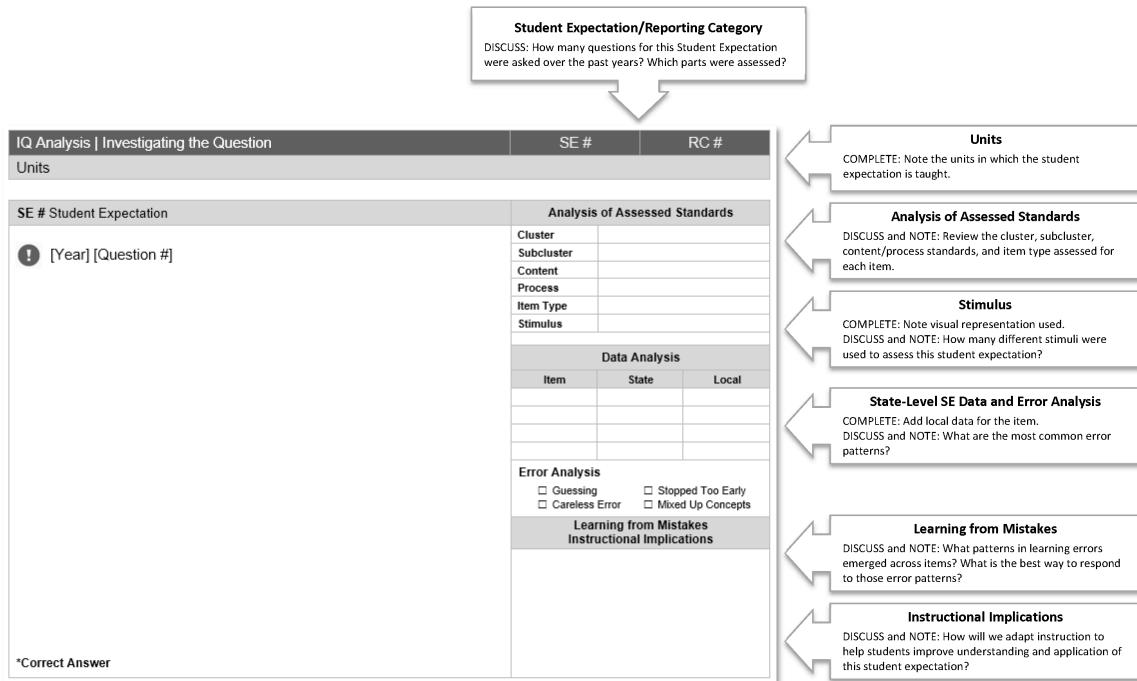


# **2025 Released Tests**

## Aligned to the Standards

CONTENT BUILDER FOR THE PLC

**ELAR**  
**English I**



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

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# Fiction

**E1.2 Vocabulary.** The student uses newly acquired vocabulary expressively

**E1.4 Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

**E1.5 Response Skills.** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

**E1.6 Literary Elements.** The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

**E1.7 Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

**E1.8 Author's Purpose.** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	2A	Fiction	<a href="#">Kokoro</a>	65
2025	2B	Fiction	<a href="#">The List</a>	59
2025	2A Fiction 2B Fiction	Fiction	<a href="#">Kokoro</a> <a href="#">The List</a>	59

## 2025 Passage #2A – Fiction (Questions 10-13, 18-21)

*The story takes place in Japan in or around 1914. The narrator is a university student who is working on a thesis—a long essay, about a topic of his choosing, that is required for graduation. Sensei, which means "teacher" in Japanese, is an older, trusted friend whom the narrator turns to for guidance.*

### **from Kokoro**

by Natsume Sōseki

1 I was due to graduate in June that year, and according to the rules my thesis had to be finished by the end of April. I counted the number of days that were left to me, and I began to lose confidence. While the others, it seemed, had been busy for some time collecting their material and accumulating notes, I alone had done nothing except promise myself that I would start work on my thesis in the New Year. I did indeed begin in the early part of the year, but it was not long before I found myself in a state of mental paralysis. I had fondly imagined that by merely thinking vaguely about a few large problems I was building up a solid and almost complete framework for my thesis. I discovered my folly as soon as I began to work seriously. I was in despair. I began to narrow down my thesis topic. And in order to avoid the trouble of having to present in a systematic manner my own ideas, I decided to compile relevant material from various books, and then add a suitable conclusion.

2 The topic that I had chosen was closely related to Sensei's field of specialization. When I asked Sensei whether he thought such a topic was suitable, he said that it would probably be all right. I was in a state of panic, and I soon rushed back to Sensei to ask what books I should read. He willingly gave me all the information he could, and then offered to lend me two or three books that were necessary for my work. But he steadfastly refused to give me any further guidance. "I have not been reading very much lately. I am not acquainted with up-to-date scholarship. You should ask the professors at the university."

3 When Sensei said this, I remembered the remark his wife once made to me that though Sensei was once an avid reader, he had since lost his old interest in books. Forgetting my thesis for the moment, I said to Sensei:

4 "Why is it, Sensei, that you are not as interested in books as you once were?"

5 "There is no particular reason . . . Well, perhaps it is because I have decided that no matter how many books I may read, I shall never be a very much better man than I am now. And . . ."

6 "And?"

7 "This is not very important, but to tell you the truth, I used to consider it a disgrace to be found ignorant by other people. But now, I find that I am not ashamed of knowing less than others, and I am less inclined to force myself to read books. In short, I have grown old and decrepit."

8 Sensei's manner was calm as he said this. I was not much affected by what he said, perhaps because his tone held none of the bitterness of one who had turned his back on the rest of the world. I left the house thinking him neither decrepit nor particularly impressive.

9 From then on, my thesis hung over me like a curse, and with bloodshot eyes, I worked like a madman. I rushed to friends who had graduated the year before for advice on all matters. One of them told me that only by catching a rickshaw to the university offices did he succeed in handing in his thesis before the deadline. Another told me that he handed in his thesis fifteen minutes late, and it would not have been accepted but for the intervention of his principal professor. Such stories made me uneasy, but at the same time they gave me confidence. Every day, I worked as hard and as long as I could. If I was not at my desk, I was in the gloomy library, hurriedly scanning the titles on the high shelves, as though I were some kind of curio-hunter.

10 First, the plum trees bloomed, and then the cold wind veered towards the south. After a while, I heard that the cherry trees were beginning to flower. But I thought of nothing but my thesis. I did not visit Sensei once before the latter part of April, by which time I had finally completed my thesis.

From KOKORO: a Novel and Selected Essays by Natsume Soseki, Madison Books, Incorporated, 1992. Copyright © 1957 by Henry Regnery Company. Used by permission.

<b>E1.2(B)</b> analyze context to distinguish between the denotative and connotative meanings of words	<b>Analysis of Assessed Standards</b>		
2025 – Q11 Passage #2A	<b>Cluster</b>	Fiction	
In paragraphs 2 through 4 of the excerpt from <i>Kokoro</i> , which word helps the reader understand the meaning of the word <i>avid</i> as it is used in paragraph 3?	<b>Subcluster</b>	Across Genres	
(A) <i>suitable</i>	<b>Content</b>	Readiness	
(B) <i>acquainted</i>	<b>Process</b>		
(C) <i>Forgetting</i>	<b>Item Type</b>	Multiple Choice (1 pt)	
(D) <i>interested</i>	<b>Stimulus</b>		
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A		
	B		
	C		
	D*	67	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b>			
<b>Instructional Implications</b>			
*Correct Answer (D)			

<b>E1.6(A)</b> analyze how themes are developed through characterization and plot in a variety of literary texts	<b>Analysis of Assessed Standards</b>		
2025 – Q12 Passage #2A	<b>Cluster</b>	Fiction	
Which event from the excerpt from <i>Kokoro</i> best contributes to a theme connected to the importance of being authentic?	<b>Subcluster</b>	Across Literary Text	
(A) The narrator realizes that it is necessary for him to narrow his thesis topic.	<b>Content</b>	Supporting	
(B) Sensei admits that his academic learning is out of date.	<b>Process</b>		
(C) Sensei explains why he has changed his attitude about books.	<b>Item Type</b>	Multiple Choice (1 pt)	
(D) The narrator listens to the stories of friends who completed their theses on time.	<b>Stimulus</b>		
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A		
	B		
	C*	41	
	D		
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b>			
<b>Instructional Implications</b>			
*Correct Answer (C)			

E1.6(D) analyze how the setting influences the theme		Analysis of Assessed Standards		
2025 – Q10 Passage #2A		Cluster	Fiction	
In the excerpt from <i>Kokoro</i> , which detail does the author include to connect the setting to a theme about the significance of change?		Subcluster	Across Literary Text	
		Content	Supporting	
		Process		
		Item Type	Multiple Choice (1 pt)	
		Stimulus		
<b>Data Analysis</b>				
	Item	State	Local	
	A			
	B			
	C			
	D*	40		
<b>Error Analysis</b>				
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b>				
<b>Instructional Implications</b>				
*Correct Answer (D)				

<b>E1.8(A)</b> analyze the author's purpose, audience, and message within a text		<b>Analysis of Assessed Standards</b>	
2025 – Q13 Passage #2A	<b>Cluster</b>	Fiction	
Read the question carefully. Then enter your answer in the box provided.	<b>Subcluster</b>	Across Genres	
In the excerpt from <i>Kokoro</i> , what is most likely the author's purpose for including the remark made by Sensei's wife to the narrator? Support your answer with evidence from the excerpt.	<b>Content</b>	Readiness	
	<b>Process</b>		
	<b>Item Type</b>	Short Constructed Response (2 pts)	
	<b>Stimulus</b>		
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	Full Credit	38	
	No Credit	27	
	Partial Credit	35	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			

\*Correct Answer (See Scoring Guide)

**2025 Passage #2B – Fiction (Questions 14-17, 18-21)****The List**

- 1     Learn to juggle.
- 2     Mia smiled with satisfaction as she dragged her pencil across the words. It felt good to cross out another unique skill on The List. Now there was only one thing left: Learn to ride a unicycle. Mia gave an involuntary shudder.
- 3     The list of unique skills in Mia's hand was, in fact, called "The List of Unique Skills to Learn This Summer," or just The List for short. As unique as the skills were on The List, however, The List itself was not unique. At this very moment, there was an identical list in the hands of her friend/adversary, Amit J. Patel.
- 4     Mia's mind wandered back to the very first time she met Amit. It had been about five years ago in fifth grade when she saw a boy sitting alone, so she walked right up to him and challenged him to walk the length of the playground—on his hands. Mia had never even done a handstand before, but there was something about the boy that made Mia want to befriend him—and also compete against him. Mia lost that first competition, but periodically she proposed a rematch, and eventually she did win.
- 5     In the years since that fateful first battle, Mia and Amit had become fast friends—and fierce rivals. Their competitions had become legend among their other friends. This summer, though, Mia and Amit were supposed to have taken a respite from their never-ending competitions because they both had found jobs and didn't think they would have the time. Strangely, the thought of not competing with each other made both Mia and Amit feel unfulfilled, like something was missing, so they came up with a plan where they didn't have to be together in order to compete: The List.
- 6     The unique skills on The List had been devised by their friends; Mia and Amit had no input. Whoever completed the skills first before summer's end would be declared the winner. Now, with school only a week away, Mia was left with just one skill: Learn to ride a unicycle. *Shudder.*
- 7     Ironically, that very skill was the one on The List that Mia wanted to learn first. She had always wanted to learn to ride a unicycle and it didn't look all that hard, so she wanted to get started with a bang. Unfortunately, the only bang was her falling off the unicycle over and over again. Much to her chagrin, Amit had taken to the unicycle like a fish takes to water.
- 8     Mia had put off tackling the unicycle for the rest of the summer. Unfortunately, now she knew that if she was going to learn to ride the dumb thing, she'd need some help—help from someone who already knew how to ride it, and there was only one person she knew of.
- 9     "I'm so glad that you have finally recognized my remarkable abilities and are coming to me for advice," Amit said with an annoying grin. Mia couldn't help but crack a smile. "However, as much as I'd love to help you out, there's no real trick to riding the unicycle—you just have to be persistent."
- 10    "Persistence, huh?" Mia nodded. "Persistence is my middle name." (It was actually Penelope.) "Amit, I am going to win this contest—we both know that—but I just wanted to check to see whether, when I do, you plan to be a gracious loser."
- 11    "If I lose, which I won't," Amit said, "I will be much more gracious than you could ever be."
- 12    Mia's eyes narrowed. "Oh, it is on."

<b>E1.4(C)</b> make and correct or confirm predictions using text features, characteristics of genre, and structures	<b>Analysis of Assessed Standards</b>	
2025 – Q15 Passage #2B	<b>Cluster</b> Fiction	
Based on the conversation that takes place at the end of the story "The List," what will Mia most likely do next?	<b>Subcluster</b> Across Literary Text	
<b>A</b> Reflect on how she was able to win past contests	<b>Content</b> Supporting	
<b>B</b> Practice on her own with the unicycle until she is successful	<b>Process</b>	
<b>C</b> Take lessons from Amit to learn to ride the unicycle	<b>Item Type</b> Multiple Choice (1 pt)	
<b>D</b> Suggest another contest to Amit that she believes she can win	<b>Stimulus</b>	
<b>Data Analysis</b>		
<b>Item</b>	<b>State</b>	<b>Local</b>
A		
B*	61	
C		
D		
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (B)		

<b>E1.4(F)</b> make inferences and use evidence to support understanding	<b>Analysis of Assessed Standards</b>	
2025 – Q17 Passage #2B	<b>Cluster</b> Fiction	
What can the reader infer from Mia's actions in paragraphs 8 through 12 in the story "The List"?	<b>Subcluster</b> Across Genres	
<b>A</b> Mia is concerned that Amit is less skillful than she is at riding the unicycle.	<b>Content</b> Readiness	
<b>B</b> Mia's questioning of Amit indicates that she is more determined than he is to ride the unicycle.	<b>Process</b>	
<b>C</b> Mia is hesitant to admit to Amit that she needs his help in learning to ride the unicycle.	<b>Item Type</b> Multiple Choice (1 pt)	
<b>D</b> Mia's reluctance to ride with Amit indicates that she prefers to skip learning to ride the unicycle.	<b>Stimulus</b>	
<b>Data Analysis</b>		
<b>Item</b>	<b>State</b>	<b>Local</b>
A		
B		
C*	60	
D		
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (C)		

E1.5(C) use text evidence and original commentary to support a comprehensive response		Analysis of Assessed Standards		
2025 – Q16 Passage #2B	Cluster	Fiction		
Which quotation from the story "The List" supports the conclusion that Mia and Amit's social group participates in the competitions between them?	Subcluster	Across Genres		
(A) <i>In the years since that fateful first battle, Mia and Amit had become fast friends</i> (paragraph 5)	Content	Readiness		
(B) <i>they both had found jobs and didn't think they would have the time</i> (paragraph 5)	Process			
(C) <i>The unique skills on The List had been devised by their friends</i> (paragraph 6)	Item Type	Multiple Choice (1 pt)		
(D) <i>Now, with school only a week away, Mia was left with just one skill</i> (paragraph 6)	Stimulus			
*Correct Answer (C)	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			

**E1.8(E)** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes

2025 – Q14 Passage #2B

Read this quotation from paragraph 3 of the story "The List."

*At this very moment, there was an identical list in the hands of her friend/adversary, Amit J. Patel.*

The author uses oxymoron in this quotation most likely to convey —

- (A) the opposite personalities of the characters
- (B) the confusion the characters have about their relationship
- (C) the dual roles in the characters' relationship
- (D) the contradiction between the characters' words and actions

\*Correct Answer (C)

**Analysis of Assessed Standards**

<b>Cluster</b>	Fiction
<b>Subcluster</b>	Across Genres
<b>Content</b>	Supporting
<b>Process</b>	
<b>Item Type</b>	Multiple Choice (1 pt)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
A		
B		
C*	54	
D		

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

**Learning from Mistakes  
Instructional Implications**

## 2025 Passage #2A – Fiction (Questions 10-13, 18-21)

*The story takes place in Japan in or around 1914. The narrator is a university student who is working on a thesis—a long essay, about a topic of his choosing, that is required for graduation. Sensei, which means "teacher" in Japanese, is an older, trusted friend whom the narrator turns to for guidance.*

### **from Kokoro**

by Natsume Sōseki

1 I was due to graduate in June that year, and according to the rules my thesis had to be finished by the end of April. I counted the number of days that were left to me, and I began to lose confidence. While the others, it seemed, had been busy for some time collecting their material and accumulating notes, I alone had done nothing except promise myself that I would start work on my thesis in the New Year. I did indeed begin in the early part of the year, but it was not long before I found myself in a state of mental paralysis. I had fondly imagined that by merely thinking vaguely about a few large problems I was building up a solid and almost complete framework for my thesis. I discovered my folly as soon as I began to work seriously. I was in despair. I began to narrow down my thesis topic. And in order to avoid the trouble of having to present in a systematic manner my own ideas, I decided to compile relevant material from various books, and then add a suitable conclusion.

2 The topic that I had chosen was closely related to Sensei's field of specialization. When I asked Sensei whether he thought such a topic was suitable, he said that it would probably be all right. I was in a state of panic, and I soon rushed back to Sensei to ask what books I should read. He willingly gave me all the information he could, and then offered to lend me two or three books that were necessary for my work. But he steadfastly refused to give me any further guidance. "I have not been reading very much lately. I am not acquainted with up-to-date scholarship. You should ask the professors at the university."

3 When Sensei said this, I remembered the remark his wife once made to me that though Sensei was once an avid reader, he had since lost his old interest in books. Forgetting my thesis for the moment, I said to Sensei:

4 "Why is it, Sensei, that you are not as interested in books as you once were?"

5 "There is no particular reason . . . Well, perhaps it is because I have decided that no matter how many books I may read, I shall never be a very much better man than I am now. And . . ."

6 "And?"

7 "This is not very important, but to tell you the truth, I used to consider it a disgrace to be found ignorant by other people. But now, I find that I am not ashamed of knowing less than others, and I am less inclined to force myself to read books. In short, I have grown old and decrepit."

8 Sensei's manner was calm as he said this. I was not much affected by what he said, perhaps because his tone held none of the bitterness of one who had turned his back on the rest of the world. I left the house thinking him neither decrepit nor particularly impressive.

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10 First, the plum trees bloomed, and then the cold wind veered towards the south. After a while, I heard that the cherry trees were beginning to flower. But I thought of nothing but my thesis. I did not visit Sensei once before the latter part of April, by which time I had finally completed my thesis.

From KOKORO: a Novel and Selected Essays by Natsume Soseki, Madison Books, Incorporated, 1992. Copyright © 1957 by Henry Regnery Company. Used by permission.

## 2025 Passage #2B – Fiction (Questions 14-17, 18-21)

### The List

- 1 Learn to juggle.
- 2 Mia smiled with satisfaction as she dragged her pencil across the words. It felt good to cross out another unique skill on The List. Now there was only one thing left: Learn to ride a unicycle. Mia gave an involuntary shudder.
- 3 The list of unique skills in Mia's hand was, in fact, called "The List of Unique Skills to Learn This Summer," or just The List for short. As unique as the skills were on The List, however, The List itself was not unique. At this very moment, there was an identical list in the hands of her friend/adversary, Amit J. Patel.
- 4 Mia's mind wandered back to the very first time she met Amit. It had been about five years ago in fifth grade when she saw a boy sitting alone, so she walked right up to him and challenged him to walk the length of the playground—on his hands. Mia had never even done a handstand before, but there was something about the boy that made Mia want to befriend him—and also compete against him. Mia lost that first competition, but periodically she proposed a rematch, and eventually she did win.
- 5 In the years since that fateful first battle, Mia and Amit had become fast friends—and fierce rivals. Their competitions had become legend among their other friends. This summer, though, Mia and Amit were supposed to have taken a respite from their never-ending competitions because they both had found jobs and didn't think they would have the time. Strangely, the thought of not competing with each other made both Mia and Amit feel unfulfilled, like something was missing, so they came up with a plan where they didn't have to be together in order to compete: The List.
- 6 The unique skills on The List had been devised by their friends; Mia and Amit had no input. Whoever completed the skills first before summer's end would be declared the winner. Now, with school only a week away, Mia was left with just one skill: Learn to ride a unicycle. *Shudder.*
- 7 Ironically, that very skill was the one on The List that Mia wanted to learn first. She had always wanted to learn to ride a unicycle and it didn't look all that hard, so she wanted to get started with a bang. Unfortunately, the only bang was her falling off the unicycle over and over again. Much to her chagrin, Amit had taken to the unicycle like a fish takes to water.
- 8 Mia had put off tackling the unicycle for the rest of the summer. Unfortunately, now she knew that if she was going to learn to ride the dumb thing, she'd need some help—help from someone who already knew how to ride it, and there was only one person she knew of.
- 9 "I'm so glad that you have finally recognized my remarkable abilities and are coming to me for advice," Amit said with an annoying grin. Mia couldn't help but crack a smile. "However, as much as I'd love to help you out, there's no real trick to riding the unicycle—you just have to be persistent."
- 10 "Persistence, huh?" Mia nodded. "Persistence is my middle name." (It was actually Penelope.) "Amit, I am going to win this contest—we both know that—but I just wanted to check to see whether, when I do, you plan to be a gracious loser."
- 11 "If I lose, which I won't," Amit said, "I will be much more gracious than you could ever be."
- 12 Mia's eyes narrowed. "Oh, it is on."

E1.4(H) synthesize information from two texts to create new understanding	Analysis of Assessed Standards		
2025 – Q18 Passage #2A Fiction and Passage #2B Fiction	Cluster	Fiction	
What are the most likely reasons the author of the excerpt from <i>Kokoro</i> and the author of the story "The List" include <b>SIMILAR</b> details in paragraph 1 of the excerpt and paragraphs 1 through 3 of the story?	Subcluster	Across Genres	
Select <b>TWO</b> correct answers.	Content	Readiness	
<input type="checkbox"/> To provide background about the protagonist's past <input type="checkbox"/> To show the protagonist's state of mind <input type="checkbox"/> To establish how the setting affects the protagonist <input type="checkbox"/> To reveal a problem the protagonist faces <input type="checkbox"/> To foreshadow a way the protagonist will resolve a conflict	Process		
	Item Type	Multiselect (2 pts)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	Full Credit	34	
	No Credit	17	
	Partial Credit	49	
	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)			

E1.4(H) synthesize information from two texts to create new understanding	Analysis of Assessed Standards		
2025 – Q19 Passage #2A Fiction and Passage #2B Fiction	Cluster	Fiction	
Read these sentences from paragraph 7 of the story "The List."	Subcluster	Across Genres	
<i>She had always wanted to learn to ride a unicycle and it didn't look all that hard, so she wanted to get started with a bang. Unfortunately, the only bang was her falling off the unicycle over and over again.</i>	Content	Readiness	
Which sentence from the excerpt from <i>Kokoro</i> best expresses a <b>SIMILAR</b> idea?	Process		
<p>(A) <i>I discovered my folly as soon as I began to work seriously.</i> (paragraph 1)</p> <p>(B) <i>I was in a state of panic, and I soon rushed back to Sensei to ask what books I should read.</i> (paragraph 2)</p> <p>(C) <i>Every day, I worked as hard and as long as I could.</i> (paragraph 9)</p> <p>(D) <i>But I thought of nothing but my thesis.</i> (paragraph 10)</p>	Item Type	Multiple Choice (1 pt)	
	Stimulus		
	Data Analysis		
	Item	State	Local
	A*	35	
	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)			

E1.4(H) synthesize information from two texts to create new understanding		Analysis of Assessed Standards		
2025 – Q20 Passage #2A Fiction and Passage #2B Fiction	Cluster	Fiction	Subcluster	Across Genres
The reader can conclude that Sensei in the excerpt from <i>Kokoro</i> is <b>DIFFERENT</b> from Amit in the story "The List" because Sensei —	Content	Readiness	Process	Item Type
(A) concedes that the abilities of others may exceed his own	Multiple Choice (1 pt)	Stimulus		
(B) cares about the person who comes to him for advice				
(C) recognizes the distress of the person who asks for advice				
(D) values maintaining his reputation above other priorities				
<b>*Correct Answer (A)</b>				

Data Analysis		
Item	State	Local
A*	44	
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	

E1.4(H) synthesize information from two texts to create new understanding		Analysis of Assessed Standards	
<p><b>2025 – Q21 Passage #2A Fiction and Passage #2B Fiction</b></p> <p>Read these quotations from the excerpt from <i>Kokoro</i> and from the story "The List."</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>From then on, my thesis hung over me like a curse, and with bloodshot eyes, I worked like a madman.</i> (paragraph 9, from <i>Kokoro</i>)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Now, with school only a week away, Mia was left with just one skill: Learn to ride a unicycle.</i> Shudder. (paragraph 6, "The List")</p> </div> <p>How does the author's language in the quotation from <i>Kokoro</i> DIFFER from the author's language in the quotation from "The List"?</p> <p>A The author's language in the quotation from <i>Kokoro</i> illustrates the character's eager anticipation of an upcoming deadline, while the language in the quotation from "The List" illustrates the character's feeling of dread about an upcoming deadline.</p> <p>B The author's language in the quotation from <i>Kokoro</i> shows the character's absorption in a task, while the language in the quotation from "The List" shows the character's inattention to a task that must be completed.</p> <p>C The author's language in the quotation from <i>Kokoro</i> suggests the character's confidence about a successful outcome, while the language in the quotation from "The List" suggests the character's insecurity about an outcome.</p> <p>D The author's language in the quotation from <i>Kokoro</i> emphasizes the character's commitment to completing a task, while the language in the quotation from "The List" emphasizes the character's reluctance to begin a task.</p>	<b>Cluster</b>	Fiction	
<b>Subcluster</b>	Across Genres		
<b>Content</b>	Readiness		
<b>Process</b>			
<b>Item Type</b>	Multiple Choice (1 pt)		
<b>Stimulus</b>			
Data Analysis			
<b>Item</b>	<b>State</b>	<b>Local</b>	
A			
B			
C			
D*	<b>40</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			

\*Correct Answer (D)

# Informational

**E1.2 Vocabulary.** The student uses newly acquired vocabulary expressively

**E1.4 Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

**E1.5 Response Skills.** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

**E1.7 Genres.** The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

**E1.8 Author's Purpose.** listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	3	Informational	<a href="#">Buried History</a>	68

## 2025 Passage #3 – Informational (Questions 22-30)

### Buried History

- 1 A time capsule is a container that holds objects representative of a specific time period in which the capsule was created. Time capsules are often buried for future discovery. Sometimes they are enclosed in a building that is being constructed: placed under the cornerstone, buried beneath the foundation, or sealed up in a wall. People have been burying such historical treasures for hundreds of years. The oldest discovered time capsule in the United States was assembled by none other than Samuel Adams and Paul Revere and placed under the cornerstone of the Massachusetts State House in 1795.
- 2 Adams was a significant leader in Boston during the American Revolution. He fought against British taxation in the colonies and organized the Sons of Liberty with John Hancock and Paul Revere in 1764. He was also a signer of the Declaration of Independence on August 4, 1776. Revere was a major player in resistance efforts and is most remembered for his famous midnight ride, when he warned the colonists that the British were coming.
- 3 The items they chose to include in the time capsule were indicative of the Revolutionary Era. Coins within the time capsule were from the 1600s and 1700s. The oldest coin, from 1652, was particularly interesting because it was made at a time when the British had outlawed minting in the colonies. Perhaps Adams and Revere chose this coin to illustrate that New Englanders were rebellious in nature from the very beginning! The time capsule also contained newspapers from the late 1700s and a copper medal with George Washington's image emblazoned into it. There was also a silver plaque inscribed with information about the time capsule that was placed between two lead sheets for protection. Because Revere was a silversmith by trade, historians believe it is possible that he engraved this memento.
- 4 The time capsule items were originally sealed below the cornerstone on July 4, 1795. This was a significant date for two reasons: it was the day that the Massachusetts State House was dedicated, and it was the anniversary of the adoption of the Declaration of Independence.
- 5 Fast-forward 60 years. The time capsule was first discovered in 1855 when the cornerstone cracked and needed to be replaced. There is no evidence that leaders from 1795 left information about the time capsule's location and when it should be opened. When workers found the time capsule containing the plaque and other items, they realized that the contents were of historic importance. They handed the contents of the time capsule over to preservationists who, upon careful opening and reading of the silver plaque, learned that the contents had indeed been assembled by American Revolution heroes Adams and Revere.
- 6 The preservationists made a list of what was found in the time capsule. They paid for the construction of a more secure brass box, and all the original items were placed inside this box, along with some additional coins and newspapers from the 1850s. State government officials then sealed the time capsule and placed it behind the cornerstone once again.
- 7 Fast-forward again, this time to 2014. Maintenance workers making repairs near the cornerstone discovered the time capsule. No longer a shiny brass color, the box was dull and corroded. Modern preservationists worried that the contents would be ruined.
- 8 The preservationists carefully opened the box in front of the media, who recorded the event and shared it on the internet. To everyone's delight, the newspapers were in good shape, and the coins were mostly intact. In an attempt to protect the coins from damage, the preservationists from the 1850s had washed the coins in an acid solution, which, ironically, caused surface damage to the coins.
- 9 The time capsule items were kept on display for a short while at the Museum of Fine Arts in Boston. Then the time capsule items, along with a silver plate commemorating the occasion and a mint set of 2015 U.S. coins, were placed in a new box that was sealed and reinterred behind the cornerstone.
- 10 How long will the time capsule remain behind the cornerstone? Only time will tell!

<b>E1.10(B)</b> compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	<b>Analysis of Assessed Standards</b>																	
2025 – Q30 Passage #3	<b>Cluster</b> Informational																	
 <b>ESSAY:</b> Write your essay in the empty box below.	<b>Subcluster</b>																	
Read the article "Buried History." Based on the information in the article, write a response to the following:	<b>Content</b> Readiness																	
<div style="border: 1px solid black; padding: 5px;">       Explain how the treatment of the time capsule over time has demonstrated that people value its significance.     </div>	<b>Process</b>																	
Write a well-organized essay that uses specific evidence from the article to support your answer.	<b>Item Type</b> Extended Constructed Response (10 pts)																	
Remember to — <ul style="list-style-type: none"> <li>• clearly state your thesis</li> <li>• organize your writing</li> <li>• develop your ideas in detail</li> <li>• use evidence from the selection in your response</li> <li>• use correct spelling, capitalization, punctuation, and grammar</li> </ul>	<b>Stimulus</b>																	
Manage your time carefully so that you can — <ul style="list-style-type: none"> <li>• review the selection</li> <li>• plan your response</li> <li>• write your response</li> <li>• revise and edit your response</li> </ul>	<b>Data Analysis</b>																	
Write your response in the box provided.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Full Credit</td> <td style="text-align: center;">11</td> <td></td> </tr> <tr> <td style="text-align: center;">No Credit</td> <td style="text-align: center;">32</td> <td></td> </tr> <tr> <td style="text-align: center;">Partial Credit</td> <td style="text-align: center;">57</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Item	State	Local	Full Credit	11		No Credit	32		Partial Credit	57				
Item	State	Local																
Full Credit	11																	
No Credit	32																	
Partial Credit	57																	
<b>*Correct Answer (See Scoring Guide)</b>	<b>Error Analysis</b> <p> <input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early       </p>																	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>																		

**E1.2(A)** use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary

#### Analysis of Assessed Standards

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

Data Analysis		
Item	State	Local
A		
B		
C		
D*	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

2025 – Q22 Passage #3

Read the dictionary entry.

**emblazon** \im-'blā-zən\ v

- 1.** to adorn a surface with a logo **2.** to make dazzling with color **3.** to make noteworthy **4.** to inscribe a marking on a surface

Which definition best matches the use of the word *emblazoned* in paragraph 3?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

\*Correct Answer (D)

**E1.4(F)** make inferences and use evidence to support understanding

#### Analysis of Assessed Standards

Cluster	Informational
Subcluster	Across Genres
Content	Readiness
Process	
Item Type	Multiselect (2 pts)
Stimulus	

Data Analysis		
Item	State	Local
Full Credit	65	
No Credit	6	
Partial Credit	29	

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

2025 – Q27 Passage #3

What can the reader infer about Samuel Adams and Paul Revere from paragraphs 1 through 4?

Select **TWO** correct answers.

- They were both law-abiding citizens.
- They were aware of the significance of the items placed in the time capsule.
- They were wealthy businessmen in Boston.
- They were important to the success of the American Revolution.
- They were interested in collecting historical artifacts.

\*Correct Answer (B, D)

<b>E1.5(C)</b> use text evidence and original commentary to support a comprehensive response	<b>Analysis of Assessed Standards</b>				
2025 – Q24 Passage #3	<b>Cluster</b>	Informational			
Which quotation from the article best supports the idea that the contents of the time capsule held public interest?	<b>Subcluster</b>	Across Genres			
(A) <i>When workers found the time capsule containing the plaque and other items, they realized that the contents were of historic importance.</i> (paragraph 5)	<b>Content</b>	Readiness			
(B) <i>The preservationists made a list of what was found in the time capsule.</i> (paragraph 6)	<b>Process</b>				
(C) <i>The time capsule items were kept on display for a short while at the Museum of Fine Arts in Boston.</i> (paragraph 9)	<b>Item Type</b>	Multiple Choice (1 pt)			
(D) <i>How long will the time capsule remain behind the cornerstone?</i> (paragraph 10)	<b>Stimulus</b>				
<b>Data Analysis</b>					
	<b>Item</b>	<b>State</b>	<b>Local</b>		
	A				
	B				
	C*	60			
	D				
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b>					
<b>Instructional Implications</b>					

\*Correct Answer (C)

<b>E1.5(D)</b> paraphrase and summarize texts in ways that maintain meaning and logical order	<b>Analysis of Assessed Standards</b>		
2025 – Q28 Passage #3	<b>Cluster</b>	Informational	
Read this paragraph.	<b>Subcluster</b>	Across Genres	
<p>Time capsules are containers that offer a glimpse into a period of history. When workers repaired the cornerstone of the Massachusetts State House in 1855, they discovered a time capsule containing items from the Revolutionary War era. More than a century later, the capsule was found again under similar circumstances. The historical artifacts were briefly shared with the public before being returned to their original hiding spot for future generations to unearth.</p>	<b>Content</b>	Readiness	
Which sentence should be included in this paragraph to make a complete summary of the article?	<b>Process</b>		
<p>(A) Preservationists carefully documented the items in the time capsule.</p> <p>(B) The time capsule contained coins from the 1600s and 1700s.</p> <p>(C) Samuel Adams and Paul Revere were important figures during the American Revolution.</p> <p>(D) The second time capsule was made of brass to keep the artifacts safe.</p>	<b>Item Type</b>	Multiple Choice (1 pt)	
*Correct Answer (A)	<b>Stimulus</b>		
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A*	41	
	B		
	C		
	D		
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b>			
<b>Instructional Implications</b>			

<b>E1.7(D) (i)</b> [analyze characteristics and structural elements of informational texts such as] clear thesis, relevant supporting evidence, pertinent examples, and conclusion	<b>Analysis of Assessed Standards</b>		
2025 – Q23 Passage #3	<b>Cluster</b>	Informational	
Which statement best expresses the thesis of the article?	<b>Subcluster</b>		
<p>(A) History should not be buried and ignored but remembered and preserved.</p> <p>(B) Historians often make errors in their interpretation of events, a tendency made worse by the damage and loss of historical primary evidence.</p> <p>(C) The American Revolution would not have happened without brave men such as Samuel Adams and Paul Revere.</p> <p>(D) Time capsules such as the one in the article can be a meaningful record of history, and the surprise of discovery is part of their appeal.</p>	<b>Content</b>	Readiness	
	<b>Process</b>		
	<b>Item Type</b>	Multiple Choice (1 pt)	
	<b>Stimulus</b>		
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A		
	B		
	C		
	D*	63	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b>			
<b>Instructional Implications</b>			

\*Correct Answer (D)

E1.8(A) analyze the author's purpose, audience, and message within a text		Analysis of Assessed Standards		
2025 – Q26 Passage #3		Cluster	Informational	
Read this quotation from paragraph 4.		Subcluster	Across Genres	
<i>This was a significant date for two reasons: it was the day that the Massachusetts State House was dedicated, and it was the anniversary of the adoption of the Declaration of Independence.</i>		Content	Readiness	
		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)				

E1.8(B) analyze use of text structure to achieve the author's purpose		Analysis of Assessed Standards		
2025 – Q25 Passage #3		<b>Cluster</b>	Informational	
What is most likely the author's purpose for presenting the information in the article chronologically?		<b>Subcluster</b>	Across Genres	
		<b>Content</b>	Supporting	
		<b>Process</b>		
		<b>Item Type</b>	Multiple Choice (1 pt)	
		<b>Stimulus</b>		
		Data Analysis		
		Item	State	Local
	A			
	B*	49		
	C			
	D			
		Error Analysis		
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
		Learning from Mistakes Instructional Implications		
*Correct Answer (B)				

E1.8(D) analyze how the author's use of language achieves specific purposes		Analysis of Assessed Standards		
2025 – Q29 Passage #3		<b>Cluster</b>	Informational	
In paragraph 10, the author includes the sentence "Only time will tell!" to emphasize that —		<b>Subcluster</b>	Across Genres	
		<b>Content</b>	Readiness	
		<b>Process</b>		
		<b>Item Type</b>	Multiple Choice (1 pt)	
		<b>Stimulus</b>		
		Data Analysis		
		Item	State	Local
	A*	76		
	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

**E1.2 Vocabulary.** The student uses newly acquired vocabulary expressively

**E1.4 Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

**E1.5 Response Skills.** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2025	1	Argumentative	<a href="#">Listen Up! Audiobooks for the Win</a>	59

## 2025 Passage #1 – Argumentative (Questions 1-9)

### Listen Up! Audiobooks for the Win

- 1 Each year, millions of people don headphones or pair their mobile devices to their cars' speakers so they can listen to audiobooks. Why are so many people choosing to listen rather than read? The answer is simple: audiobooks provide people with a way to learn something new and enjoy a good story in a fast-paced world.
- 2 In today's busy, mobile world, audiobooks give people a way to "read" while also commuting, traveling, or exercising. According to Paul Roberts, deputy director of the University of Western Australia's Centre for Road Safety Research, traversing open, monotonous roads causes a phenomenon known as "passive fatigue." This is when people feel tired because their brain is not fully engaged. Listening to an audiobook engages the brain in activity and can actually improve a driver's attention and reaction times. Being able to listen to books rather than reading them is also beneficial for commuters riding a bus or train who have difficulty reading while in a moving vehicle.
- 3 For people trying to find time and motivation to go for a run or a workout at the gym, audiobooks offer a unique advantage. Wharton professors conducted a study where students were given a device to listen to audiobooks during their visits to the gym but were not allowed to listen at any other time. This technique, called "temptation bundling," significantly increased the number of times the students exercised each week. Why? Because they wanted to find out what happened in the books.
- 4 Audiobooks also allow people to use their listening skills. We were listeners long before we were readers. Long before the written word was invented, people shared stories and histories through oral language. This required people to concentrate, pay attention, and really activate their brains to recall these stories properly. Listening is a valuable skill—not only in education but also in work and people's personal lives. For example, an Oxford Learning article discusses the importance of "active listening," or the type of listening that requires a person to be "fully engaged in the speaker and trying to understand the complete message being sent." Active listeners tend to be better problem solvers, have fewer misunderstandings with others, have improved resourcefulness, and have a faster work rate. Listening to audiobooks can certainly help develop these skills.
- 5 Opponents of listening to audiobooks argue that people who listen to audiobooks comprehend less than people who read the same text. A study conducted by Bloomsburg University of Pennsylvania refutes this idea. Three groups participated in this study: one group listened to the audiobook of a nonfiction World War II book, another group read the same book on an e-reader, and the third group both read and listened to the text at the same time. The study found that there were "no significant differences" between the three groups in their ability to answer comprehension questions.
- 6 Additional research shows that listening is as beneficial as reading. Neuroscientist Kristen Willeumier conducted research that uncovered several interesting findings about reading or listening and the brain. Her studies conclude that "Both formats engage multiple brain networks." Her research also suggests that listening to audiobooks may provide a benefit for the listener that reading does not necessarily provide in the same way. For one, it provides listeners with the ability to develop greater empathy. She states that "listening to an emotionally driven storyteller engages emotional circuits in the brain." She further explains that this can lead "to a deeper processing of the narrative and greater enjoyment of the material than experienced by reading a book."
- 7 Cody Kimmers, a PhD student in psychology at Oxford, makes a compelling argument in *Psychology Today*. He suggests that in audiobooks, people often encounter material that they would never encounter otherwise. An audiobook he listened to recently, for example, was about the history of debt and totaled about 500 printed pages. He explains that he would never have picked up this book in print because there are many other books he would choose to read first. However, he did take the time to listen to it in an audiobook format. "It's either engage with the material via audiobook or don't encounter it at all." He was grateful for the chance to be introduced to new ideas and concepts through the audiobook version that he otherwise would have never encountered.
- 8 Audiobooks definitely offer people many advantages in the busy world of the twenty-first century. They allow people to be exposed to new information. They allow people to make effective use of their time by multitasking. Audiobooks are able to do this while allowing the "reader" a great deal of enjoyment in the process.

<b>E1.2(B)</b> analyze context to distinguish between the denotative and connotative meanings of words	<b>Analysis of Assessed Standards</b>		
2025 – Q1 Passage #1	<b>Cluster</b>	Argumentative	
In paragraph 5, what does the word <i>refutes</i> mean?	<b>Subcluster</b>	Across Genres	
	<b>Content</b>	Readiness	
	<b>Process</b>		
	<b>Item Type</b>	Multiple Choice (1 pt)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A		
	B		
	C		
	D*	79	
	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (D)			

<b>E1.4(F)</b> make inferences and use evidence to support understanding	<b>Analysis of Assessed Standards</b>		
2025 – Q2 Passage #1	<b>Cluster</b>	Argumentative	
Read this quotation from paragraph 3.	<b>Subcluster</b>	Across Genres	
<i>Wharton professors conducted a study where students were given a device to listen to audiobooks during their visits to the gym but were not allowed to listen at any other time. This technique, called "temptation bundling," significantly increased the number of times the students exercised each week.</i>	<b>Content</b>	Readiness	
The quotation best supports the inference that people —	<b>Process</b>		
	<b>Item Type</b>	Multiple Choice (1 pt)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A*	59	
	B		
	C		
	D		
	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (A)			

E1.4(G) evaluate details read to determine key ideas		Analysis of Assessed Standards					
2025 – Q4 Passage #1		<b>Cluster</b>	Argumentative				
The details about audiobooks in paragraphs 6 and 7 support the key idea that listening to audiobooks —		<b>Subcluster</b>	Across Genres				
<p>(A) often takes less time than reading a physical book</p> <p>(B) may convey advantages that reading does not</p> <p>(C) affects the brain in the same way that reading printed material does</p> <p>(D) leads to greater comprehension than combined reading and listening</p>		<b>Content</b>	Readiness				
		<b>Process</b>					
		<b>Item Type</b>	Multiple Choice (1 pt)				
		<b>Stimulus</b>					
<b>Data Analysis</b>							
		<b>Item</b>	<b>State</b>	<b>Local</b>			
		A					
		B*	52				
		C					
		D					
<b>Error Analysis</b>							
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts					
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early					
<b>Learning from Mistakes</b>							
<b>Instructional Implications</b>							
*							
Correct Answer (B)							

<b>E1.7(E) (i)</b> [analyze characteristics and structural elements of argumentative texts such as] clear arguable claim, appeals, and convincing conclusion	<b>Analysis of Assessed Standards</b>		
2025 – Q3 Passage #1	<b>Cluster</b>	Argumentative	
Which statement best expresses the author's claim in the selection?	<b>Subcluster</b>		
(A) Audiobooks have become extremely popular with people living busy lifestyles.	<b>Content</b>	Readiness	
(B) People can use audiobooks to develop their personal and motivational skills.	<b>Process</b>		
(C) Audiobooks provide people with many opportunities for learning and entertainment.	<b>Item Type</b>	Multiple Choice (1 pt)	
(D) People can listen to audiobooks while performing many types of activities.	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A		
	B		
	C*	46	
	D		
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
<b>*Correct Answer (C )</b>			

<b>E1.7(E) (ii)</b> [analyze characteristics and structural elements of argumentative texts such as] various types of evidence and treatment of counterarguments, including concessions and rebuttals	<b>Analysis of Assessed Standards</b>		
2025 – Q8 Passage #1	<b>Cluster</b>	Argumentative	
How does the author dispute the counterargument made by skeptics who doubt the value of listening to audiobooks?	<b>Subcluster</b>		
(A) By citing a university study that concluded audiobook listeners comprehend material as well as readers do	<b>Content</b>	Readiness	
(B) By stating that audiobooks expose people to new information and help them use their time more effectively	<b>Process</b>		
(C) By introducing a scientist whose research suggests that both reading and listening to audiobooks have an effect on the brain	<b>Item Type</b>	Multiple Choice (1 pt)	
(D) By demonstrating that if people listen to audiobooks during exercise, they are likely to exercise more	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A*	47	
	B		
	C		
	D		
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
<b>*Correct Answer (A)</b>			

<b>E1.7(E) (iii)</b> [analyze characteristics and structural elements of argumentative texts such as] identifiable audience or reader	<b>Analysis of Assessed Standards</b>	
2025 – Q5 Passage #1	<b>Cluster</b>	Argumentative
	<b>Subcluster</b>	
	<b>Content</b>	Supporting
	<b>Process</b>	
	<b>Item Type</b>	Multiple Choice (1 pt)
	<b>Stimulus</b>	
<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>
	<b>A</b>	
	<b>B</b>	
	<b>C*</b>	<b>54</b>
	<b>D</b>	
<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

\*Correct Answer (C)

<b>E1.8(B) analyze use of text structure to achieve the author's purpose</b>		<b>Analysis of Assessed Standards</b>	
2025 – Q6 Passage #1		<b>Cluster</b>	Argumentative
What is the most likely reason the author uses a cause-and-effect organizational structure in paragraphs 2 and 3?		<b>Subcluster</b>	Across Genres
(A) To suggest that audiobooks can help people better understand the feelings of others		<b>Content</b>	Supporting
(B) To reveal how people can use audiobooks to develop their listening skills		<b>Process</b>	
(C) To show that listening to audiobooks has surprising benefits		<b>Item Type</b>	Multiple Choice (1 pt)
(D) To question why audiobooks are becoming more popular than books		<b>Stimulus</b>	
		<b>Data Analysis</b>	
		<b>Item</b>	<b>State</b>
A		A	
B		B	
C*		C*	64
D		D	
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b>	
		<b>Instructional Implications</b>	
*Correct Answer (C)			

<b>E1.8(D) analyze how the author's use of language achieves specific purposes</b>		<b>Analysis of Assessed Standards</b>	
2025 – Q7 Passage #1		<b>Cluster</b>	Argumentative
In paragraph 1, the author uses the phrase "don headphones or pair their mobile devices to their cars' speakers" to emphasize that —		<b>Subcluster</b>	Across Genres
(A) listening to an audiobook requires more effort than reading a book		<b>Content</b>	Readiness
(B) people are most likely to listen to audiobooks when they are going out		<b>Process</b>	
(C) traditional books are at high risk of being replaced by audiobooks		<b>Item Type</b>	Multiple Choice (1 pt)
(D) many people have made listening to audiobooks part of their daily lives		<b>Stimulus</b>	
		<b>Data Analysis</b>	
		<b>Item</b>	<b>State</b>
A		A	
B		B	
C		C	
D*		D*	60
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b>	
		<b>Instructional Implications</b>	
*Correct Answer (D)			

<b>E1.8(G)</b> explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments	<b>Analysis of Assessed Standards</b>																	
<p>2025 – Q9 Passage #1</p> <p>Read this quotation from paragraph 8.</p> <p><i>Audiobooks are able to do this while allowing the "reader" a great deal of enjoyment in the process.</i></p>		<b>Cluster</b> <b>Subcluster</b> <b>Content</b> <b>Process</b> <b>Item Type</b> <b>Stimulus</b>	Argumentative Across Informational Text Supporting  Multiple Choice (1 pt)  															
<p>What is the most likely reason the author includes this sweeping generalization in the selection?</p>																		
<p>(A) To remind the reader of how audiobooks are similar to printed materials</p> <p>(B) To convince the reader to choose carefully when selecting an audiobook</p> <p>(C) To remind the reader that there are different kinds of audiobooks</p> <p>(D) To convince the reader that audiobooks are an appealing option</p>																		
<p><b>*Correct Answer (D)</b></p>		<b>Data Analysis</b> <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>70</td> <td></td> </tr> </tbody> </table> <b>Error Analysis</b> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	Item	State	Local	A			B			C			D*	70		<b>Learning from Mistakes</b> <b>Instructional Implications</b>
Item	State	Local																
A																		
B																		
C																		
D*	70																	

# Extended Constructed Response (Composition)

**E1.9 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

**E1.10 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

## 2025 Passage #3 – Informational (Questions 22-30)

### Buried History

- 1 A time capsule is a container that holds objects representative of a specific time period in which the capsule was created. Time capsules are often buried for future discovery. Sometimes they are enclosed in a building that is being constructed: placed under the cornerstone, buried beneath the foundation, or sealed up in a wall. People have been burying such historical treasures for hundreds of years. The oldest discovered time capsule in the United States was assembled by none other than Samuel Adams and Paul Revere and placed under the cornerstone of the Massachusetts State House in 1795.
- 2 Adams was a significant leader in Boston during the American Revolution. He fought against British taxation in the colonies and organized the Sons of Liberty with John Hancock and Paul Revere in 1764. He was also a signer of the Declaration of Independence on August 4, 1776. Revere was a major player in resistance efforts and is most remembered for his famous midnight ride, when he warned the colonists that the British were coming.
- 3 The items they chose to include in the time capsule were indicative of the Revolutionary Era. Coins within the time capsule were from the 1600s and 1700s. The oldest coin, from 1652, was particularly interesting because it was made at a time when the British had outlawed minting in the colonies. Perhaps Adams and Revere chose this coin to illustrate that New Englanders were rebellious in nature from the very beginning! The time capsule also contained newspapers from the late 1700s and a copper medal with George Washington's image emblazoned into it. There was also a silver plaque inscribed with information about the time capsule that was placed between two lead sheets for protection. Because Revere was a silversmith by trade, historians believe it is possible that he engraved this memento.
- 4 The time capsule items were originally sealed below the cornerstone on July 4, 1795. This was a significant date for two reasons: it was the day that the Massachusetts State House was dedicated, and it was the anniversary of the adoption of the Declaration of Independence.
- 5 Fast-forward 60 years. The time capsule was first discovered in 1855 when the cornerstone cracked and needed to be replaced. There is no evidence that leaders from 1795 left information about the time capsule's location and when it should be opened. When workers found the time capsule containing the plaque and other items, they realized that the contents were of historic importance. They handed the contents of the time capsule over to preservationists who, upon careful opening and reading of the silver plaque, learned that the contents had indeed been assembled by American Revolution heroes Adams and Revere.
- 6 The preservationists made a list of what was found in the time capsule. They paid for the construction of a more secure brass box, and all the original items were placed inside this box, along with some additional coins and newspapers from the 1850s. State government officials then sealed the time capsule and placed it behind the cornerstone once again.
- 7 Fast-forward again, this time to 2014. Maintenance workers making repairs near the cornerstone discovered the time capsule. No longer a shiny brass color, the box was dull and corroded. Modern preservationists worried that the contents would be ruined.
- 8 The preservationists carefully opened the box in front of the media, who recorded the event and shared it on the internet. To everyone's delight, the newspapers were in good shape, and the coins were mostly intact. In an attempt to protect the coins from damage, the preservationists from the 1850s had washed the coins in an acid solution, which, ironically, caused surface damage to the coins.
- 9 The time capsule items were kept on display for a short while at the Museum of Fine Arts in Boston. Then the time capsule items, along with a silver plate commemorating the occasion and a mint set of 2015 U.S. coins, were placed in a new box that was sealed and reinterred behind the cornerstone.
- 10 How long will the time capsule remain behind the cornerstone? Only time will tell!

<b>E1.10(B)</b> compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	<b>Analysis of Assessed Standards</b>																	
2025 – Q30 Passage #3	<b>Cluster</b> Extended Constructed Response (Composition)																	
 <b>ESSAY:</b> Write your essay in the empty box below.	<b>Subcluster</b>																	
Read the article "Buried History." Based on the information in the article, write a response to the following:	<b>Content</b> Readiness																	
Explain how the treatment of the time capsule over time has demonstrated that people value its significance.	<b>Process</b>																	
Write a well-organized essay that uses specific evidence from the article to support your answer. Remember to —	<b>Item Type</b> Extended Constructed Response (10 pts)																	
<ul style="list-style-type: none"> <li>• clearly state your thesis</li> <li>• organize your writing</li> <li>• develop your ideas in detail</li> <li>• use evidence from the selection in your response</li> <li>• use correct spelling, capitalization, punctuation, and grammar</li> </ul>	<b>Stimulus</b>																	
Manage your time carefully so that you can —	<b>Data Analysis</b>																	
<ul style="list-style-type: none"> <li>• review the selection</li> <li>• plan your response</li> <li>• write your response</li> <li>• revise and edit your response</li> </ul>	<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;"><b>Full Credit</b></td><td style="text-align: center;"><b>11</b></td><td></td></tr> <tr> <td style="text-align: center;"><b>No Credit</b></td><td style="text-align: center;"><b>32</b></td><td></td></tr> <tr> <td style="text-align: center;"><b>Partial Credit</b></td><td style="text-align: center;"><b>57</b></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table>			Item	State	Local	<b>Full Credit</b>	<b>11</b>		<b>No Credit</b>	<b>32</b>		<b>Partial Credit</b>	<b>57</b>				
Item	State	Local																
<b>Full Credit</b>	<b>11</b>																	
<b>No Credit</b>	<b>32</b>																	
<b>Partial Credit</b>	<b>57</b>																	
Write your response in the box provided.	<b>Error Analysis</b> <p style="margin-top: 10px;"> <input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early       </p>																	
<b>*Correct Answer (See Scoring Guide)</b>																		

# Revision

**E1.9 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

**E1.10 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

To view passages, click on the title

Year	Passage #	Revision	Title
2025	4	Revision	<a href="#">A Natural Treasure, Hidden by the Sea</a>
2025	5	Revision	<a href="#">The Value of Fiction</a>

## 2025 Passage #4 – Revision (Questions 31-36)

Ramsey read about an interesting seagrass and wrote this paper to tell what she learned. Read Ramsey's paper and look for revisions she needs to make. Then answer the questions that follow.

### A Natural Treasure, Hidden by the Sea

(1) *Posidonia oceanica* may be the most important natural treasure that most people have never heard of. (2) It is a seagrass that grows only in the shallows of the Mediterranean Sea. (3) Scientists who study this plant say it deserves credit for the crystal-clear waters and abundant sea life that make Mediterranean islands so beautiful. (4) As awareness of *P. oceanica* grows, international organizations are taking steps to protect this resource from the threats it faces.

(5) This unique seagrass, which is named after Poseidon, the Greek god of the sea, is also known by the nickname "Neptune grass." (6) Some of the underwater meadows of *P. oceanica* in the Mediterranean stretch on for many miles. (7) Although the big fields of seagrass may make some people think of underwater kelp forests, this is not the best analogy. (8) Kelp is a type of algae. (9) *P. oceanica*, on the other hand, is an actual plant, complete with roots, flowers, fruit, and green leaves.

(10) A more accurate comparison might be between a field of this seagrass and a coral reef. (11) These species both reproduce by cloning themselves. (12) Organisms with this ability can grow to enormous sizes, but they grow very, very slowly. (13) Studying this seagrass has convinced scientists that of all the plants on Earth, this one has been around the longest.

(14) There is a second way and it is that *P. oceanica* and coral reefs are alike because they both provide valuable benefits to the ocean they grow in and to nearby coastal areas. (15) Coral reefs are well known as ocean habitats. (16) They provide shelter and food to many types of fish and other marine creatures. (17) This is equally true of *P. oceanica*. (18) In addition, both coral reefs and *P. oceanica* benefit nearby landmasses. (19) They do this by sheltering beaches from the effects of large waves and by helping to prevent coastal erosion.

(20) *P. oceanica* can also be compared to the Amazon rain forest. (21) This is how this seagrass is like the rain forest. (22) It sucks up carbon dioxide and produces large amounts of oxygen. (23) The oxygen benefits humans and animals, while the absorption of large amounts of carbon helps the ocean. (24) But the gifts of this seagrass don't end there. (25) At a certain time each year, the plant sheds its old, dead leaves. (26) These fibrous strands wash up on beaches. (27) They are then collected and used as fertilizer or insulation. (28) Recent scientific research even suggests that the bundles of dead seagrass that wash up on shore are effective at collecting plastic debris in the water.

(29) Unfortunately, even a plant with as many strengths as *P. oceanica* is vulnerable. (30) The fact that its meadows need many centuries to grow means this plant would be nearly impossible to replace. (31) Comparatively, governments and individuals are working together to try to save *P. oceanica*.

(32) People have come up with a number of ways to protect this unique resource. (33) Some countries, such as Italy, have *P. oceanica* mapping and monitoring programs. (34) In other places, boaters are able to use locating apps to make sure they do not drop anchor on unseen plant formations. (35) And *P. oceanica* fields off the coast of a Spanish island have been designated a UNESCO World Heritage Site. (36) This gives them international protection and acknowledges their value to the world. (37) People think the *P. oceanica* plants in our waters could hold the solutions to many of life's most serious problems.

**E1.9(B) (i)** [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context

2025 – Q32 Passage #4

Ramsey wants to add this sentence to the third paragraph (sentences 10–13).

*In fact, it can take many centuries for them to reach a significant size.*

Where should this sentence be added?

(A) After sentence 10

(B) After sentence 11

(C) After sentence 12

(D) After sentence 13

\*Correct Answer (C)

#### 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*	74	
D		

#### Error Analysis

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

**E1.9(B) (i)** [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context

2025 – Q35 Passage #4

Ramsey has used an inappropriate transition at the beginning of sentence 31. Which word or phrase should replace **Comparatively** in this sentence?

(A) Otherwise

(B) In any event

(C) Furthermore

(D) As a result

\*Correct Answer (D)

#### 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*	64	

#### Error Analysis

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

<p><b>E1.9(B) (i)</b> [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context</p>	<p><b>Analysis of Assessed Standards</b></p>		
	<b>Cluster</b>	Revision	
	<b>Subcluster</b>		
	<b>Content</b>	Readiness	
	<b>Process</b>		
	<b>Item Type</b>	Multiple Choice (1 pt)	
	<b>Stimulus</b>		
	<p><b>Data Analysis</b></p>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	<b>A</b>		
	<b>B*</b>	<b>57</b>	
	<b>C</b>		
	<b>D</b>		
	<p><b>Error Analysis</b></p>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>		
<b>*Correct Answer (B)</b>			

**E1.9(C)** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses

**Analysis of Assessed Standards**

2025 – Q31 Passage #4

Ramsey wants to use a more effective and descriptive word than **big** in sentence 7. Which word should replace **big** in this sentence?

(A) thorough

(B) overwhelming

(C) extensive

(D) cumbersome

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

**Data Analysis**

Item	State	Local
A		
B		
C*	63	
D		

**Error Analysis**

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

**Learning from Mistakes**  
**Instructional Implications**

\*Correct Answer (C)

**E1.9(C)** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses

**Analysis of Assessed Standards**

2025 – Q33 Passage #4

What revision, if any, is needed in sentence 14?

- (A) A second way that *P. oceanica* and coral reefs are alike is that they both provide valuable benefits to the ocean they grow in and nearby coastal areas, which are benefited too.
- (B) A second way that *P. oceanica* and coral reefs are alike is that they both provide valuable benefits to the ocean they grow in and to nearby coastal areas.
- (C) There is a second way that *P. oceanica* and coral reefs are alike while they both provide benefits, and it is that they benefit the ocean they grow in and the nearby coastal areas.
- (D) No change is needed.

**Cluster**

Revision

**Subcluster**

**Content** Readiness

**Process**

**Item Type** Multiple Choice (1 pt)

**Stimulus**

**Data Analysis**

**Item**

**State**

**Local**

A

44

C

D

**Error Analysis**

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

**Learning from Mistakes**  
**Instructional Implications**

\*Correct Answer (B)

E1.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses

**Analysis of Assessed Standards**

2025 – Q34 Passage #4

What is the **BEST** way to combine sentences 21 and 22?

- (A) Sucking up carbon dioxide and producing large amounts of oxygen are how this seagrass is like the rain forest.
- (B) This seagrass is like the rain forest that sucks up carbon dioxide that produces large amounts of oxygen.
- (C) Although this seagrass sucks up carbon dioxide and produces large amounts of oxygen, the seagrass is like the rain forest.
- (D) Like the rain forest, this seagrass sucks up carbon dioxide and produces large amounts of oxygen.

**Cluster**

Revision

**Subcluster**

**Content**

Readiness

**Process**

**Item Type**

Multiple Choice (1 pt)

**Stimulus**

**Data Analysis**

**Item**

**State**

**Local**

A

B

C

D\*

58

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

**Learning from Mistakes  
Instructional Implications**

\*Correct Answer (D)

## 2025 Passage #5 – Revision (Questions 37-42)

Luisa wrote this paper to argue for the benefits of reading fiction. Read Luisa's paper and look for revisions she needs to make. Then answer the questions that follow.



### The Value of Fiction

(1) Many people find it enjoyable to read fiction. (2) Yet the value of reading made-up stories about people who do not really exist goes beyond mere enjoyment. (3) Reading fiction can actually be good for a person, contributing to higher empathy levels and greater critical thinking skills.

(4) Empathy is the ability to understand what someone else is thinking or feeling. (5) Research at the New School in New York City found that people who read fictional stories have higher empathy levels than those who don't and at the University of Toronto. (6) William Chopik, a psychologist at the University of Michigan, says this may be true because fictional stories expose people to life situations and experiences that are very different from their own. (7) As a result, readers have the opportunity to see new perspectives and grow in compassion, kindness, and tolerance. (8) Chopik adds that fictional stories can actually become "a playground for exercising empathic skills."

(9) Higher empathy levels are important because those with more empathy are better able to relate to family, friends, and even strangers. (10) Empathetic people are, for example, able to see things from another person's perspective, which can result in fewer conflicts and healthier relationships. (11) They are also more likely to help those they have never met. (12) They are often the first to step up when volunteers are needed after a disaster.

(13) As an added benefit, those who read fiction grow in another specific ability. (14) They are able to think more critically about the world. (15) People who read fiction are given opportunities to explore the possible results of hypothetical events and complex situations. (16) They learn how social forces can sometimes affect individuals and groups. (17) This cognitive growth often occurs with little or no conscious effort. (18) In fact, in most cases the reader simply feels caught up in an engrossing story.

(19) In this case, some people don't ever read fiction. (20) They view it as a frivolous pastime that is inferior to reading nonfiction. (21) It is true that reading nonfiction can help a person acquire valuable practical knowledge. (22) A factual book or article can teach someone how to cook, garden, or build a boat. (23) It can make the reader an expert on quantum physics or the French Revolution. (24) And while this kind of knowledge is worthwhile, it is incomplete. (25) It does not help a person make sense of "big picture" ideas in the way that fiction does. (26) People who prefer nonfiction do not need to force themselves to read long, difficult novels. (27) But research shows that they would benefit from occasionally setting aside time to at least read short stories.

(28) Reading quality fiction is not mere fun or wasted time. (29) Rather, it is a valuable way to better understand people and events that shape our world. (30) The end result is a more imaginative and compassionate individual who is able to contribute to a better society.

<b>E1.9(B) (i)</b> [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] using an organizing structure appropriate to purpose, audience, topic, and context	<b>Analysis of Assessed Standards</b>			
2025 – Q41 Passage #5	Cluster Revision			
Luisa needs a better transition between the fourth paragraph (sentences 13–18) and the fifth paragraph (sentences 19–27). Which sentence should replace sentence 19 to help improve this transition?	Subcluster Content Readiness Process Item Type Multiple Choice (1 pt) Stimulus			
<p>(A) Despite these benefits, some people still tend to dismiss the value of reading fiction.</p>				
<p>(B) In the final analysis, many experts have different opinions regarding the benefits of reading fiction.</p>				
<p>(C) At this point in time, not all people know much about the practice of reading fiction.</p>				
<p>(D) Without a doubt, various opinions are held by people when it comes to the value of reading fiction.</p>				
<p><b>* Correct Answer (A)</b></p>				

<b>E1.9(B) (ii)</b> [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] developing an engaging idea reflecting depth of thought with specific details, exam	<b>Analysis of Assessed Standards</b>															
2025 – Q39 Passage #5	Cluster															
Which sentence can <b>BEST</b> follow and support sentence 14?	Revision															
Ⓐ While finding the right fictional story may take a reader a little time, the effort is well worth the time.	Subcluster															
Ⓑ That's because fictional stories engage a reader's brain on a deep level, stimulating the imagination.	Content															
Ⓒ Contemporary fiction, historical fiction, and science fiction are just a few of the possibilities.	Process															
Ⓓ Referring to the ability to think critically about ourselves, this involves how we and other people view the world.	Item Type															
	Stimulus															
	Data Analysis															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Item</th> <th style="text-align: center; width: 33%;">State</th> <th style="text-align: center; width: 33%;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td><td></td><td></td></tr> <tr> <td style="text-align: center;">B*</td><td style="text-align: center;">53</td><td></td></tr> <tr> <td style="text-align: center;">C</td><td></td><td></td></tr> <tr> <td style="text-align: center;">D</td><td></td><td></td></tr> </tbody> </table>	Item	State	Local	A			B*	53		C			D		
Item	State	Local														
A																
B*	53															
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															
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>															

\*Correct Answer (B)

E1.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses		Analysis of Assessed Standards			
2025 – Q37 Passage #5		Cluster	Revision		
What revision, if any, is needed in sentence 5?		Subcluster			
		Content	Readiness		
		Process			
		Item Type	Multiple Choice (1 pt)		
		Stimulus			
<b>Data Analysis</b>					
	Item	State	Local		
(A) Research at the New School in New York City and at the University of Toronto found that people who read fictional stories have higher empathy levels than those who don't.	A*	59			
(B) Research found that people who read fictional stories have higher empathy levels than those who don't, which was learned at the New School in New York City and the University of Toronto.	B				
(C) Research at the New School in New York City found that people who read fictional stories have higher empathy levels and also at the University of Toronto than those who don't.	C				
(D) No change is needed.	D				
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes Instructional Implications</b>					
*Correct Answer (A)					

<p>E1.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p> <p>2025 – Q38 Passage #5</p> <p>Luisa wants to combine the ideas in sentences 11 and 12. 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	48	
No Credit	52	
<b>Error Analysis</b> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

\*Correct Answer (See Scoring Guide)

<p>E1.9(C) revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses</p> <p>2025 – Q40 Passage #5</p> <p>What revision, if any, should be made in sentence 17?</p> <p>(A) This cognitive growth often occurs with little conscious effort or no conscious effort.</p> <p>(B) This cognitive growth often occurs, which is with little or no conscious effort.</p> <p>(C) This cognitive growth with little or no conscious effort is what often occurs.</p> <p>(D) No change is needed.</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		
C		
D*	51	
<b>Error Analysis</b> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

\*Correct Answer (D)

<b>E1.9(C)</b> revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses	<b>Analysis of Assessed Standards</b>																
2025 – Q42 Passage #5	<b>Cluster</b>	Revision															
<b>Subcluster</b>																	
<b>Content</b>		Readiness															
<b>Process</b>																	
<b>Item Type</b>		Multiple Choice (1 pt)															
<b>Stimulus</b>																	
<b>Data Analysis</b>																	
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Item	State	Local															
A																	
B																	
<b>C*</b>	<b>65</b>																
D																	
<b>Error Analysis</b>																	
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early																	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	
<small>*Correct Answer (C)</small>																	

# Editing

**E1.9 Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.

**E1.10 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

To view passages, click on the title

Year	Passage #	Editing	Title
2025	6	Editing	<a href="#">Volunteering - An American Value</a>
2025	7	Editing	<a href="#">One Person's Trash Is Another's Treasure</a>

**2025 Passage #6 – Editing (Questions 43-47)**

*Kyler is writing a paper about the history of volunteering in the United States. Read these paragraphs from the body of Kyler's paper and look for corrections he needs to make. Then answer the questions that follow.*

**Volunteering—An American Value**

- (1) In the 1900s, volunteers contributed to their communities in a variety of charitable endeavors. (2) The very first soup kitchen, run entirely by volunteers, emerged during the great depression. (3) During World War II, many U.S. citizens offered their volunteer services devoting their time and efforts to nursing wounded soldiers, fighting fires, and planting victory gardens to grow food. (4) From research hospitals to disaster relief to campaigns against hunger, volunteerism increased in nearly every part of society.
- (5) Today, volunteers across our nation continues to donate their time, money, and energy to a variety of causes. (6) Why, throughout our history, have so many Americans been willing to volunteer? (7) The reasons are varied. (8) At times, a personal connection to a cause may motivate someone to volunteer. (9) For example, a person might have had a greater experience adopting a pet from an animal shelter. (10) In turn, that person may volunteer at the same shelter to urge others to adopt. (11) For some, volunteering provides opportunities to meet like-minded people. (12) In the process, they form friendships and build a sense of community among an organization.

<b>E1.9(D)</b> [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	<b>Analysis of Assessed Standards</b>																			
2025 – Q46 Passage #6	Cluster      Editing Subcluster Content      Supporting Process Item Type    Multiple Choice (1 pt) Stimulus																			
What change needs to be made in sentence 9?  <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(A) Change <i>greater</i> to <i>great</i></b> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(B) Change <i>experience</i> to <i>expereince</i></b> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(C) Change <i>adopting</i> to <i>he or she adopted</i></b> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(D) Change <i>from</i> to <i>with</i></b> </div>																				
	<div style="background-color: #f2f2f2; padding: 5px;"> <b>Data Analysis</b> <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;">74</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> <p><b>Error Analysis</b></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 style="text-align: center;"><b>Learning from Mistakes</b> <b>Instructional Implications</b></p> </div>	Item	State	Local	A*	74		B			C			D			<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*	74																			
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C																				
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<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																			
*Correct Answer (A)																				
<b>E1.9(D)</b> [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	<b>Analysis of Assessed Standards</b>																			
2025 – Q47 Passage #6	Cluster      Editing Subcluster Content      Supporting Process Item Type    Multiple Choice (1 pt) Stimulus																			
What change needs to be made in sentence 12?  <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(A) Change <i>process</i> to <i>proccess</i></b> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(B) Change <i>form</i> to <i>forms</i></b> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(C) Change <i>and build</i> to <i>they build</i></b> </div> <div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <b>(D) Change <i>among</i> to <i>within</i></b> </div>	<div style="background-color: #f2f2f2; padding: 5px;"> <b>Data Analysis</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">B</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D*</td> <td style="text-align: center;">73</td> <td></td> </tr> </tbody> </table> <p><b>Error Analysis</b></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 style="text-align: center;"><b>Learning from Mistakes</b> <b>Instructional Implications</b></p> </div>	Item	State	Local	A			B			C			D*	73		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
Item	State	Local																		
A																				
B																				
C																				
D*	73																			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																			
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																			

\*Correct Answer (D)

<b>E1.9(D) (i)</b> [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	<b>Analysis of Assessed Standards</b>	
2025 – Q45 Passage #6	<b>Cluster</b>	Editing
	<b>Subcluster</b>	
	<b>Content</b>	Readiness
	<b>Process</b>	
	<b>Item Type</b>	Multiple Choice (1 pt)
	<b>Stimulus</b>	
	<b>Data Analysis</b>	
	<b>Item</b>	<b>State</b>
	<b>A</b>	
	<b>B*</b>	<b>66</b>
	<b>C</b>	
	<b>D</b>	
	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

\*Correct Answer (B)

E1.9(D) (iv) [edit drafts using standard English conventions, including] correct capitalization  2025 – Q43 Passage #6  What change needs to be made in sentence 2?  <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(A)</b> Change <b>run</b> to <b>ran</b></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(B)</b> Delete the comma after <b>volunteers</b></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(C)</b> Change <b>emerged</b> to <b>immersed</b></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(D)</b> Change <b>great depression</b> to <b>Great Depression</b></p> </div>	<b>Analysis of Assessed Standards</b> <table border="1"> <tr> <td>Cluster</td><td>Editing</td></tr> <tr> <td>Subcluster</td><td></td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <b>Data Analysis</b> <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>37</td><td></td></tr> </tbody> </table> <b>Error Analysis</b> <table> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <b>Learning from Mistakes</b> <b>Instructional Implications</b>	Cluster	Editing	Subcluster		Content	Supporting	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A			B			C			D*	37		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
Cluster	Editing																															
Subcluster																																
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Process																																
Item Type	Multiple Choice (1 pt)																															
Stimulus																																
Item	State	Local																														
A																																
B																																
C																																
D*	37																															
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																															
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																															

\*Correct Answer (D)

E1.9(D) (v) [edit drafts using standard English conventions, including] punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate  2025 – Q44 Passage #6  What change needs to be made in sentence 3?  <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(A)</b> Change <b>citizens</b> to <b>Citizens</b></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(B)</b> Change <b>offered</b> to <b>offer</b></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(C)</b> Insert a comma after <b>services</b></p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><b>(D)</b> Change <b>soldiers</b> to <b>soldeirs</b></p> </div>	<b>Analysis of Assessed Standards</b> <table border="1"> <tr> <td>Cluster</td><td>Editing</td></tr> <tr> <td>Subcluster</td><td></td></tr> <tr> <td>Content</td><td>Supporting</td></tr> <tr> <td>Process</td><td></td></tr> <tr> <td>Item Type</td><td>Multiple Choice (1 pt)</td></tr> <tr> <td>Stimulus</td><td></td></tr> </table> <b>Data Analysis</b> <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>67</td><td></td></tr> <tr> <td>D</td><td></td><td></td></tr> </tbody> </table> <b>Error Analysis</b> <table> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table> <b>Learning from Mistakes</b> <b>Instructional Implications</b>	Cluster	Editing	Subcluster		Content	Supporting	Process		Item Type	Multiple Choice (1 pt)	Stimulus		Item	State	Local	A			B			C*	67		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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B																																
C*	67																															
D																																
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																															
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																															

\*Correct Answer (C)



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

*Ellie is writing a story about a boy who helps with a garage sale. Read these paragraphs from the beginning of Ellie's story and look for corrections she needs to make. Then answer the questions that follow.*

### One Person's Trash Is Another's Treasure

(1) The Mendoza family was cleaning out its garage, a much-dreaded but urgently needed annual event. (2) Old appliances, books, clothes, and housewares mingled with dusty, ignored sporting goods and camping equipment. (3) Some of the items, such as the scooter Elijah had loved when he was 10, haven't been used in years, but they were too special to throw in the trash.

(4) "We need to have a garage sale," Elijah's father said decisively.

(5) Elijah wasn't up for that much work, so he quickly replied, "Byron's family is already planning one," referring to his friend down the street.

(6) "Our sale would compete with theirs."

(7) Instead of looking discouraged, Elijah's mother looked excited she quickly said, "Maybe we could have joint yard sales. (8) If we both advertise, we might get twice as many customers!

(9) "Why stop there?" Elijah's father asked. (10) "Let's get even more of the neighbors involved. (11) A multi-family sale would attract more people. (12) Which would result in bigger profits for everyone."

(13) Noting Elijah's lack of enthusiasm, he added, "Son, I know you've been having trouble saving up enough to buy those fancy sneakers you want, so if you organize the sale, I'll let you keep a fourth of our family's profit."

E1.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	Analysis of Assessed Standards		
2025 – Q50 Passage #7	Cluster	Editing	
What is the correct way to write sentence 7?	Subcluster		
(A) Instead of looking discouraged, Elijah's mother looking excited and quickly saying, "Maybe we could have joint yard sales.	Content	Readiness	
(B) Instead of looking discouraged. Elijah's mother looked excited and quickly said, "Maybe we could have joint yard sales.	Process		
(C) Instead of looking discouraged, Elijah's mother looked excited and quickly said, "Maybe we could have joint yard sales.	Item Type	Multiple Choice (1 pt)	
(D) Instead of looking discouraged, Elijah's mother looked excited. And quickly said, "Maybe we could have joint yard sales.	Stimulus		
	Data Analysis		
	Item	State	Local
	A		
	B		
	C*	64	
	D		
	Error Analysis		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
*Correct Answer (C)	Learning from Mistakes Instructional Implications		

E1.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments	Analysis of Assessed Standards				
2025 – Q52 Passage #7	Cluster	Editing			
What is the correct way to write sentences 11 and 12?	Subcluster				
(A) A multi-family sale would attract more people, which would result in bigger profits for everyone."	Content	Readiness			
(B) A multi-family sale would attract more people and would result in bigger profits, these would be for everyone."	Process				
(C) A multi-family sale. It would attract more people and would result in bigger profits for everyone."	Item Type	Multiple Choice (1 pt)			
(D) A multi-family sale would attract more people. Which would result in bigger profits for everyone."	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)

E1.9(D) (ii) [edit drafts using standard English conventions, including] consistent, appropriate use of verb tense and active and passive voice	Analysis of Assessed Standards				
2025 – Q49 Passage #7	Cluster	Editing			
What change needs to be made in sentence 3?	Subcluster				
(A) Change the comma after <b>items</b> to a colon	Content	Supporting			
(B) Change <b>haven't been used</b> to <b>hadn't been used</b>	Process				
(C) Change <b>but they</b> to <b>they</b>	Item Type	Multiple Choice (1 pt)			
(D) Change <b>were</b> to <b>was</b>	Stimulus				
Data Analysis					
Item State Local					
A					
B* 57					
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					
*					

E1.9(D) (v) [edit drafts using standard English conventions, including] punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate	Analysis of Assessed Standards				
2025 – Q51 Passage #7	Cluster	Editing			
What change needs to be made in sentence 8?	Subcluster				
(A) Change <b>If</b> to <b>Because</b>	Content	Supporting			
(B) Change <b>might get</b> to <b>might got</b>	Process				
(C) Change <b>customers</b> to <b>custommers</b>	Item Type	Multiple Choice (1 pt)			
(D) Insert quotation marks at the end of the sentence	Stimulus				
Data Analysis					
Item State Local					
A					
B					
C					
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					
*					

E1.9(D) (vi) [edit drafts using standard English conventions, including] correct spelling  2025 – Q48 Passage #7	<b>Analysis of Assessed Standards</b>
Old [dropdown], books, clothes, and housewares mingled with dusty, ignored sporting goods and camping equipment.	<b>Cluster</b> Editing
	<b>Subcluster</b>
	<b>Content</b> Supporting
	<b>Process</b>
	<b>Item Type</b> Inline Choice (1 pt)
	<b>Stimulus</b>
	<b>Data Analysis</b>
	<b>Item</b> State Local
	<b>Full Credit</b> 84
	<b>No Credit</b> 16
	<b>Error Analysis</b>
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>
*	

			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 ( )								