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lead4ward

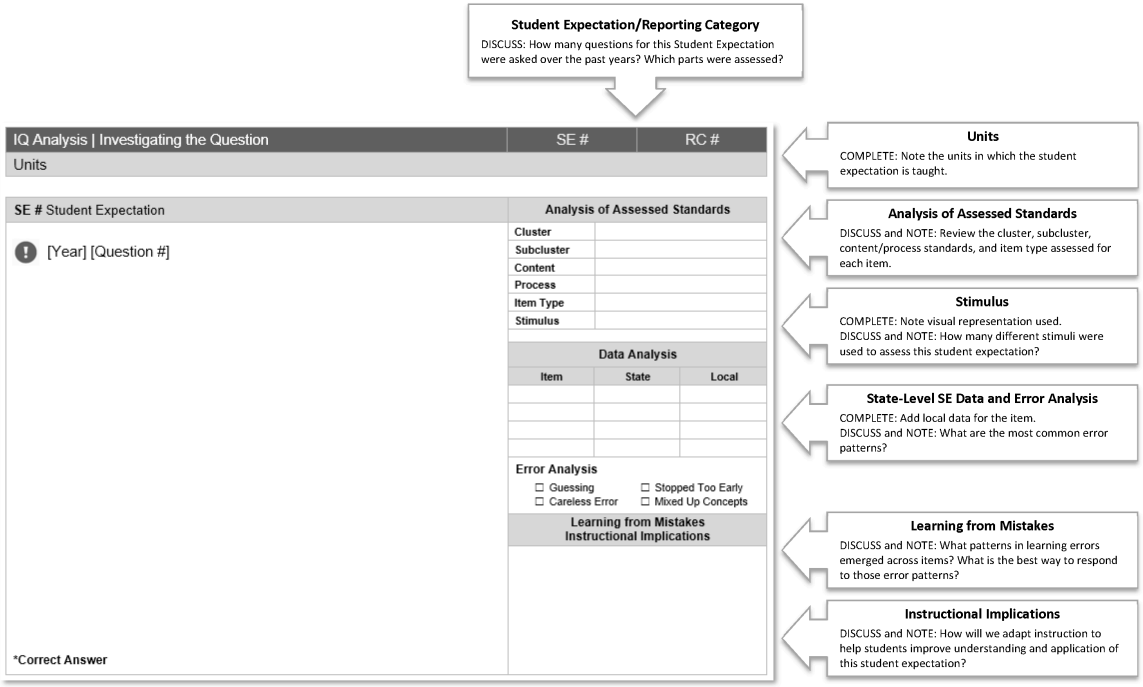
IQ: INVESTIGATING THE QUESTIONS

2019 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.

Learn more

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
2019	6	Fiction	Antaeus	66

2019 Passage #6 – Fiction (Questions 38-45)

66% Correct

T. J. has moved from a rural area to a large city. After meeting the narrator and the narrator's friends on an abandoned rooftop where they regularly spend time together, T. J. suggests they make a rooftop garden to grow watermelons. He hopes the activity will bond them as friends as well as bring a sense of Alabama, where he had his own acre of farmland, to his new home. The boys have established the garden after much hard work.

from Antaeus

by Borden Deal

1 Then an adult voice said behind us: "What are you boys doing up here?"

2 It startled us, for no one had ever come up here before, in all the time we had been using the roof of the factory. We jerked around and saw three men standing near the trap door at the other end of the roof. They weren't policemen, or night watchmen, but three men in plump business suits, looking at us. They walked toward us.

3 "What are you boys doing up here?" the one in the middle said again.

4 We stood still, guilt heavy among us, levied by the tone of voice, and looked at the three strangers.

5 The men stared at the grass flourishing behind us. "What's this?" the man said. "How did this get up here?"

6 "Sure is growing good, ain't it?" T. J. said conversationally. "We planted it."

7 The men kept looking at the grass as if they didn't believe it. It was a thick carpet over the earth now, a patch of deep greenness startling in the sterile industrial surroundings.

8 "Yes, sir," T. J. said proudly. "We toted that earth up here and planted that grass." He fluttered the seed catalogue. "And we're just fixing to plant us some watermelon."

9 The man looked at him then, his eyes strange and faraway. "What do you mean, putting this on the roof of my building?" he said. "Do you want to go to jail?"

10 T. J. looked shaken. The rest of us went silent, frightened by the authority of his voice. We had grown up aware of adult authority, of policemen and night watchmen and teachers, and this man sounded like all the others. But it was a new thing to T. J.

11 "Well, you wasn't using the roof," T. J. said. He paused a moment and added shrewdly, "So we just thought to pretty it up a little bit."

12 "And sag it so I'd have to rebuild it," the man said sharply. He turned away, saying to a man beside him, "See that all that junk is shoveled off by tomorrow."

13 "Yes, sir," the man said.

14 T. J. started forward. "You can't do that," he said. "We toted it up here, and it's our earth. We planted it and raised it and toted it up here."

15 The man stared at him coldly. "But it's my building," he said. "It's to be shoveled off by tomorrow."

16 "It's our earth," T. J. said desperately. "You ain't got no right!"

17 The men walked on without listening and descended clumsily through the trap door. T. J. stood looking after them, his body tense with anger, until they had disappeared. They wouldn't even argue with him, wouldn't let him defend his earth-rights.

18 He turned to us. "We won't let 'em do it," he said fiercely. "We'll stay up here all day tomorrow and the day after that, and we won't let 'em do it."

19 We just looked at him. We knew that there was no stopping it. He saw it in our faces, and his face wavered for a moment before he gripped it into determination.

20 "They ain't got no right," he said. "It's our earth. It's our land. Can't nobody touch a man's own land."

21 We kept on looking at him, listening to the words but knowing that it was no use. The adult world had descended on us even in our richest dream, and we knew there was no calculating the adult world, no fighting it, no winning against it.

22 We started moving slowly toward the parapet and the fire escape, avoiding a last look at the green beauty of the earth that T. J. had planted for us . . . had planted deeply in our minds as well as in our experience. We filed slowly over the edge and down the steps to the plank, T. J. coming last, and all of us could feel the weight of his grief behind us.

23 "Wait a minute," he said suddenly, his voice harsh with the effort of calling. We stopped and turned, held by the tone of his voice, and looked up at him standing above us on the fire escape.

24 "We can't stop them?" he said, looking down at us, his face strange in the dusky light. "There ain't no way to stop 'em?"

25 "No," Blackie said with finality. "They own the building."

26 We stood still for a moment, looking up at T. J., caught into inaction by the decision working in his face. He stared back at us, and his face was pale and mean in the poor light.

27 "They ain't gonna touch my earth," he said fiercely. "They ain't gonna lay a hand on it! Come on."

28 He turned around and started up the fire escape again, almost running against the effort of climbing. We followed more slowly, not knowing what he intended. By the time we reached him, he had seized a board and thrust it into the soil, scooping it up and flinging it over the parapet into the areaway below. He straightened and looked us squarely in the face.

29 "They can't touch it," he said. "I won't let 'em lay a dirty hand on it!"

30 We saw it then. He stooped to his labor again and we followed, the gusts of his anger moving in frenzied labor among us as we scattered along the edge of earth, scooping it and throwing it over the parapet, destroying with anger the growth we had nurtured with such tender care. The soil carried so laboriously upward to the light and the sun cascaded swiftly into the dark areaway, the green blades of grass crumpled and twisted in the falling.

31 It took less time than you would think . . . the task of destruction is infinitely easier than that of creation. We stopped at the end, leaving only a scattering of loose soil, and when it was finally over, a stillness stood among the group and over the factory building. We looked down at the bare sterility of black tar, felt the harsh texture of it under the soles of our shoes, and the anger had gone out of us, leaving only a sore aching in our minds like over-stretched muscles.

32 T. J. stood for a moment, his breathing slowing from anger and effort, caught into the same contemplation of destruction as all of us. He stooped slowly, finally, and picked up a lonely blade of grass left trampled under our feet and put it between his teeth, tasting it, sucking the greenness out of it into his mouth. Then he started walking toward the fire escape, moving before any of us were ready to move, and disappeared over the edge while we stared after him.

E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words

OLD **E1.1(B)** analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

2019 – Q40 Passage #6

In paragraph 30, what does the word *laboriously* mean?

F At great cost

G For good reason

H Quietly and in secrecy

J Slowly and with difficulty

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	14	
G	10	
H	17	
J*	60	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.5 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q39 Passage #6

How is the first sentence of the excerpt important to the plot?

A It foreshadows the resolution.

B It introduces the main character.

C It initiates the main conflict.

D It presents an unanswered question.

***Correct Answer (C)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	11	
B	9	
C*	68	
D	12	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.5 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q41 Passage #6

Read this quotation from paragraph 20.

> *"It's our earth. It's our land. Can't nobody touch a man's own land."*

The irony of this quotation is that it calls attention to —

A the love T. J. has for the outdoors while he is on a man-made structure

B the rooftop being abandoned and the men still caring about its welfare

C the fact that T. J. does not have the right to use the rooftop despite creating the garden

D the effort used to create a garden when it can be easily destroyed

***Correct Answer (C)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	28	
B	11	
C*	48	
D	13	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.2 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q42 Passage #6

What is a central theme of the excerpt?

F Adults often lose their sense of accomplishment as they age.

G People take pride in their work.

H People rely on authority figures to maintain order.

J It is important to recognize the value of green spaces.

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	9	
G*	68	
H	11	
J	12	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.5 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q44 Passage #6

In paragraph 25, why does Blackie say, "They own the building"?

F To help the men by supporting their claim

G To rally the boys to go against what T. J. has planned

H To indicate the limitations of what the men can do

J To convince T. J. that it is pointless to resist

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	9	
G	9	
H	14	
J*	67	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.7 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q45 Passage #6

In paragraph 32, what does the blade of grass represent for T. J.?

A A final remnant of something precious

B The harvest he anticipated

C The new home he has found

D His friendship with the other boys

***Correct Answer (A)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	74	
B	12	
C	6	
D	8	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.5(C)** evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction

2019 – Q38 Passage #6

What does the point of view used in the excerpt help the reader understand?

F How the adults found the garden

G How T. J.'s reactions differ from the reactions of the other boys

H How long the boys worked on the garden

J How the boys agreed to help T. J. plant the garden

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	6	
G*	73	
H	12	
J	9	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

OLD **E1.5(B)** analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures

2019 – Q43 Passage #6

What does T. J.'s climb back up the fire escape in paragraph 28 reveal about him?

A He has difficulty following rules.

B He enjoys being the leader of a group.

C He behaves in ways that others consider immature.

D He takes action once he makes up his mind.

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	11	
B	6	
C	13	
D*	70	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

Expository

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

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To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2019	5A	Expository	A Baseball School for Big-League Dreamers	69
2019	5A Expository 5B Persuasive	Expository	A Baseball School for Big-League Dreamers I Believe in the Also-Rans	60

2019 Passage #5A – Expository (Questions 19-25) 69% Correct

A Baseball School for Big-League Dreamers

by Robert Benincasa
All Things Considered, *National Public Radio*
August 15, 2012

1 If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.

2 It gradually becomes clear: You won't be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.

3 But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there's a place that lies somewhere between the Little League field and Yankee Stadium.

4 It's 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.

5 For Ketch, as he's known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball's elite Cape Cod League.

6 The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.

7 He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. "You kind of just don't want to leave the field at the end of the night," he says. "You want to just keep going back. You just want to stay there."

Nurturing Potential

8 So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.

9 IMG baseball chief Ken Bolek says Ketch's school debut was less than stellar.

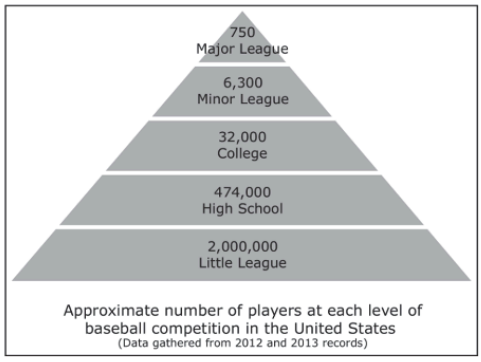
10 "There weren't a lot of things that just came naturally to him as an athlete," Bolek says, chuckling. "His first semester here, the coaches evaluated a successful day by the fact that he wasn't maimed or killed out on the field from a lack of proficiency."

11 But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.

12 Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.

13 "Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.

14 Most players here won't ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.



Approximate number of players at each level of baseball competition in the United States
(Data gathered from 2012 and 2013 records)

15 The pitcher on Ketch's team, Cameron Varga, is already headed to Division I. He'll play for the University of Florida team after he graduates in 2014.

16 His fastball is in the low 90s, big-league heat territory.

17 As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.

18 "You struck out the side, and I'll give you that," Shepard tells him, "but as a starting pitcher you've got to know what the emphasis down the road for you is going to be."

19 Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.

20 "[I'm] looking into the future for big things from him," Shepard says. "He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I'm looking for him to throw six pitches and get three outs and save 14 pitches for later."

Going Deeper Than Baseball

21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."

22 But IMG is a long way from St. Mary's Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.[1] Tuition, room and board here for the combined academic and sports program is about $70,000 a year.

23 Along with the price of admission comes the unvarnished truth about one's athletic ability and potential.

24 The coaches are positive and encouraging, but they don't sugarcoat their opinions. They don't want to give any player false hope.

25 "We deal with reality on a daily basis," says baseball chief Bolek. "We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets."

26 And there's something else: Many of the coaches have given years to the game. They see beyond young men's dreams and deeper into their lives.

27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.

28 "If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that's the grand slam for us," he says.

29 Today's game ends in a one-run loss for Ketch and Cameron's team. If these young players' dreams come true, it's just a footnote in a long career in the national pastime.

30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it's had 17 players drafted since 2006.

31 Ketch doesn't think about the numbers. He pursues his goals a day at a time.

32 "The chances are, you know, there's not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won't always be there."

33 Whether or not Ketch is destined for Cooperstown, this fall he'll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.11 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q24 Passage #5A

What does the graphic best suggest about the different levels of baseball competition?

F More athletes prefer playing college baseball than minor-league baseball.

G Most Little League baseball players participate in multiple sports when they reach high school.

H Playing Little League baseball is necessary to becoming a major-league player.

J Baseball leagues become more selective as players advance.

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	9	
G	9	
H	11	
J*	70	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.7(D) (ii) the relationship between organizational design and thesis

OLD **E1.9(C)** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2019 – Q20 Passage #5A

Based on the article, the coaches at IMG can best be described as —

F concerned about the effectiveness of their coaching ability

G focused on becoming coaches at a professional level

H dismissive of the mistakes students make

J caring about the future success of the students

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	7	
G	7	
H	5	
J*	80	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.7(D) (ii) the relationship between organizational design and thesis

OLD **E1.9(C)** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2019 – Q23 Passage #5A

Read paragraph 21.

> *Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."*

What does this sentence suggest?

A Baseball players understand their potential at an early age.

B Determination and grit could get a player to the big leagues.

C Legends about baseball frequently inspire players to improve.

D Most major-league players come from humble circumstances.

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	9	
B*	61	
C	13	
D	17	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.7(D) (ii) the relationship between organizational design and thesis

OLD **E1.9(C)** make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2019 – Q25 Passage #5A

What can the reader conclude from the interaction between the pitching coach and Cameron Varga in paragraphs 17 through 20?

A The pitching coach wants his players to always strive to improve.

B The pitching coach is mainly concerned about winning games quickly.

C Varga is confident in his ability to succeed in Florida.

D Varga's number of pitches will decrease as his speed increases.

***Correct Answer (A)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	79	
B	7	
C	7	
D	7	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.7(D) (i) [analyze characteristics and structural elements of informational texts such as] clear thesis, relevant supporting evidence, pertinent examples, and conclusion

E1.8(A) analyze the author's purpose, audience, and message within a text

OLD **E1.8(A)** analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2019 – Q19 Passage #5A

Which sentence from "A Baseball School for Big-League Dreamers" best supports the main idea of the article?

A *Tuition, room and board here for the combined academic and sports program is about $70,000 a year.*

B *Most players here won't ever put on a big-league uniform, but they come to IMG trying to find and reach their potential.*

C *He remembers being fascinated by how the players and coaches talked and how fans reacted to the game.*

D *Ketch doesn't think about the numbers.*

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	6	
B*	81	
C	10	
D	3	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E1.7(D) (i) [analyze characteristics and structural elements of informational texts such as] clear thesis, relevant supporting evidence, pertinent examples, and conclusion

E1.8(A) analyze the author's purpose, audience, and message within a text

OLD **E1.8(A)** analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2019 – Q22 Passage #5A

The author wrote "A Baseball School for Big-League Dreamers" primarily to —

F highlight the reasons people pursue a career in sports

G persuade readers to support schools that specialize in training student-athletes

H inform readers about a unique school and the students who attend it

J convince student-athletes to enroll in a specialized school for sports

***Correct Answer (H)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	28	
G	11	
H*	51	
J	10	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

2019 Passage #5A – Expository (Questions 19-25) 69% Correct

A Baseball School for Big-League Dreamers

by Robert Benincasa
All Things Considered, *National Public Radio*
August 15, 2012

1 If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.

2 It gradually becomes clear: You won't be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.

3 But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there's a place that lies somewhere between the Little League field and Yankee Stadium.

4 It's 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.

5 For Ketch, as he's known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball's elite Cape Cod League.

6 The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.

7 He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. "You kind of just don't want to leave the field at the end of the night," he says. "You want to just keep going back. You just want to stay there."

Nurturing Potential

8 So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.

9 IMG baseball chief Ken Bolek says Ketch's school debut was less than stellar.

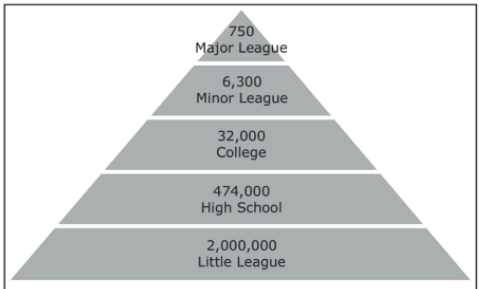
10 "There weren't a lot of things that just came naturally to him as an athlete," Bolek says, chuckling. "His first semester here, the coaches evaluated a successful day by the fact that he wasn't maimed or killed out on the field from a lack of proficiency."

11 But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.

12 Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.

13 "Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.

14 Most players here won't ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.



Approximate number of players at each level of baseball competition in the United States
(Data gathered from 2012 and 2013 records)

15 The pitcher on Ketch's team, Cameron Varga, is already headed to Division I. He'll play for the University of Florida team after he graduates in 2014.

16 His fastball is in the low 90s, big-league heat territory.

17 As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.

18 "You struck out the side, and I'll give you that," Shepard tells him, "but as a starting pitcher you've got to know what the emphasis down the road for you is going to be."

19 Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.

20 "[I'm] looking into the future for big things from him," Shepard says. "He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I'm looking for him to throw six pitches and get three outs and save 14 pitches for later."

Going Deeper Than Baseball

21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."

22 But IMG is a long way from St. Mary's Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.[1] Tuition, room and board here for the combined academic and sports program is about $70,000 a year.

23 Along with the price of admission comes the unvarnished truth about one's athletic ability and potential.

24 The coaches are positive and encouraging, but they don't sugarcoat their opinions. They don't want to give any player false hope.

25 "We deal with reality on a daily basis," says baseball chief Bolek. "We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets."

26 And there's something else: Many of the coaches have given years to the game. They see beyond young men's dreams and deeper into their lives.

27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.

28 "If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that's the grand slam for us," he says.

29 Today's game ends in a one-run loss for Ketch and Cameron's team. If these young players' dreams come true, it's just a footnote in a long career in the national pastime.

30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it's had 17 players drafted since 2006.

31 Ketch doesn't think about the numbers. He pursues his goals a day at a time.

32 "The chances are, you know, there's not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won't always be there."

33 Whether or not Ketch is destined for Cooperstown, this fall he'll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

2019 Passage #5B – Persuasive (Questions 26-32) 67% Correct

I Believe in the Also-Rans

by Clive B.
This I Believe
December 2006

1 I believe in the also-rans.

2 As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important. At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea. I survived and thrived.

3 After leaving the sanctuaries of high school and University and going out into the workplace, I entered that real messy world where my progress was not measured by an end-of-term exam or validated by my prowess on a sports field. My life losses began to exceed my successes, and I began to think that there must be more to life than winning.

4 It wasn't until I became a parent that this thought became a strongly held belief.

5 I am the proud father of a seven-year-old girl, Naomi. Her best friends since she was an infant are two boys, Kean and Cyrus. Until they were old enough to start school they would play together three full days a week—one day in each child's home. Every week I would enjoy the benefit of two days' child care and one full day with the three beautiful children.

6 Naomi and Kean have always been fast runners and very evenly matched, too. Cyrus was slower to develop physically and was nowhere near as speedy as his two playmates, but he loved to run and play just as much as the other two.

7 One day the three friends were at my house. Our family enjoys a large house with a great running track. Indoor, wooden, fast with slick speedy turns—through the living room, past the front door, veer right into the narrow kitchen avoiding Mom, or more usually Dad, cooking, then a sharp right hairpin turn into the brightly lit hall, picking up speed as they hurtle back into the living room to start another circuit or to crash head-first into the soft, cushioned couch, the finishing line.

8 One day the kids were racing around and I was sitting in the living room as Naomi and Kean burst into the room neck-and-neck and fell joyfully into the couch. Each bounced up loudly proclaiming, "I'm first, I'm first." Several seconds passed before Cyrus appeared, arms and legs pumping manfully, an earnest look on his face. He too fell, face first, into the soft upholstery and bounced to his feet, arms aloft to proclaim, with total joy and celebration, "I'm third!!"

9 I believe in celebrating those that finish third in a three-horse race. This I believe.

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q33 Passage #5A Expository and Passage #5B Persuasive

Both Ketchum Marsh in "A Baseball School for Big-League Dreamers" and the author of "I Believe in the Also-Rans" —

A are frustrated by their limited athletic abilities

B are natives of the same geographic location

C have families that emphasize the importance of athletics

D have attended exclusive schools that focus on achievement

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	9	
B	5	
C	17	
D*	68	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q34 Passage #5A Expository and Passage #5B Persuasive

Read this sentence from paragraph 2 of "I Believe in the Also-Rans."

> *As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important.*

Which sentence from "A Baseball School for Big-League Dreamers" contrasts with the attitude expressed in the sentence from "I Believe in the Also-Rans"?

F *"You kind of just don't want to leave the field at the end of the night," he says.*

G *"We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets."*

H *Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.*

J *And there's something else: Many of the coaches have given years to the game.*

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	12	
G*	59	
H	23	
J	6	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q35 Passage #5A Expository and Passage #5B Persuasive

Which sentence correctly describes the organizational pattern used by the authors of the two selections?

A Both selections provide definitions of key terms to add meaning to the texts.

B Both selections include anecdotes as examples to support their main ideas.

C Both selections use quotations from experts to support the main ideas in the texts.

D Both selections use cause-and-effect to highlight the relationships between key ideas.

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	10	
B*	48	
C	23	
D	19	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q36 Passage #5A Expository and Passage #5B Persuasive

What do Ketchum Marsh in "A Baseball School for Big-League Dreamers" and Cyrus in "I Believe in the Also-Rans" have in common?

F Neither is a natural-born athlete.

G Both become easily frustrated by failure.

H Neither has supportive adults in his life.

J Both hope to play professional sports.

***Correct Answer (F)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	62	
G	14	
H	6	
J	17	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q37 Passage #5A Expository and Passage #5B Persuasive

What is the purpose of paragraph 32 in "A Baseball School for Big-League Dreamers" and paragraph 3 in "I Believe in the Also-Rans"?

A To explain that early disappointment can often lead to long-term failure

B To point out the educational advantages of attending elite schools

C To emphasize that the realities of adult life often differ from early experiences

D To specify the most important qualities needed to become a successful adult

***Correct Answer (C)**

Analysis of Assessed Standards

Cluster	Expository
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	14	
B	9	
C*	64	
D	13	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

Poetry

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
2019	7	Poetry	My Desk	66

2019 Passage #7 – Poetry (Questions 46-52) **66% Correct**

My Desk

by Debora Marsh

I give you my desk,
the white painted maple,
stately, with clean straight lines, three drawers on each side,
the one my father gave to me.
He carved his initials in the corner, he said, your great grandfather,
his father, punished him because of it.
He made him fill in the grooves with wood putty,
sand down the wood, and refinish the whole piece.
When he was done, he said it looked good,
and that it was a good desk; he used it right through college.
Later, I asked him to do the same, refinish it again,
paint it white to match the 1970s girls bedroom furniture
in the catalog from Sears, so I could put it in my room.
Reluctantly he changed it.
He sanded down the finish, erasing the indentations of the letters
and numbers he had etched over time.
When he placed it in my room, white enameled, fresh, like new,
I cried.
So happy to have that heirloom,
to have my own piece of history,
to have my own piece of my father.
I sat for hours, make-believing I was a college professor,
bank teller, school teacher, the boss.
I did my algebra homework sitting at that desk.
I wrote papers, love letters, and my first poems there.
It has been stripped and painted, broken and glued.
And now, I give it to you.
Older than you by far, it sits in your room
piled high with crayon drawings, coins, trolls, and hot wheels cars.
You're still too young to do algebra homework.
But when you're ready, and you want to use it as a desk,
together, we'll strip the finish,
sand the wood,
rub out my etchings
and paint it to match your bright green and lavender dreams.

E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words

OLD **E1.1(B)** analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

2019 – Q46 Passage #7

Read lines 15 and 16.

> He sanded down the finish, erasing the indentations of the letters and numbers he had etched over time.

In line 16, the word *etched* most closely means —

F perfected

G imprinted

H remembered

J tarnished

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	8	
G*	75	
H	8	
J	8	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.2 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q47 Passage #7

What is a theme of the poem?

A Children desire what their parents value.

B Cherished objects can create connections between family members.

C What is extraordinary to some may seem ordinary to others.

D Old objects can be made new again by using imagination.

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A	10	
B*	64	
C	13	
D	13	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.7 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q48 Passage #7

What does the desk represent in the poem?

F The changes in style that happen over time

G The pride that is found in caring for possessions

H The new beginnings that come with each generation

J The different ways creativity can be inspired in individuals

***Correct Answer (H)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	11	
G	17	
H*	62	
J	11	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.3 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q49 Passage #7

Which line from the poem best indicates that the speaker is ready to relinquish ownership of the desk?

A Older than you by far, it sits in your room (line 28)

B piled high with crayon drawings, coins, trolls, and hot wheels cars. (line 29)

C You're still too young to do algebra homework. (line 30)

D and paint it to match your bright green and lavender dreams. (line 35)

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A	31	
B	9	
C	8	
D*	51	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.3 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q50 Passage #7

What tone is established in lines 22 through 25?

F Intellectual, because the speaker refers to academic matters

G Playful, because the speaker quickly lists random details

H Nostalgic, because the speaker warmly remembers the past

J Hopeful, because the speaker refers to her childhood dreams

***Correct Answer (H)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	10	
G	12	
H*	62	
J	15	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.3 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q51 Passage #7

What do the speaker's comments in lines 31 through 35 suggest?

A The speaker wants her child to find his or her own identity.

B The speaker wants her child to select a new color for the desk.

C The speaker believes her child deserves a new piece of furniture.

D The speaker believes her child will refuse to accept her offer.

***Correct Answer (A)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	70	
B	14	
C	10	
D	5	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.3 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q52 Passage #7

The repetition in lines 19 through 21 is used to emphasize that the desk —

F contains messages written long ago

G is worth a great amount of money

H is outdated in its appearance

J creates a timeless bond

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	11	
G	4	
H	7	
J*	77	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

Persuasive

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
2019	5B	Persuasive	I Believe in the Also-Rans	67
2019	5A Expository 5B Persuasive	Persuasive	A Baseball School for Big-League Dreamers I Believe in the Also-Rans	

2019 Passage #5B – Persuasive (Questions 26-32) 67% Correct

I Believe in the Also-Rans

by Clive B.
This I Believe
December 2006

1 I believe in the also-rans.

2 As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important. At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea. I survived and thrived.

3 After leaving the sanctuaries of high school and University and going out into the workplace, I entered that real messy world where my progress was not measured by an end-of-term exam or validated by my prowess on a sports field. My life losses began to exceed my successes, and I began to think that there must be more to life than winning.

4 It wasn't until I became a parent that this thought became a strongly held belief.

5 I am the proud father of a seven-year-old girl, Naomi. Her best friends since she was an infant are two boys, Kean and Cyrus. Until they were old enough to start school they would play together three full days a week—one day in each child's home. Every week I would enjoy the benefit of two days' child care and one full day with the three beautiful children.

6 Naomi and Kean have always been fast runners and very evenly matched, too. Cyrus was slower to develop physically and was nowhere near as speedy as his two playmates, but he loved to run and play just as much as the other two.

7 One day the three friends were at my house. Our family enjoys a large house with a great running track. Indoor, wooden, fast with slick speedy turns—through the living room, past the front door, veer right into the narrow kitchen avoiding Mom, or more usually Dad, cooking, then a sharp right hairpin turn into the brightly lit hall, picking up speed as they hurtle back into the living room to start another circuit or to crash head-first into the soft, cushioned couch, the finishing line.

8 One day the kids were racing around and I was sitting in the living room as Naomi and Kean burst into the room neck-and-neck and fell joyfully into the couch. Each bounced up loudly proclaiming, "I'm first, I'm first." Several seconds passed before Cyrus appeared, arms and legs pumping manfully, an earnest look on his face. He too fell, face first, into the soft upholstery and bounced to his feet, arms aloft to proclaim, with total joy and celebration, "I'm third!!"

9 I believe in celebrating those that finish third in a three-horse race. This I believe.

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

OLD **E1.1(E)** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology

2019 – Q28 Passage #5B

Read the following dictionary entry.

> **validate** \'va-lə-ˌdāt\ *v*
> **1.** declare or make legal **2.** prove or confirm to be true **3.** approve an expressed agreement **4.** mark with an indication of being official

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

F Definition 1

G Definition 2

H Definition 3

J Definition 4

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	11	
G*	47	
H	22	
J	20	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.10 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q27 Passage #5B

Based on the information presented in the essay, what is one message the reader can infer?

A Avoiding competition is better than participating when failure is certain.

B Being rewarded simply for participating belittles the efforts of the winners.

C Persistence ensures that a loser will eventually become a winner.

D Satisfaction comes from being dedicated and doing your best.

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A	7	
B	10	
C	13	
D*	70	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.10 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q29 Passage #5B

The author includes quotations in paragraph 8 primarily to —

A highlight that Naomi and Kean rarely agree

B emphasize Cyrus's noncompetitive nature

C point out the author's concern for Cyrus

D reveal Naomi's and Kean's athletic abilities

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A	15	
B*	60	
C	10	
D	15	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **E1.10 Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q31 Passage #5B

What can the reader conclude from paragraph 3?

A The author's education did not fully prepare him for living in the real world.

B The author was better at sports than at academics while growing up.

C Educational priorities at elite schools differ from those in public schools.

D Students in England are required to attend school through the university level.

***Correct Answer (A)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	70	
B	14	
C	11	
D	5	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.7(D) (i) [analyze characteristics and structural elements of informational texts such as] clear thesis, relevant supporting evidence, pertinent examples, and conclusion

E1.8(A) analyze the author's purpose, audience, and message within a text

OLD **E1.8(A)** analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2019 – Q26 Passage #5B

What is the author's purpose for mentioning the children's race through the house?

F To illustrate that some children value fun above competition

G To emphasize that his child is athletically superior to her friends

H To highlight that children often disregard household rules

J To show that children lack concerns about safety when competing

***Correct Answer (F)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	77	
G	8	
H	6	
J	9	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.7(D) (i) [analyze characteristics and structural elements of informational texts such as] clear thesis, relevant supporting evidence, pertinent examples, and conclusion

E1.8(A) analyze the author's purpose, audience, and message within a text

OLD **E1.8(A)** analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2019 – Q30 Passage #5B

Which quotation best expresses the author's viewpoint about being an "also-ran"?

F *At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea.*

G *Our family enjoys a large house with a great running track.*

H *Naomi and Kean have always been fast runners and very evenly matched, too.*

J *I believe in celebrating those that finish third in a three-horse race.*

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	21	
G	7	
H	10	
J*	62	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.7(D) (i) [analyze characteristics and structural elements of informational texts such as] clear thesis, relevant supporting evidence, pertinent examples, and conclusion

E1.8(A) analyze the author's purpose, audience, and message within a text

OLD **E1.8(A)** analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2019 – Q32 Passage #5B

What is the main idea of the selection?

F Children usually develop friendships with others who have similar abilities.

G Parents should encourage their children to be active because fitness is important.

H People should celebrate their best efforts even if they don't always succeed.

J People who consistently win competitions as children have lifelong advantages over those who don't.

***Correct Answer (H)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	6	
G	6	
H*	81	
J	6	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

2019 Passage #5A – Expository (Questions 19-25) 69% Correct

A Baseball School for Big-League Dreamers

by Robert Benincasa
All Things Considered, *National Public Radio*
August 15, 2012

1 If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.

2 It gradually becomes clear: You won't be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.

3 But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there's a place that lies somewhere between the Little League field and Yankee Stadium.

4 It's 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.

5 For Ketch, as he's known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball's elite Cape Cod League.

6 The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.

7 He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. "You kind of just don't want to leave the field at the end of the night," he says. "You want to just keep going back. You just want to stay there."

Nurturing Potential

8 So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.

9 IMG baseball chief Ken Bolek says Ketch's school debut was less than stellar.

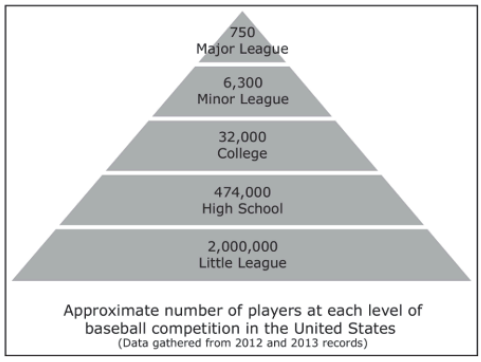
10 "There weren't a lot of things that just came naturally to him as an athlete," Bolek says, chuckling. "His first semester here, the coaches evaluated a successful day by the fact that he wasn't maimed or killed out on the field from a lack of proficiency."

11 But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.

12 Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.

13 "Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.

14 Most players here won't ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.



Approximate number of players at each level of baseball competition in the United States
(Data gathered from 2012 and 2013 records)

15 The pitcher on Ketch's team, Cameron Varga, is already headed to Division I. He'll play for the University of Florida team after he graduates in 2014.

16 His fastball is in the low 90s, big-league heat territory.

17 As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.

18 "You struck out the side, and I'll give you that," Shepard tells him, "but as a starting pitcher you've got to know what the emphasis down the road for you is going to be."

19 Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.

20 "[I'm] looking into the future for big things from him," Shepard says. "He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I'm looking for him to throw six pitches and get three outs and save 14 pitches for later."

Going Deeper Than Baseball

21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."

22 But IMG is a long way from St. Mary's Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.[1] Tuition, room and board here for the combined academic and sports program is about $70,000 a year.

23 Along with the price of admission comes the unvarnished truth about one's athletic ability and potential.

24 The coaches are positive and encouraging, but they don't sugarcoat their opinions. They don't want to give any player false hope.

25 "We deal with reality on a daily basis," says baseball chief Bolek. "We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets."

26 And there's something else: Many of the coaches have given years to the game. They see beyond young men's dreams and deeper into their lives.

27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.

28 "If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that's the grand slam for us," he says.

29 Today's game ends in a one-run loss for Ketch and Cameron's team. If these young players' dreams come true, it's just a footnote in a long career in the national pastime.

30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it's had 17 players drafted since 2006.

31 Ketch doesn't think about the numbers. He pursues his goals a day at a time.

32 "The chances are, you know, there's not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won't always be there."

33 Whether or not Ketch is destined for Cooperstown, this fall he'll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

2019 Passage #5B – Persuasive (Questions 26-32) 67% Correct

I Believe in the Also-Rans

by Clive B.
This I Believe
December 2006

1 I believe in the also-rans.

2 As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important. At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea. I survived and thrived.

3 After leaving the sanctuaries of high school and University and going out into the workplace, I entered that real messy world where my progress was not measured by an end-of-term exam or validated by my prowess on a sports field. My life losses began to exceed my successes, and I began to think that there must be more to life than winning.

4 It wasn't until I became a parent that this thought became a strongly held belief.

5 I am the proud father of a seven-year-old girl, Naomi. Her best friends since she was an infant are two boys, Kean and Cyrus. Until they were old enough to start school they would play together three full days a week—one day in each child's home. Every week I would enjoy the benefit of two days' child care and one full day with the three beautiful children.

6 Naomi and Kean have always been fast runners and very evenly matched, too. Cyrus was slower to develop physically and was nowhere near as speedy as his two playmates, but he loved to run and play just as much as the other two.

7 One day the three friends were at my house. Our family enjoys a large house with a great running track. Indoor, wooden, fast with slick speedy turns—through the living room, past the front door, veer right into the narrow kitchen avoiding Mom, or more usually Dad, cooking, then a sharp right hairpin turn into the brightly lit hall, picking up speed as they hurtle back into the living room to start another circuit or to crash head-first into the soft, cushioned couch, the finishing line.

8 One day the kids were racing around and I was sitting in the living room as Naomi and Kean burst into the room neck-and-neck and fell joyfully into the couch. Each bounced up loudly proclaiming, "I'm first, I'm first." Several seconds passed before Cyrus appeared, arms and legs pumping manfully, an earnest look on his face. He too fell, face first, into the soft upholstery and bounced to his feet, arms aloft to proclaim, with total joy and celebration, "I'm third!!"

9 I believe in celebrating those that finish third in a three-horse race. This I believe.

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q33 Passage #5A Expository and Passage #5B Persuasive

Both Ketchum Marsh in "A Baseball School for Big-League Dreamers" and the author of "I Believe in the Also-Rans" —

A are frustrated by their limited athletic abilities

B are natives of the same geographic location

C have families that emphasize the importance of athletics

D have attended exclusive schools that focus on achievement

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	9	
B	5	
C	17	
D*	68	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q34 Passage #5A Expository and Passage #5B Persuasive

Read this sentence from paragraph 2 of "I Believe in the Also-Rans."

> *As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important.*

Which sentence from "A Baseball School for Big-League Dreamers" contrasts with the attitude expressed in the sentence from "I Believe in the Also-Rans"?

F *"You kind of just don't want to leave the field at the end of the night," he says.*

G *"We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets."*

H *Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.*

J *And there's something else: Many of the coaches have given years to the game.*

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	12	
G*	59	
H	23	
J	6	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q35 Passage #5A Expository and Passage #5B Persuasive

Which sentence correctly describes the organizational pattern used by the authors of the two selections?

A Both selections provide definitions of key terms to add meaning to the texts.

B Both selections include anecdotes as examples to support their main ideas.

C Both selections use quotations from experts to support the main ideas in the texts.

D Both selections use cause-and-effect to highlight the relationships between key ideas.

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	10	
B*	48	
C	23	
D	19	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q36 Passage #5A Expository and Passage #5B Persuasive

What do Ketchum Marsh in "A Baseball School for Big-League Dreamers" and Cyrus in "I Believe in the Also-Rans" have in common?

F Neither is a natural-born athlete.

G Both become easily frustrated by failure.

H Neither has supportive adults in his life.

J Both hope to play professional sports.

***Correct Answer (F)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	62	
G	14	
H	6	
J	17	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

E1.5(C) use text evidence and original commentary to support a comprehensive response

OLD **Fig.19(B)** make complex inferences about text and use textual evidence to support understanding

2019 – Q37 Passage #5A Expository and Passage #5B Persuasive

What is the purpose of paragraph 32 in "A Baseball School for Big-League Dreamers" and paragraph 3 in "I Believe in the Also-Rans"?

A To explain that early disappointment can often lead to long-term failure

B To point out the educational advantages of attending elite schools

C To emphasize that the realities of adult life often differ from early experiences

D To specify the most important qualities needed to become a successful adult

***Correct Answer (C)**

Analysis of Assessed Standards

Cluster	Persuasive
Subcluster	Across Genres
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	14	
B	9	
C*	64	
D	13	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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
2019	1	Revision	The Great Barrier Reef
2019	2	Revision	The Case for a Mentoring Program

2019 Passage #1 – Writing (Questions 1-5)

Candice's science teacher has asked her to write about an important geographical region. Read Candice's paper and think about the revisions that she should make. When you finish reading, answer the questions that follow.

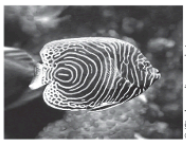
The Great Barrier Reef

(1) One of nature's most amazing structures is a maze of islands and coral. (2) The Great Barrier Reef, an ecosystem of a combined 3,000 coral reefs, sits off the northeastern coast of Australia in the Pacific Ocean. (3) Located within the much larger Great Barrier Reef Marine Park, the reef is the largest geographical formation of living organisms in the world. (4) It hosts many types of water habitats, making it home to diverse marine life. (5) This colorful reef and its many inhabitants create a spectacular sight. (6) The reef attracts millions of tourists every year. (7) More than just a pretty place, the Great Barrier Reef provides plentiful sea life to study and research. (8) The Great Barrier Reef is all of these things to Australia and so much more.

(9) Although it now covers an area of 135,000 square miles, the Great Barrier Reef started out much smaller. (10) Many years ago, when a low-lying coastal plain was flooded by the rising sea, hills were partially submerged and gradually transformed over time into islands. (11) Intense sunlight flooded the hard island surfaces found within the shallow waters. (12) These surfaces were prime locations for small saclike animals called coral polyps to attach themselves. (13) The coral polyps reproduced and then died, leaving their skeletons behind. (14) Plants, algae, sand, and small organisms began to fill in the spaces around the leftover materials. (15) This process created a foundation where a colony of polyps could repeat the cycle. (16) As the sea and wind continued to bring in new sand and organisms, the coral reef grew. (17) This reef became a linear chain of multiple coral reefs, creating a physical barrier that stretches about 1,000 miles along the coast. (18) Bigger than the Great Wall of China and visible from space, this enormous organism is home to many other smaller ones.

(19) Several types of animals attach themselves to the walls of coral as if the animals were part of the reef. (20) Marine animals, including protozoa and sea cucumbers, help secure sand and plant algae to the reef. (21) Sponges and soft coral living alongside bright red and purple plant algae provide stunning color along the reef.

(22) The water surrounding the reef is teeming with life as well. (23) Many animals, such as marine insects and about 500 species of worms, swim in areas near the reef. (24) Microscopic plankton float freely and help feed many of the aquatic animals. (25) Larger animals living near the reef include jellyfish, octopuses, and saltwater crocodiles as well as over 1,600 species of fish, over 20 species of seabirds, and about 30 species of marine mammals, including dolphins and whales. (26) Animals large and small live close to the reef.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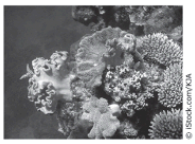
© iStock.com/KIA

(27) The Great Barrier Reef provides many environmental and economic benefits. (28) The coral reefs help protect the other coastline ecosystems, which include forested floodplains, freshwater wetlands, and lagoon floors, from storms and erosion. (29) The Great Barrier Reef also provides sources of food for millions of people and serves as a good home to economically important fish species. (30) Among these species are salmon, shark, and mackerel that supply commercial fisheries, big game marlin that fuel sport fishing, and the colorful little clownfish that attract snorkelers and divers. (31) Humans rely on the coral reefs for food, recreation, and tourism. (32) The reef's ecosystem is even explored by researchers as a possible source of new medicines. (33) Such explorations highlight that these coral reefs foster some of the most extraordinary underwater systems on the planet.

(34) Because of its global significance, the Great Barrier Reef is classified as one of the seven wonders of the natural world. (35) In conclusion, the Great Barrier Reef of Australia is a very cool feature of nature.

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

OLD **E1.13(C)** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2019 – Q1 Passage #1

What transition would be the most appropriate to use at the beginning of sentence 6?

A As a matter of concern

B For further evidence

C To wipe away any doubt

D For this reason among others

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	12	
B	21	
C	9	
D*	59	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **E1.15(A)** write an analytical essay of sufficient length

2019 – Q2 Passage #1

Candice needs a more effective thesis statement for her paper. Which sentence should replace sentence 8 to serve as the thesis statement?

F There are other barrier reefs in the oceans of the world, but only the Great Barrier Reef is so well known.

G The Great Barrier Reef of Australia is a supreme example of the mysteries of the natural world because of its wide variety of plant and animal life.

H Some scientists believe the Great Barrier Reef first began to grow about 18 million years ago.

J A coral reef like the Great Barrier Reef can grow only in shallow, warm water because it needs light from the sun to survive.

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F	14	
G*	77	
H	6	
J	3	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **E1.15(A)** write an analytical essay of sufficient length

2019 – Q3 Passage #1

Candice needs a topic sentence for the third paragraph (sentences 19–21). Which of the following sentences should be inserted before sentence 19 to introduce the ideas in this paragraph?

A Over time a vast array of creatures has come to inhabit the Great Barrier Reef.

B Marine animal species that are threatened are protected by the Great Barrier Reef Marine Park Authority.

C The biodiversity of the Great Barrier Reef ensures its long-term existence.

D The waters along the Great Barrier Reef provide a habitat for marine animals that researchers study.

***Correct Answer (A)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	55	
B	9	
C	15	
D	20	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **E1.13(C)** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2019 – Q4 Passage #1

Candice may have a redundant sentence in the fourth paragraph (sentences 22–26). Which sentence, if any, should be deleted?

F Sentence 24

G Sentence 25

H Sentence 26

J No sentence should be deleted.

***Correct Answer (H)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	16	
G	7	
H*	66	
J	11	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **E1.15(A)** write an analytical essay of sufficient length

2019 – Q5 Passage #1

Candice would like to improve her concluding sentence by summing up the ideas she has presented. Which sentence should she use to replace sentence 35?

A Finally, we must protect the Great Barrier Reef from being destroyed so future generations can enjoy it.

B How much still remains to be discovered about the Great Barrier Reef of Australia is anybody's guess.

C Researchers should explore the oceans further to try to find other natural wonders like the Great Barrier Reef.

D Attracting visitors from around the world, the Great Barrier Reef has a beauty that is perhaps unequaled anywhere on Earth.

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A	17	
B	11	
C	11	
D*	60	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

2019 Passage #2 – Writing (Questions 6-9)

Melody feels that students in her high school should start a mentoring program. She has drafted a persuasive essay that she wants to submit to the school newspaper. Read Melody's essay and look for any revisions she should make. Then answer the questions that follow.

The Case for a Mentoring Program

(1) They are continually telling us that we should become more involved in the community by volunteering our time. (2) After thinking about this, I have a suggestion that would not only help high school students get involved but would also help elementary students in our district. (3) It would be helpful for our high school to start a mentoring program.

(4) Many of the students at our high school have excellent academic skills. (5) With a mentoring program, these students could put their skills to use by helping younger students who are struggling academically. (6) My own sister attends one of the elementary schools that feeds into our high school. (7) She is having a hard time in math. (8) Her classroom is crowded, and she can't always get the one-on-one attention that she needs to understand a new concept. (9) She has told me that she has many friends who also need help. (10) A mentoring program in which high school students tutor elementary school students could be the solution. (11) By using a mentoring program, struggling youngsters could get the individual attention they need to master new concepts.

(12) According to an article published in the November 2005 *Education World*, elementary school students raised their reading levels significantly in a short period of time after being tutored by high school students. (13) Furthermore, volunteering seems to have a positive influence on the high school mentors themselves. (14) As students learn how to be good mentors, they focus on effective communication skills, including how to share and how to listen. (15) Generally speaking, these skills are valuable for everyone. (16) Additionally, mentors get the satisfaction of meaningfully contributing to their community and future generations. (17) What student, at any age, wouldn't be proud to have that kind of influence?

(18) Because mentoring programs have proven to be so successful, they now exist in schools around the country. (19) Some schools pair high school students with elementary students to practice computer skills, to play sports, to learn to play a musical instrument, or to discover how to be a good citizen. (20) I propose that our school begin by setting up a program that focuses on academic tutoring. (21) Fortunately, starting the program would require only a few students available and willing to help others. (22) I believe that many students would volunteer to be mentors, which would help children at all age levels in our school district. (23) Our high school has an opportunity to allow its students to influence the future today, and it should do so by starting a mentoring program.

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

OLD **E1.16(D)** an organizing structure appropriate to the purpose, audience, and context

2019 – Q8 Passage #2

Melody needs a better transition into the third paragraph (sentences 12–17) of her essay. Which of the following could she add before sentence 12 to improve this transition?

F In researching mentoring programs, I learned of several promising results.

G As I think about a mentoring program, I have many ideas on how it should work.

H If struggling youngsters get the help they need, it could benefit teachers, too.

J Because I believe in the mentoring concept, I'd like to see it at our school.

***Correct Answer (F)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	66	
G	14	
H	14	
J	6	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.9(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] developing an engaging idea reflecting depth of thought with specific details, exam

OLD **E1.16(C)** counter-arguments based on evidence to anticipate and address objections

2019 – Q9 Passage #2

Melody would like to add the following counterargument to her essay.

> *Some students may say that they don't have enough time to participate in a mentoring program because of other activities in which they are involved.*

Where is the best place for her to insert this sentence?

A Before sentence 5

B Before sentence 10

C Before sentence 13

D Before sentence 21

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Supporting
Process	
Stimulus	

Data Analysis

Item	State	Local
A	12	
B	9	
C	11	
D*	67	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **E1.13(C)** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2019 – Q6 Passage #2

Melody's opening sentence is unclear. What change should she make in sentence 1 to clarify her introductory paragraph?

F Change ***They*** to **Teachers and leaders at our school**

G Change ***continually*** to **always**

H Change ***telling us*** to **instructing us**

J Change ***community*** to **surrounding neighborhood**

***Correct Answer (F)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	83	
G	10	
H	5	
J	2	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

OLD **E1.13(C)** revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2019 – Q7 Passage #2

What is the most effective way to combine sentences 6 and 7?

A My own sister is having a hard time in math attending one of the elementary schools that feeds into our high school.

B My own sister attends one of the elementary schools that feeds into our high school although she is having a hard time in math.

C My own sister, who attends one of the elementary schools that feeds into our high school, is having a hard time in math.

D My own sister attends one of the elementary schools that feeds into our high school, she is having a hard time in math.

***Correct Answer (C)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	14	
B	12	
C*	60	
D	14	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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
2019	3	Editing	Owner's Best Friend
2019	4	Editing	Flying to New Heights

2019 Passage #3 – Writing (Questions 10-13)

Owner's Best Friend

(1) Last year my family and I adopted a puppy, and it has been the most rewarding and enjoyable year of my life. (2) I now believe from my own experience that everyone needs a pet, and I am not alone in this belief. (3) In fact, experts believe that by spending just 15 minutes with a pet, people can feel more relaxed and enjoy a restful and peaceful state of mind. (4) Clearly, having a pet is benefitial and can provide people with a healthier and happier life.

(5) According to the Centers for Disease Control and Prevention, pets have a positive influence on people's emotional well-being. (6) James Griffin, an expert in child development, says that when children were asked whom they talk to when they are upset, surprisingly their pet was a common answer. (7) And children are not the only ones to benefit from pets. (8) Pets can be a source of comfort and companionship for people of all ages. (9) People feel safe when confiding in their pets, without being judgmental, a pet will often sit compassionately by its owner's side for as long as is needed.

(10) Not all pets are created equal, though. (11) Although goldfish and parakeets can be entertaining and wonderful pets, those that require more physical interaction from their owners provide greater health-giving benefits. (12) When people own a dog, for example, they are provided with many ways to exercise and stay fit. (13) Since dogs need to be walked and played with throughout the day, owners are actually exercising without even thinking about it.

(14) Caring for a pet also fosters a strong sense of purpose and belonging in a person and can reduce stress. (15) As a result, people who own pets have better heart health and live longer, according to a National Institutes of Health study. (16) Whether separated from their pets for a few moments or many hours, owners can't help but feel needed and accepted when pets greet them enthusiastically.

(17) The effects of owning a pet reach beyond the relationship between the pet and the owner, too. (18) Owning a pet is also a fantastic way for owners within a community to bond with each other. (19) Walking an attention-grabbing dog will provide a person with opportunities to meet people and engage in conversation. (20) Sharing stories about pets creates bonds between neighbors and friends that can permanently alter their relationships. (21) This is one reason many cities are opening parks and other public areas that are designated specifically for pets and their owners.

(22) Perhaps one of the most convincing reasons for owning a pet is that there is a perfect type of pet for each person. (23) No matter what someone's lifestyle or activity level is, there's an animal friend for everyone. (24) There are 184 different breeds of dogs alone, all with their own unique needs and personalities. (25) Long-haired breeds, like the Siberian husky, are more suited to life in the North, while others, like the Chihuahua, are short haired and do better living in the South. (26) Small dogs that need minimal space are more appropriate, for people who have a small home or yard. (27) People who are away from home for several hours a day need a self-sufficient pet, and a cat may be the perfect fit. (28) Even people who travel for days at a time can enjoy a connection with an aquarium filled with colorful fish.

(29) Owning a pet can be a rewarding experience unlike any other. (30) As French poet Anatole France said, "until one has loved an animal, a part of one's soul remains unawakened." (31) No matter what a person's specific needs or lifestyle may be, there is a pet just waiting to provide him or her with a bounty of joys and benefits.

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

OLD **E1.17(C)** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

2019 – Q11 Passage #3

What is the correct way to write sentence 9?

A People feel safe when confiding in their pets; without being judgmental. A pet will often sit compassionately by its owner's side for as long as is needed.

B People feel safe when confiding in their pets, without being judgmental; a pet will often sit compassionately by its owner's side for as long as is needed.

C People feel safe when confiding in their pets. Without being judgmental, a pet will often sit compassionately; by its owner's side, for as long as is needed.

D People feel safe when confiding in their pets; without being judgmental, a pet will often sit compassionately by its owner's side for as long as is needed.

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	10	
B	30	
C	13	
D*	46	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E1.9(D) (iv) [edit drafts using standard English conventions, including] correct capitalization

OLD **E1.18(A)** use conventions of capitalization

2019 – Q13 Passage #3

What change should be made in sentence 30?

A Change ***poet*** to **Poet**

B Change ***until*** to **Until**

C Change ***one's*** to **ones'**

D Change ***remains*** to **remained**

***Correct Answer (B)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	21	
B*	58	
C	12	
D	9	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ 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

OLD **E1.18(B)** use correct punctuation marks

2019 – Q12 Passage #3

What change, if any, needs to be made in sentence 26?

F Change ***minimal*** to **minamal**

G Change ***are*** to **were**

H Delete the comma after ***appropriate***

J No change is necessary.

***Correct Answer (H)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	5	
G	6	
H*	71	
J	18	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.9(D) (vi) [edit drafts using standard English conventions, including] correct spelling

OLD **E1.19(A)** spell correctly, including using various resources to determine and check correct spellings

2019 – Q10 Passage #3

What change, if any, needs to be made in sentence 4?

F Change ***benefitial*** to **beneficial**

G Insert a comma after ***people***

H Change ***healthier*** to **healthiest**

J No change is needed in sentence 4.

***Correct Answer (F)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	85	
G	4	
H	3	
J	9	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

2019 Passage #4 – Writing (Questions 14-18)

Gena wrote the following essay about an inspiring historical figure. Read Gena's essay and think about any corrections she needs to make. When you finish reading, answer the questions that follow.

Flying to New Heights

(1) A true test of character is not how well a person can avoid obstacles but how that person reacts when confronted by them. (2) Throughout her life, Elizabeth "Bessie" Coleman was no stranger to societal challenges. (3) Her unstoppable courage and will to persevere led her to become one of the first licensed female pilots in the United States, as well as one of the first licensed African American pilots in the world.

(4) Coleman was born in 1892 in Atlanta, Texas, during a time when gender and race greatly influenced which opportunities were available to a person. (5) The children of slaves, Coleman's parents were illiterate, limiting how much education she could get at home. (6) To make matters worse, her school was a one-room schoolhouse that lacked essential resources. (7) Regardless, these factors did not stop Coleman from learning. (8) She promised her mother that she would succeed, consequently she walked the four-mile distance daily between her home and school.

(9) In the years after her eighth-grade education, Coleman went to Oklahoma to attend Langston University. (10) Unfortunately, her limited funds have run out after only one year, and she was forced to return home. (11) Afterward Coleman decided to relocate to Chicago to be near her older brother Walter.

(12) In Chicago, Coleman first heard about the pilots fighting in World War I and began to think about how she, too, could become a pilot. (13) However, because Coleman was both a woman and an African American, none of the flight schools that she contacted in the United States would admit her. (14) A friend then urged Coleman to go to France to attend a flight school there. (15) Coleman studied at the Caudron Brothers School of Aviation for seven months.

(16) After dedicating herself to her studies abroad, Coleman became the first African American woman to earn the school's international pilot's license. (17) In September of 1921, Coleman, whom was now a proficient pilot, came back to the United States. (18) Upon her return, the media went wild for Coleman and labeled her "a full-fledged aviatrix, the first of her race."

(19) In 1922, Coleman began to do stunt aviation, amazing audiences with fearless flying tricks. (20) The public nicknamed her "Brave Bessie" for the ease with which she completed these feats. (21) But Coleman's work was not just about earning money through entertainment; she was also making strides toward gender and race equality. (22) She refused to perform at places that would not allow African Americans in the crowd or that required the crowd to be segregated by race.

(23) Coleman relocated to Houston, Texas, in 1925 and began performing mainly around the southern United States. (24) It was Coleman's dream to use her earnings as a stunt pilot to open a school for African Americans, so that they, too, could study aviation in the United States. (25) Tragically, during a Florida performance in 1926, Coleman died when her plane experienced a mechanical failure and crashed.

(26) Although nearly a century has passed since her lifetime, the memory of Coleman remains strong. (27) In her honor, the Bessie Coleman Aero Club was established in 1929 to support the careers of African American pilots. (28) Similar, a group of female African American pilots started the Bessie Coleman Aviators Club in 1977. (29) Then in 1995, the U.S. Postal Service created a Bessie Coleman stamp. (30) In a statement at the time, the Chicago City Council, which led the movement for the stamp, expressed that Bessie Coleman "continues to inspire untold thousands of young persons with her sense of adventure, her positive attitude, and her determination to succeed."

E1.9(D) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments OLD **E1.13(D)** edit drafts for grammar, mechanics, and spelling	**Analysis of Assessed Standards**

2019 – Q18 Passage #4

How does sentence 28 need to be changed?

F Change ***Similar*** to **Similarly**

G Change ***female*** to **females**

H Change ***started*** to **would start**

J Insert a comma after ***Club***

***Correct Answer (F)**

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F*	55	
G	18	
H	12	
J	15	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

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

OLD **E1.17(C)** use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

2019 – Q14 Passage #4

What is the correct way to write sentence 8?

F She promised her mother that she would succeed consequently, she walked the four-mile distance daily, between her home and school.

G She promised her mother that she would succeed consequently she walked the four-mile distance daily between her home and school.

H She promised her mother that she would succeed. Consequently, she walked; the four-mile distance daily between her home and school.

J She promised her mother that she would succeed. Consequently, she walked the four-mile distance daily between her home and school.

***Correct Answer (J)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	20	
G	9	
H	7	
J*	64	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E1.9(D) (ii) [edit drafts using standard English conventions, including] consistent, appropriate use of verb tense and active and passive voice

OLD **E1.17(A)** use and understand the function of the following parts of speech in the context of reading, writing, and speaking

2019 – Q15 Passage #4

What change, if any, needs to be made in sentence 10?

A Change ***have run*** to **ran**

B Delete the comma after ***year***

C Change ***was forced*** to **is forced**

D Make no change

***Correct Answer (A)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A*	75	
B	8	
C	7	
D	9	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E1.9(D) (iii) [edit drafts using standard English conventions, including] pronoun-antecedent agreement

OLD **E1.13(D)** edit drafts for grammar, mechanics, and spelling

2019 – Q16 Passage #4

What change should Gena make in sentence 17?

F Insert a comma after ***September***

G Change ***whom*** to **who**

H Change ***proficient*** to **proficiant**

J Change ***came*** to **comes**

***Correct Answer (G)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
F	13	
G*	70	
H	9	
J	8	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ 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

OLD **E1.18(B)** use correct punctuation marks

2019 – Q17 Passage #4

What change, if any, needs to be made in sentence 25?

A Insert a comma after ***performance***

B Change the comma after ***1926*** to a semicolon

C Change ***mechanical*** to **machanical**

D No change should be made.

***Correct Answer (D)**

Analysis of Assessed Standards

Cluster	Editing
Subcluster	
Content	Readiness
Process	
Stimulus	

Data Analysis

Item	State	Local
A	12	
B	25	
C	6	
D*	57	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

IQ Analysis | Investigating the Question	SE	RC
Units		

Analysis of Assessed Standards

Cluster	
Subcluster	
Content	
Process	
Item Type	
Stimulus	

Data Analysis

Item	State	Local

Error Analysis

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

Learning from Mistakes
Instructional Implications

*** Correct Answer ( )**

Analysis of Assessed Standards

Cluster	
Subcluster	
Content	
Process	
Item Type	
Stimulus	

Data Analysis

Item	State	Local

Error Analysis

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

Learning from Mistakes
Instructional Implications

*** Correct Answer ( )**