></td></tr> <tr><td>B</td><td></td><td></td></tr> <tr><td>C*</td><td>68</td><td></td></tr> <tr><td>D</td><td></td><td></td></tr> </tbody> </table> <p>Error Analysis</p> <p><input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early</p> <p>Learning from Mistakes Instructional Implications</p>	Cluster	Editing	Subcluster		Content	Readiness	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A			B			C*	68		D		
Cluster	Editing																											
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Item Type	Multiple Choice (1 pt)																											
Stimulus																												
Item	State	Local																										
A																												
B																												
C*	68																											
D																												

<p>3.11(D) (iv) [edit drafts using standard English conventions, including] adjectives, including their comparative and superlative forms</p> <p>2024 – Q35 Passage #6</p> <p>What change needs to be made in sentence 3?</p> <p>A Change is to was</p> <p>B Change most hottest to hottest</p> <p>C Change in to from</p> <p>D Change solar system to Solar System</p>	Analysis of Assessed Standards	
	Cluster	Editing
	Subcluster	
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	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	

<p>*Correct Answer (B)</p> <p>2024 – Q36 Passage #6</p> <p>What change needs to be made in sentence 5?</p> <p>A Change didnt to didn't</p> <p>B Change think to thinking</p> <p>C Change any to no</p> <p>D Change there to their</p>	Analysis of Assessed Standards	
	Cluster	Editing
	Subcluster	
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State
	A*	73
	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	

2024 Passage #7 – Editing (Questions 38-41)

Jafari is writing a paper to tell about an experience he recently had with his family. Read these paragraphs from the beginning of Jafari's paper and look for the corrections he needs to make. Then answer the questions that follow.

**A Nighttime Show**

(1) The sun sank slowly below the horizon. (2) Tiny stars began to twinkle in the darkening sky. (3) It was bedtime for most people but I wasn't going to bed yet. (4) Tonight I was going to stay up late and watch a lunar eclipse.

(5) A crisp Fall breeze filled the air, and I snuggled comfortably into my lawn chair. (6) The glowing moon rose in the sky, so I could see pretty patterns on its surface. (7) Very slowly things began to change. (8) First a fuzzy shadow appeared on the side in the moon. (9) Little by little, the shadow grew. (10) Before long it started to look like someone had taken a bite out of the moon.

3.2(B) (vii) [demonstrate and apply spelling knowledge by] spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants

2024 – Q41 Passage #7

What change is needed in sentence 10?

- A Change **started** to **starting**
- B Change **someone** to **some one**
- C Change **takken** to **taken**
- D Change **bite** to **Bite**

*Correct Answer (C)

Analysis of Assessed Standards

Cluster	Editing	
Subcluster		
Content	Readiness	
Process		
Item Type	Multiple Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A		
B		
C*	74	
D		
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

3.11(D) (vi) [edit drafts using standard English conventions, including] prepositions and prepositional phrases

2024 – Q40 Passage #7

Sentence 8 contains an error. Select the response that corrects the error in this sentence.

First a fuzzy shadow appeared on the side the moon.

Analysis of Assessed Standards

Cluster	Editing	
Subcluster		
Content	Supporting	
Process		
Item Type	Inline Choice (1 pt)	
Stimulus		
Data Analysis		
Item	State	Local
A		
B		
C		
D*	61	
Error Analysis		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications		

*Correct Answer (D)

<p>3.11(D) (ix) [edit drafts using standard English conventions, including] capitalization of official titles of people, holidays, and geographical names and places</p> <p>2024 – Q39 Passage #7</p> <p>What change is needed in sentence 5?</p> <p>A Change Fall to fall</p> <p>B Change filled to filed</p> <p>C Change snuggled to snuggled</p> <p>D Change my to their</p>	Analysis of Assessed Standards	
	Cluster	Editing
	Subcluster	
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State
	A*	60
	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	

<p>3.11(D) (x) [edit drafts using standard English conventions, including] punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series</p> <p>2024 – Q38 Passage #7</p> <p>What change needs to be made in sentence 3?</p> <p>A Change for to four</p> <p>B Insert a comma after people</p> <p>C Change I to me</p> <p>D Change wasn't to was'nt</p>	Analysis of Assessed Standards	
	Cluster	Editing
	Subcluster	
	Content	Supporting
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	
	Data Analysis	
	Item	State
	A	
	B*	75
	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)

			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 ()									