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lead4ward

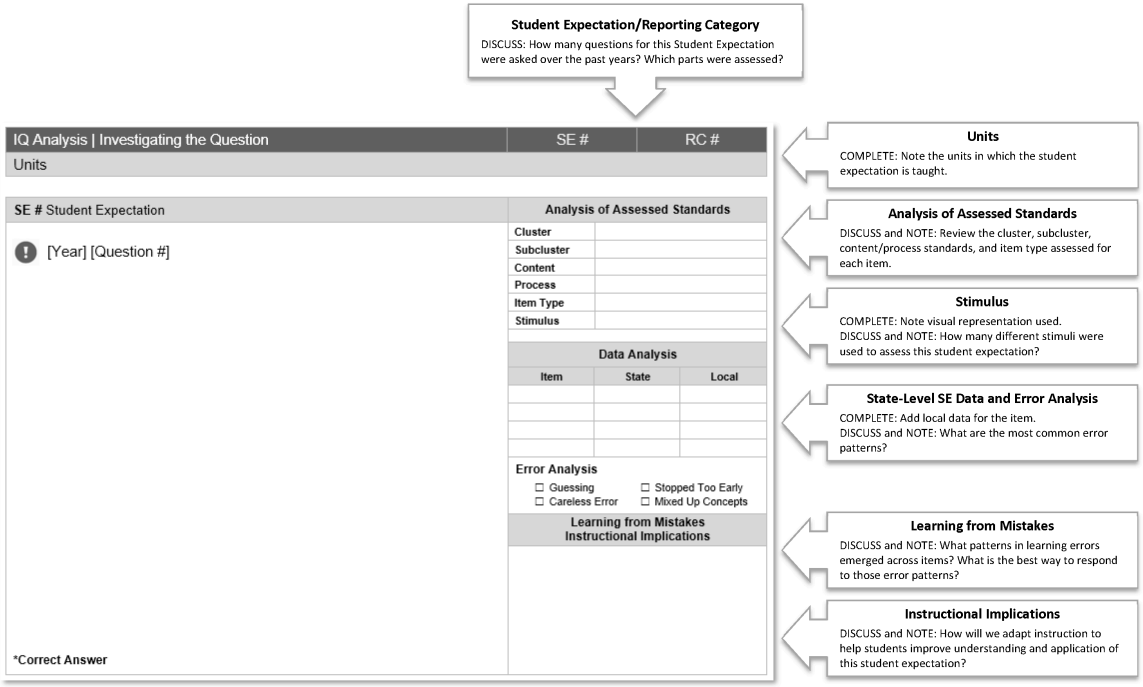
IQ: INVESTIGATING THE QUESTIONS

2023 Released Tests

Aligned to the Standards

CONTENT BUILDER FOR THE PLC

ELAR
English II



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

Learn more

Fiction

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

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

E2.5 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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

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

E2.8 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	3	Fiction	from The Song of the Lark	58

2023 Passage #3 – Fiction (Questions 23-30)

Eleven-year-old Thea, an aspiring vocalist, teaches piano lessons in Moonstone, Colorado, in the late 1800s.

from The Song of the Lark

by Willa Cather

1 Winter was long in coming that year. Throughout October the days were bathed in sunlight and the air was clear as crystal. The town kept its cheerful summer aspect, the desert glistened with light, the sand hills every day went through magical changes of color. The scarlet sage bloomed late in the front yards, the cottonwood leaves were bright gold long before they fell, and it was not until November that the green on the tamarisks began to cloud and fade. There was a flurry of snow about Thanksgiving, and then December came on warm and clear.

2 Thea had three music pupils now, little girls whose mothers declared that Professor Wunsch was "much too severe." They took their lessons on Saturday, and this, of course, cut down her time for play. She did not really mind this because she was allowed to use the money—her pupils paid her twenty-five cents a lesson—to fit up a little room for herself upstairs in the half-story. It was the end room of the wing, and was not plastered, but was snugly lined with soft pine. The ceiling was so low that a grown person could reach it with the palm of the hand, and it sloped down on either side. There was only one window, but it was a double one and went to the floor. In October, while the days were still warm, Thea and Tillie papered the room, walls and ceiling in the same paper, small red and brown roses on a yellowish ground. Thea bought a brown cotton carpet, and her big brother, Gus, put it down for her one Sunday. She made white cheesecloth curtains and hung them on a tape. Her mother gave her an old walnut dresser with a broken mirror, and she had her own dumpy walnut single bed, and a blue washbowl and pitcher which she had drawn at a church fair lottery. At the head of her bed she had a tall round wooden hat-crate, from the clothing store. This, standing on end and draped with cretonne, made a fairly steady table for her lantern. She was not allowed to take a lamp upstairs, so Ray Kennedy gave her a railroad lantern by which she could read at night.

3 In winter this loft room of Thea's was bitterly cold, but against her mother's advice—and Tillie's—she always left her window open a little way. Thea asked Dr. Archie about the window, and he told her that a girl who sang must always have plenty of fresh air, or her voice would get husky, and that the cold would harden her throat. The important thing, he said, was to keep your feet warm. On very cold nights Thea always put a brick in the oven after supper, and when she went upstairs she wrapped it in an old flannel petticoat and put it in her bed. The boys, who would never heat bricks for themselves, sometimes carried off Thea's, and thought it a good joke to get ahead of her.

4 When Thea first plunged in between her red blankets, the cold sometimes kept her awake for a good while. After half an hour or so, a warm wave crept over her body and round, sturdy legs; she glowed like a little stove with the warmth of her own blood, and the heavy quilts and red blankets grew warm wherever they touched her, though her breath sometimes froze on the coverlid. Before daylight, her internal fires went down a little, and she often wakened to find herself drawn up into a tight ball, somewhat stiff in the legs. But that made it all the easier to get up.

5 The acquisition of this room was the beginning of a new era in Thea's life. It was one of the most important things that ever happened to her. Hitherto, except in summer, when she could be out of doors, she had lived in constant turmoil; the family, the day school. The clamor about her drowned the voice within herself. In the end of the wing, separated from the other upstairs sleeping-rooms by a long, cold, unfinished lumber room, her mind worked better. She thought things out more clearly. Pleasant plans and ideas occurred to her which had never come before. She had certain thoughts which were like companions, ideas which were like older and wiser friends. She left them there in the morning, when she finished dressing in the cold, and at night, when she came up with her lantern and shut the door after a busy day, she found them awaiting her.

6 From the time when she moved up into the wing, Thea began to live a double life. During the day, when the hours were full of tasks, she was one of the Kronborg children, but at night she was a different person. On Friday and Saturday nights she always read for a long while after she was in bed. She had no clock, and there was no one to nag her.

From THE SONG OF THE LARK by Willa Sibert Cather—Public Domain

E2.4(F) make inferences and use evidence to support understanding

2023 – Q25 Passage #3

Read this quotation from paragraph 3.

> *The boys, who would never heat bricks for themselves, sometimes carried off Thea's, and thought it a good joke to get ahead of her.*

Based on the quotation, the reader can best infer that the boys are —

Ⓐ ambitious

Ⓑ mischievous

Ⓒ jealous

Ⓓ malicious

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	8	
B*	57	
C	9	
D	26	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.5(C) use text evidence and original commentary to support an interpretive response

2023 – Q23 Passage #3

Which quotation from the excerpt shows that Thea's room serves as a place for reflection?

Ⓐ *It was the end room of the wing, and was not plastered, but was snugly lined with soft pine.* (paragraph 2)

Ⓑ *She was not allowed to take a lamp upstairs, so Ray Kennedy gave her a railroad lantern by which she could read at night.* (paragraph 2)

Ⓒ *It was one of the most important things that ever happened to her.* (paragraph 5)

Ⓓ *In the end of the wing, separated from the other upstairs sleeping-rooms by a long, cold, unfinished lumber room, her mind worked better.* (paragraph 5)

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	8	
B	11	
C	9	
D*	71	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order

2023 – Q27 Passage #3

Read this paragraph.

> Thea uses the money she earns as a piano teacher to fix up her room. Her family helps Thea furnish it and make it as livable as possible. Thea loves her new space despite its shabby furnishings and the frigid night air. She looks forward to the nights and weekends she spends there reading and thinking.

Which idea should be included in this paragraph to create a complete summary of the excerpt?

Ⓐ Thea receives an isolated room on the top floor of the house.

Ⓑ Tillie helps Thea paper the room with flowered wallpaper.

Ⓒ Thea's mother provides her with a dresser with a broken mirror.

Ⓓ Dr. Archie tells Thea that a singer needs to get plenty of fresh air.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	67	
B	10	
C	11	
D	12	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

2023 – Q26 Passage #3

This question has two parts.

Part A
The description of Thea in paragraph 6 supports a theme about the need to —

Ⓐ escape the bonds of childhood

Ⓑ occasionally mislead others

Ⓒ find time to be alone

Ⓓ ignore unreasonable demands

Part B
Which quotation from paragraph 6 best supports the answer to Part A?

Ⓐ *to live a double life*

Ⓑ *full of tasks*

Ⓒ *a different person*

Ⓓ *no one to nag her*

***Correct Answer (C, D)**

Analysis of Assessed Standards

Cluster	Fiction
Subcluster	Across Literary Text
Content	Supporting
Process	
Item Type	Multipart (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	58	
No Credit	28	
Partial Credit	14	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events	**Analysis of Assessed Standards**	
2023 – Q29 Passage #3	**Cluster**	Fiction
	Subcluster	Across Literary Text
	Content	Readiness
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	

Which aspect of the setting most contributes to the portrayal of Thea as a reflective young artist?

Ⓐ The references to nineteenth-century household items

Ⓑ The characterization of her room as a refuge

Ⓒ The frequent interactions with family members

Ⓓ The atmosphere of her small, rural town in Colorado

Data Analysis

Item	State	Local
A	13	
B*	58	
C	18	
D	11	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

***Correct Answer (B)**

E2.8(A) analyze the author's purpose, audience, and message within a text

2023 – Q24 Passage #3

Read this quotation from paragraph 3.

> *In winter this loft room of Thea's was bitterly cold, but against her mother's advice—and Tillie's—she always left her window open a little way.*

The author includes the detail about leaving the window open most likely to develop the idea that Thea —

Ⓐ is dedicated to becoming a successful vocalist

Ⓑ has a stubborn streak that resists authority

Ⓒ thinks that her family is often overprotective

Ⓓ manages to find a way to partly satisfy everyone

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	38	
B	32	
C	14	
D	16	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.8(D) analyze how the author's use of language informs and shapes the perception of readers

2023 – Q28 Passage #3

Read this quotation from paragraph 4.

> *After half an hour or so, a warm wave crept over her body and round, sturdy legs; she glowed like a little stove with the warmth of her own blood, and the heavy quilts and red blankets grew warm wherever they touched her, though her breath sometimes froze on the coverlid.*

The author's use of figurative language in this quotation suggests that Thea —

Ⓐ tends to deny the consequences of her decisions

Ⓑ uses her imagination to escape hardship

Ⓒ is often disturbed by her inhospitable surroundings

Ⓓ chooses to make the best of her situation

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	11	
B	22	
C	19	
D*	48	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft	**Analysis of Assessed Standards**	
2023 – Q30 Passage #3	**Cluster**	Fiction
	Subcluster	
Read the excerpt from *The Song of the Lark*. Based on the information in the excerpt, write a response to the following:	**Content**	Readiness
Explain how acquiring the loft room changes Thea.	**Process**	
Write a well-organized informational composition that uses specific evidence from the excerpt to support your answer.	**Item Type**	Extended Constructed Response (10 pts)
Remember to —	**Stimulus**	
• clearly state your thesis		
• organize your writing	**Data Analysis**	
• develop your ideas in detail	**Item** / **State** / **Local**	
• use evidence from the selection in your response	**Full Credit** / **10**	
• use correct spelling, capitalization, punctuation, and grammar	**No Credit** / **25**	
Manage your time carefully so that you can —	**Partial Credit** / **65**	
• review the selection		
• plan your response	**Error Analysis**	
• write your response	☐ Guessing ☐ Mixed Up Concepts	
• revise and edit your response	☐ Careless Error ☐ Stopped Too Early	
Write your response in the box provided.	**Learning from Mistakes Instructional Implications**	
***Correct Answer (See Scoring Guide)**		

Informational

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To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	2A	Informational	Acoustic Sculpture, Sound Art, and the Music of the Sea	70
2023	2A Informational 2B Poetry	Informational	Acoustic Sculpture, Sound Art, and the Music of the Sea Leaping Falls	56

2023 Passage #2A – Informational (Questions 11-15, 19-22)

Acoustic Sculpture, Sound Art, and the Music of the Sea

1 Out on the end of a jetty in San Francisco Bay, there is a strange and beautiful stone structure called the Wave Organ. It was cobbled together in the late twentieth century with recycled marble and granite from old discarded monuments, secondhand curbstones, PVC pipes, and rocks. Yet this carefully concealed marvel has the look and feel of an ancient ruin.

2 Walking along the jetty, you will not see this secret—yet public—place until you reach the stone steps that take you down into it. Descend those steps and you will find yourself among children climbing on the stonework, anglers casting their fishing lines off the terraces, and daydreamers quietly contemplating the sights and sounds of the bay.

3 "It's very romantic," says Peter Richards, the artist who first envisioned this spot back in 1980. "You're out in the middle of the bay, but you're not really on dry land, so it's sort of a tenuous place. So that's what makes it interesting to me. The edge between solid ground, or solid land, and the water. And I think edges are where interesting things happen."

4 Even when you're standing on it, you may not realize that you're atop a gigantic musical instrument, or, more accurately, a "wave-activated acoustic sculpture."

The Wave Organ in San Francisco, California

The Jon B. Lovelace Collection of California Photographs in Carol M. Highsmith's America Project, Library of Congress, Prints and Photographs Division

The Inspiration for the Wave Organ

5 Richards first got the idea for the Wave Organ from listening to a recording by composer Bill Fontana called "Kirribilli Wharf." Fontana's experimental work is called "sound art," and it boldly defies the conventions of ordinary music.

6 Fontana recorded "Kirribilli Wharf" in Australia in 1976. Years later, he recalled how he did it. "In the middle of the night, I went with an outside broadcast van to a floating concrete pier in Sydney Harbor that had vertical cylindrical holes going from the deck to the underside." He placed microphones at the top end of eight vertical steel pipes. On the resulting recording, the listener hears waves beneath the pier gently lapping against the bottom ends of the pipes. This creates "changing percussive rhythms" that sound a bit like a hand tapping an African drum.

7 Fontana has since singled out "Kirribilli Wharf" as a turning point in his work. It demonstrates what he calls "the inherent musicality of sound in the environment." "Kirribilli Wharf" created an artistic turning point for Richards as well. The soothing pulse and the gentle wash of waves he heard on Fontana's recording showed him how he could incorporate sound from the natural environment into his own work.

8 Conceptually, Richards's Wave Organ and Fontana's "Kirribilli Wharf" occupy a similar artistic edge. They both straddle that divide between natural occurrence and human creativity.

"Sound Sculpture" vs. "Acoustic Sculpture"

9 Fontana calls his compositions "sound sculptures," and Richards calls the Wave Organ an "acoustic sculpture." Although those phrases seem similar, they have meanings that are quite different.

10 Fontana creates "sound sculptures" by shaping existing sounds from the environment, the way a sculptor shapes clay. These "sculptures," however, are not physical objects. They are audio recordings you can listen to on a record or on a streaming service.

11 Richards, on the other hand, is an environmental sculptor. Although recordings of the sounds of the Wave Organ are available online, the Wave Organ is much more than just a series of sounds. It is a physical place. To enjoy it fully, you must go there and experience it with all your senses.

12 As a composer, Fontana creates his sound sculptures by recording and manipulating the "coherent sound patterns" that he finds in an already existing environment. The environment may be a natural one, a human one, or, as is the case with "Kirribilli Wharf," one where natural and human landscapes collide. Obviously, whoever built that floating pier in Sydney Harbor did not include the vertical steel pipes in it in order to produce musical sounds. The sounds, in fact, were barely audible before Fontana miked them. Yet Fontana did not make those sounds. Nor did he alter the landscape in any way to get them. The production of those sounds was purely an accident.

13 As an environmental sculptor, Richards basically does the opposite of Fontana. He intentionally alters the physical landscape to produce an artistic effect. After hearing the accidental sounds of waves striking the pipes on an ordinary pier on Fontana's recording, Richards realized he could use pipes and the waves of the San Francisco Bay to build a sculpture that creates extraordinary musical sounds on purpose.

14 Consequently, the Wave Organ is itself a work of art. The same, of course, cannot be said of the floating concrete pier in Sydney Harbor.

Music of the Sea

15 With a grant from the National Endowment for the Arts and the assistance of master stonemason George Gonzalez, Richards completed the Wave Organ in 1986. As the tide changes, the auditory results are spectacular.

16 The steel pipes in the floating pier that Fontana recorded were all vertical, narrow, and the same length. Consequently, they all emitted a uniform sound. When building the Wave Organ, Richards and Gonzalez intentionally did the reverse. They used wide, plastic PVC pipes of different lengths and laid them horizontally beneath the Wave Organ's walkways, benches, and steps at various heights above the water at low tide.

17 The rise and fall of the tide create vibrations in different pipes at different times. When a wave hits the end of a pipe, it creates a percussive sound that comes out the other end. When water flows within the horizontal pipes, it creates whooshing sounds. Shorter pipes create higher pitched sounds. Longer pipes create lower ones. "It's like listening to the world's largest seashell," one visitor said. "It's like distant drums, muffled cymbals, quiet thunder. The variety is endless."

18 Like "Kirribilli Wharf," the Wave Organ finds its beauty in its interaction with the environment. Both works bridge the gap between art and nature by amplifying the rhythm of the waves to divulge the music of the sea.

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

2023 – Q11 Passage #2A

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" to answer the following question.

Read the dictionary entry.

> **amplify** \ˈam-plə-ˌfī\ *v*
> **1.** to expand by closer analysis **2.** to increase in amount, importance, or intensity **3.** to make complete **4.** to cause genetic material to undergo massive replication

Which definition matches the meaning of *amplifying* in paragraph 18 of the article "Acoustic Sculpture, Sound Art, and the Music of the Sea"?

Ⓐ Definition 1

Ⓑ Definition 2

Ⓒ Definition 3

Ⓓ Definition 4

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	11	
B*	75	
C	9	
D	5	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(G) evaluate details read to determine key ideas

2023 – Q14 Passage #2A

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" to answer the following question.

Which detail from paragraph 13 of the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" best supports the key idea that the Wave Organ is a work of art?

Ⓐ Richards listened to Fontana's recording before he built the Wave Organ.

Ⓑ The Wave Organ was constructed with pipes.

Ⓒ Richards built the Wave Organ on San Francisco Bay.

Ⓓ The Wave Organ was deliberately designed to create an interesting effect.

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	11	
B	14	
C	8	
D*	67	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.7(D) (ii) [analyze characteristics and structural elements of informational texts such as] the relationship between organizational design and thesis

2023 – Q12 Passage #2A

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" to answer the following question.

How is the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" organized to develop the thesis?

Ⓐ The development and history of the Wave Organ and "Kirribilli Wharf" are compared in order to distinguish them and illustrate the influence one had on the other.

Ⓑ The biographies of Richards and Fontana are contrasted in order to examine how the life experience of each helped shape their artistic creations.

Ⓒ A chronological history of the Wave Organ's development is provided to show how difficult it was to create.

Ⓓ An advantages-and-disadvantages approach is used to weigh the value of one form of sound art against the other.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	59	
B	21	
C	13	
D	6	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.8(B) analyze use of text structure to achieve the author's purpose

2023 – Q15 Passage #2A

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" to answer the following question.

What is the most likely reason the author of the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" uses a comparison organizational structure in the section " 'Sound Sculpture' vs. 'Acoustic Sculpture' "?

Ⓐ To suggest that Fontana's work is more important than Richards's work

Ⓑ To illuminate the differences between Fontana's work and Richards's work

Ⓒ To reveal Fontana's original project that inspired Richards's work

Ⓓ To emphasize the originality of Fontana's work when compared to Richards's work

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	5	
B*	68	
C	16	
D	12	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.8(C) evaluate the author's use of print and graphic features to achieve specific purposes

2023 – Q13 Passage #2A

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" to answer the following question.

What is the most likely reason the author includes the photograph before paragraph 5 in the article "Acoustic Sculpture, Sound Art, and the Music of the Sea"?

Ⓐ To illustrate the difference between the Wave Organ and "Kirribilli Wharf"

Ⓑ To demonstrate the method by which the Wave Organ produces sound

Ⓒ To help the reader visualize the sculpture described

Ⓓ To show the reader a familiar work of art

***Correct Answer (C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	8	
B	9	
C*	80	
D	4	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

2023 Passage #2A – Informational (Questions 11-15, 19-22)

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1 Out on the end of a jetty in San Francisco Bay, there is a strange and beautiful stone structure called the Wave Organ. It was cobbled together in the late twentieth century with recycled marble and granite from old discarded monuments, secondhand curbstones, PVC pipes, and rocks. Yet this carefully concealed marvel has the look and feel of an ancient ruin.

2 Walking along the jetty, you will not see this secret—yet public—place until you reach the stone steps that take you down into it. Descend those steps and you will find yourself among children climbing on the stonework, anglers casting their fishing lines off the terraces, and daydreamers quietly contemplating the sights and sounds of the bay.

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"Sound Sculpture" vs. "Acoustic Sculpture"

9 Fontana calls his compositions "sound sculptures," and Richards calls the Wave Organ an "acoustic sculpture." Although those phrases seem similar, they have meanings that are quite different.

10 Fontana creates "sound sculptures" by shaping existing sounds from the environment, the way a sculptor shapes clay. These "sculptures," however, are not physical objects. They are audio recordings you can listen to on a record or on a streaming service.

11 Richards, on the other hand, is an environmental sculptor. Although recordings of the sounds of the Wave Organ are available online, the Wave Organ is much more than just a series of sounds. It is a physical place. To enjoy it fully, you must go there and experience it with all your senses.

12 As a composer, Fontana creates his sound sculptures by recording and manipulating the "coherent sound patterns" that he finds in an already existing environment. The environment may be a natural one, a human one, or, as is the case with "Kirribilli Wharf," one where natural and human landscapes collide. Obviously, whoever built that floating pier in Sydney Harbor did not include the vertical steel pipes in it in order to produce musical sounds. The sounds, in fact, were barely audible before Fontana miked them. Yet Fontana did not make those sounds. Nor did he alter the landscape in any way to get them. The production of those sounds was purely an accident.

13 As an environmental sculptor, Richards basically does the opposite of Fontana. He intentionally alters the physical landscape to produce an artistic effect. After hearing the accidental sounds of waves striking the pipes on an ordinary pier on Fontana's recording, Richards realized he could use pipes and the waves of the San Francisco Bay to build a sculpture that creates extraordinary musical sounds on purpose.

14 Consequently, the Wave Organ is itself a work of art. The same, of course, cannot be said of the floating concrete pier in Sydney Harbor.

Music of the Sea

15 With a grant from the National Endowment for the Arts and the assistance of master stonemason George Gonzalez, Richards completed the Wave Organ in 1986. As the tide changes, the auditory results are spectacular.

16 The steel pipes in the floating pier that Fontana recorded were all vertical, narrow, and the same length. Consequently, they all emitted a uniform sound. When building the Wave Organ, Richards and Gonzalez intentionally did the reverse. They used wide, plastic PVC pipes of different lengths and laid them horizontally beneath the Wave Organ's walkways, benches, and steps at various heights above the water at low tide.

17 The rise and fall of the tide create vibrations in different pipes at different times. When a wave hits the end of a pipe, it creates a percussive sound that comes out the other end. When water flows within the horizontal pipes, it creates whooshing sounds. Shorter pipes create higher pitched sounds. Longer pipes create lower ones. "It's like listening to the world's largest seashell," one visitor said. "It's like distant drums, muffled cymbals, quiet thunder. The variety is endless."

18 Like "Kirribilli Wharf," the Wave Organ finds its beauty in its interaction with the environment. Both works bridge the gap between art and nature by amplifying the rhythm of the waves to divulge the music of the sea.

2023 Passage #2B – Poetry (Questions 16-22)

Leaping Falls

by Galway Kinnell

And so it was I sheered,
Eccentric, into outer space,
And tracked with lost paces
The forgotten journey of a child,
Across the creaking snow,
Up the deer-trail,

Over the snowdrifted hill
Into the secret country
Where a boy once found,
Routing from ledge to ledge
In a tumult at sunrise,
The cascading of Leaping Falls.

Now the falls lay draped
Without motion or sound,
Icicles fastened in stories
To stillness and rock. At the bottom,
A heap of broken icicles
Lay dead blue on the snow.

Cold was through and through,
Noiseless. Nothing
But clouds at my nostrils
Moved. Then I uttered a word,
Simply a bleak word
Slid from my lips. Whereupon

A topmost icicle came loose
And fell, and struck another
With a bell-like sound, and
Another, and the falls
Leapt at their ledges, ringing
Down the rocks and on each other

Like an outbreak of bells
That rings and ceases.
The silence turned around
And became silence again.
Under the falls on the snow
A twigfire of icicles burned pale blue.

"Leaping Falls" from THE AVENUE BEARING THE INITIAL OF CHRIST INTO THE NEW WORLD: POEMS 1953-1964 by Galway Kinnell, Houghton Mifflin Company. Copyright 1953, 1954, © 1955, 1958, 1959, 1960, 1961, 1963, 1964, 1970, 1971, 1974, 2002 by Galway Kinnell. Used by permission.

E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q19 Passage #2A Informational and Passage #2B Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

Which statement would the speaker of the poem "Leaping Falls" most likely agree with that is **NOT** supported by the article "Acoustic Sculpture, Sound Art, and the Music of the Sea"?

Ⓐ Artistic experiences can be found in natural environments.

Ⓑ Encountering wonders in nature is a private and individual experience.

Ⓒ It takes hard work and dedication to complete an artistic project.

Ⓓ It is the responsibility of an individual to share insight about the natural world.

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	15	
B*	50	
C	15	
D	20	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q20 Passage #2A Informational and Passage #2B Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

Which statements express themes found in **BOTH** the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" and the poem "Leaping Falls"?

Select **TWO** correct answers.

- ☐ Sounds from the natural world can take on a musical quality.
- ☐ Sculpture is an effective art form for expressing deep emotions.
- ☐ People's perceptions of nature can bring out its hidden artistic qualities.
- ☐ People need to be careful about how they treat natural resources.
- ☐ Winter is a harsh season necessary for preserving natural balance.

***Correct Answer (A,C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
Full Credit	56	
No Credit	8	
Partial Credit	36	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q21 Passage #2A Informational and Passage #2B Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

Read these quotations from the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" and the poem "Leaping Falls."

> *Fontana recorded "Kirribilli Wharf" in Australia in 1976. Years later, he recalled how he did it. "In the middle of the night, I went with an outside broadcast van to a floating concrete pier in Sydney Harbor that had vertical cylindrical holes going from the deck to the underside." He placed microphones at the top end of eight vertical steel pipes. On the resulting recording, the listener hears waves beneath the pier gently lapping against the bottom ends of the pipes. This creates "changing percussive rhythms" that sound a bit like a hand tapping an African drum.*
> (paragraph 6 of "Acoustic Sculpture, Sound Art, and the Music of the Sea")

> *A topmost icicle came loose*
> *And fell, and struck another*
> *With a bell-like sound, and*
> *Another, and the falls*
> *Leapt at their ledges, ringing*
> *Down the rocks and on each other*
>
> *Like an outbreak of bells*
> *That rings and ceases.*
> (lines 25–32 of "Leaping Falls")

How does the description of the natural sound in the paragraph from the article **DIFFER** from the description of the natural sound in the lines from the poem?

Ⓐ The paragraph from the article describes how a natural sound was recorded, while the lines from the poem recreate a natural sound with rhythm.

Ⓑ The paragraph from the article compares the natural sound to a musical instrument, while the lines from the poem compare the natural sound to speech.

Ⓒ The paragraph from the article describes the silence before a sound was created, while the lines from the poem describe the continuous sounds created by the environment.

Ⓓ The paragraph from the article emphasizes the clamorous energy of the sound, while the lines from the poem convey the passive gentleness of the sound.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	37	
B	20	
C	25	
D	18	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(H) synthesize information from multiple texts to create new understanding	**Analysis of Assessed Standards**	
2023 – Q22 Passage #2A Informational and Passage #2B Poetry	**Cluster**	Informational
	Subcluster	Across Genres
	Content	Readiness
	Process	
	Item Type	Multiple Choice (1 pt)
	Stimulus	

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

The author of the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" and the poet of "Leaping Falls" would **BOTH** most likely agree that —

Ⓐ artificial structures do not belong in a natural environment

Ⓑ there is little in the natural world to inspire artistic creation

Ⓒ people are doing an admirable job of protecting nature

Ⓓ people often seek meaningful experiences in nature

Data Analysis

Item	State	Local
A	8	
B	21	
C	8	
D*	63	

Error Analysis

▢ Guessing ▢ Mixed Up Concepts

▢ Careless Error ▢ Stopped Too Early

Learning from Mistakes
Instructional Implications

***Correct Answer (D)**

Poetry

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

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

E2.5 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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

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

E2.8 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	2B	Poetry	Leaping Falls	57
2023	2A - Informational 2B - Poetry	Poetry	Acoustic Sculpture, Sound Art, and the Music of the Sea Leaping Falls	56

2023 Passage #2B – Poetry (Questions 16-22)

Leaping Falls

by Galway Kinnell

And so it was I sheered,
Eccentric, into outer space,
And tracked with lost paces
The forgotten journey of a child,
Across the creaking snow,
Up the deer-trail,

Over the snowdrifted hill
Into the secret country
Where a boy once found,
Routing from ledge to ledge
In a tumult at sunrise,
The cascading of Leaping Falls.

Now the falls lay draped
Without motion or sound,
Icicles fastened in stories
To stillness and rock. At the bottom,
A heap of broken icicles
Lay dead blue on the snow.

Cold was through and through,
Noiseless. Nothing
But clouds at my nostrils
Moved. Then I uttered a word,
Simply a bleak word
Slid from my lips. Whereupon

A topmost icicle came loose
And fell, and struck another
With a bell-like sound, and
Another, and the falls
Leapt at their ledges, ringing
Down the rocks and on each other

Like an outbreak of bells
That rings and ceases.
The silence turned around
And became silence again.
Under the falls on the snow
A twigfire of icicles burned pale blue.

"Leaping Falls" from THE AVENUE BEARING THE INITIAL OF CHRIST INTO THE NEW WORLD: POEMS 1953-1964 by Galway Kinnell, Houghton Mifflin Company. Copyright 1953, 1954, © 1955, 1958, 1959, 1960, 1961, 1963, 1964, 1970, 1971, 1974, 2002 by Galway Kinnell. Used by permission.

E2.4(F) make inferences and use evidence to support understanding

2023 – Q16 Passage #2B

Use "Leaping Falls" to answer the following question.

This question has two parts.

Part A
In the poem "Leaping Falls," the speaker is most likely —

Ⓐ a boy exploring a new environment

Ⓑ an adult returning to a place he visited in his youth

Ⓒ a pioneer discovering an unknown land

Ⓓ a hunter pursuing an animal through the wilderness

Part B
Which quotation from the poem best supports the answer to Part A?

Ⓐ Eccentric, into outer space, (line 2)

Ⓑ The forgotten journey of a child, (line 4)

Ⓒ Up the deer-trail, (line 6)

Ⓓ Without motion or sound, (line 14)

***Correct Answer (B, B)**

Analysis of Assessed Standards

Cluster	Poetry
Subcluster	Across Genres
Content	Readiness
Process	
Item Type	Multipart (2 pts)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	62	
No Credit	34	
Partial Credit	4	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.7(B) analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms

2023 – Q17 Passage #2B

Use "Leaping Falls" to answer the following question.

What does the break between stanza 4 (lines 19–24) and stanza 5 (lines 25–30) of the poem "Leaping Falls" convey to the reader?

Ⓐ A sense of suspense as the reader anticipates the effect of the spoken word

Ⓑ A sense of doubt as the reader considers whether the waterfall could be affected by the spoken word

Ⓒ A feeling of uncertainty that the speaker is telling a true story

Ⓓ A feeling of sympathy for the strong emotions the speaker reveals

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	61	
B	18	
C	8	
D	13	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text

2023 – Q18 Passage #2B

Use "Leaping Falls" to answer the following question.

The poet's use of imagery in lines 35 and 36 contributes to the poem "Leaping Falls" by creating a tone of —

Ⓐ wonder and awe

Ⓑ hopelessness and despair

Ⓒ courage and determination

Ⓓ anger and resentment

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	45	
B	37	
C	14	
D	4	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

2023 Passage #2A – Informational (Questions 11-15, 19-22)

Acoustic Sculpture, Sound Art, and the Music of the Sea

1 Out on the end of a jetty in San Francisco Bay, there is a strange and beautiful stone structure called the Wave Organ. It was cobbled together in the late twentieth century with recycled marble and granite from old discarded monuments, secondhand curbstones, PVC pipes, and rocks. Yet this carefully concealed marvel has the look and feel of an ancient ruin.

2 Walking along the jetty, you will not see this secret—yet public—place until you reach the stone steps that take you down into it. Descend those steps and you will find yourself among children climbing on the stonework, anglers casting their fishing lines off the terraces, and daydreamers quietly contemplating the sights and sounds of the bay.

3 "It's very romantic," says Peter Richards, the artist who first envisioned this spot back in 1980. "You're out in the middle of the bay, but you're not really on dry land, so it's sort of a tenuous place. So that's what makes it interesting to me. The edge between solid ground, or solid land, and the water. And I think edges are where interesting things happen."

4 Even when you're standing on it, you may not realize that you're atop a gigantic musical instrument, or, more accurately, a "wave-activated acoustic sculpture."

The Wave Organ in San Francisco, California

The Jon B. Lovelace Collection of California Photographs in Carol M. Highsmith's America Project, Library of Congress, Prints and Photographs Division

The Inspiration for the Wave Organ

5 Richards first got the idea for the Wave Organ from listening to a recording by composer Bill Fontana called "Kirribilli Wharf." Fontana's experimental work is called "sound art," and it boldly defies the conventions of ordinary music.

6 Fontana recorded "Kirribilli Wharf" in Australia in 1976. Years later, he recalled how he did it. "In the middle of the night, I went with an outside broadcast van to a floating concrete pier in Sydney Harbor that had vertical cylindrical holes going from the deck to the underside." He placed microphones at the top end of eight vertical steel pipes. On the resulting recording, the listener hears waves beneath the pier gently lapping against the bottom ends of the pipes. This creates "changing percussive rhythms" that sound a bit like a hand tapping an African drum.

7 Fontana has since singled out "Kirribilli Wharf" as a turning point in his work. It demonstrates what he calls "the inherent musicality of sound in the environment." "Kirribilli Wharf" created an artistic turning point for Richards as well. The soothing pulse and the gentle wash of waves he heard on Fontana's recording showed him how he could incorporate sound from the natural environment into his own work.

8 Conceptually, Richards's Wave Organ and Fontana's "Kirribilli Wharf" occupy a similar artistic edge. They both straddle that divide between natural occurrence and human creativity.

"Sound Sculpture" vs. "Acoustic Sculpture"

9 Fontana calls his compositions "sound sculptures," and Richards calls the Wave Organ an "acoustic sculpture." Although those phrases seem similar, they have meanings that are quite different.

10 Fontana creates "sound sculptures" by shaping existing sounds from the environment, the way a sculptor shapes clay. These "sculptures," however, are not physical objects. They are audio recordings you can listen to on a record or on a streaming service.

11 Richards, on the other hand, is an environmental sculptor. Although recordings of the sounds of the Wave Organ are available online, the Wave Organ is much more than just a series of sounds. It is a physical place. To enjoy it fully, you must go there and experience it with all your senses.

12 As a composer, Fontana creates his sound sculptures by recording and manipulating the "coherent sound patterns" that he finds in an already existing environment. The environment may be a natural one, a human one, or, as is the case with "Kirribilli Wharf," one where natural and human landscapes collide. Obviously, whoever built that floating pier in Sydney Harbor did not include the vertical steel pipes in it in order to produce musical sounds. The sounds, in fact, were barely audible before Fontana miked them. Yet Fontana did not make those sounds. Nor did he alter the landscape in any way to get them. The production of those sounds was purely an accident.

13 As an environmental sculptor, Richards basically does the opposite of Fontana. He intentionally alters the physical landscape to produce an artistic effect. After hearing the accidental sounds of waves striking the pipes on an ordinary pier on Fontana's recording, Richards realized he could use pipes and the waves of the San Francisco Bay to build a sculpture that creates extraordinary musical sounds on purpose.

14 Consequently, the Wave Organ is itself a work of art. The same, of course, cannot be said of the floating concrete pier in Sydney Harbor.

Music of the Sea

15 With a grant from the National Endowment for the Arts and the assistance of master stonemason George Gonzalez, Richards completed the Wave Organ in 1986. As the tide changes, the auditory results are spectacular.

16 The steel pipes in the floating pier that Fontana recorded were all vertical, narrow, and the same length. Consequently, they all emitted a uniform sound. When building the Wave Organ, Richards and Gonzalez intentionally did the reverse. They used wide, plastic PVC pipes of different lengths and laid them horizontally beneath the Wave Organ's walkways, benches, and steps at various heights above the water at low tide.

17 The rise and fall of the tide create vibrations in different pipes at different times. When a wave hits the end of a pipe, it creates a percussive sound that comes out the other end. When water flows within the horizontal pipes, it creates whooshing sounds. Shorter pipes create higher pitched sounds. Longer pipes create lower ones. "It's like listening to the world's largest seashell," one visitor said. "It's like distant drums, muffled cymbals, quiet thunder. The variety is endless."

18 Like "Kirribilli Wharf," the Wave Organ finds its beauty in its interaction with the environment. Both works bridge the gap between art and nature by amplifying the rhythm of the waves to divulge the music of the sea.

2023 Passage #2B – Poetry (Questions 16-22)

Leaping Falls

by Galway Kinnell

And so it was I sheered,
Eccentric, into outer space,
And tracked with lost paces
The forgotten journey of a child,
Across the creaking snow,
Up the deer-trail,

Over the snowdrifted hill
Into the secret country
Where a boy once found,
Routing from ledge to ledge
In a tumult at sunrise,
The cascading of Leaping Falls.

Now the falls lay draped
Without motion or sound,
Icicles fastened in stories
To stillness and rock. At the bottom,
A heap of broken icicles
Lay dead blue on the snow.

Cold was through and through,
Noiseless. Nothing
But clouds at my nostrils
Moved. Then I uttered a word,
Simply a bleak word
Slid from my lips. Whereupon

A topmost icicle came loose
And fell, and struck another
With a bell-like sound, and
Another, and the falls
Leapt at their ledges, ringing
Down the rocks and on each other

Like an outbreak of bells
That rings and ceases.
The silence turned around
And became silence again.
Under the falls on the snow
A twigfire of icicles burned pale blue.

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E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q19 Passage #2A - Informational and Passage #2B - Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

Which statement would the speaker of the poem "Leaping Falls" most likely agree with that is **NOT** supported by the article "Acoustic Sculpture, Sound Art, and the Music of the Sea"?

Ⓐ Artistic experiences can be found in natural environments.

Ⓑ Encountering wonders in nature is a private and individual experience.

Ⓒ It takes hard work and dedication to complete an artistic project.

Ⓓ It is the responsibility of an individual to share insight about the natural world.

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	15	
B*	50	
C	15	
D	20	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q20 Passage #2A - Informational and Passage #2B - Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

Which statements express themes found in **BOTH** the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" and the poem "Leaping Falls"?

Select **TWO** correct answers.

- ☐ Sounds from the natural world can take on a musical quality.
- ☐ Sculpture is an effective art form for expressing deep emotions.
- ☐ People's perceptions of nature can bring out its hidden artistic qualities.
- ☐ People need to be careful about how they treat natural resources.
- ☐ Winter is a harsh season necessary for preserving natural balance.

***Correct Answer (A,C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
Full Credit	56	
No Credit	8	
Partial Credit	36	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q21 Passage #2A - Informational and Passage #2B - Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

Read these quotations from the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" and the poem "Leaping Falls."

> *Fontana recorded "Kirribilli Wharf" in Australia in 1976. Years later, he recalled how he did it. "In the middle of the night, I went with an outside broadcast van to a floating concrete pier in Sydney Harbor that had vertical cylindrical holes going from the deck to the underside." He placed microphones at the top end of eight vertical steel pipes. On the resulting recording, the listener hears waves beneath the pier gently lapping against the bottom ends of the pipes. This creates "changing percussive rhythms" that sound a bit like a hand tapping an African drum.*
> (paragraph 6 of "Acoustic Sculpture, Sound Art, and the Music of the Sea")

> *A topmost icicle came loose*
> *And fell, and struck another*
> *With a bell-like sound, and*
> *Another, and the falls*
> *Leapt at their ledges, ringing*
> *Down the rocks and on each other*
>
> *Like an outbreak of bells*
> *That rings and ceases.*
> (lines 25–32 of "Leaping Falls")

How does the description of the natural sound in the paragraph from the article **DIFFER** from the description of the natural sound in the lines from the poem?

Ⓐ The paragraph from the article describes how a natural sound was recorded, while the lines from the poem recreate a natural sound with rhythm.

Ⓑ The paragraph from the article compares the natural sound to a musical instrument, while the lines from the poem compare the natural sound to speech.

Ⓒ The paragraph from the article describes the silence before a sound was created, while the lines from the poem describe the continuous sounds created by the environment.

Ⓓ The paragraph from the article emphasizes the clamorous energy of the sound, while the lines from the poem convey the passive gentleness of the sound.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	37	
B	20	
C	25	
D	18	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.4(H) synthesize information from multiple texts to create new understanding

2023 – Q22 Passage #2A - Informational and Passage #2B - Poetry

Use "Acoustic Sculpture, Sound Art, and the Music of the Sea" and "Leaping Falls" to answer the following question.

The author of the article "Acoustic Sculpture, Sound Art, and the Music of the Sea" and the poet of "Leaping Falls" would **BOTH** most likely agree that —

Ⓐ artificial structures do not belong in a natural environment

Ⓑ there is little in the natural world to inspire artistic creation

Ⓒ people are doing an admirable job of protecting nature

Ⓓ people often seek meaningful experiences in nature

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	8	
B	21	
C	8	
D*	63	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

Argumentative

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

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

E2.5 Response Skills. listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

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

E2.8 Author's Purpose. listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

To view passages, click on the title

Year	Passage #	Genre	Title	% Correct
2023	1	Argumentative	How Making Fun Weekend Plans Can Actually Ruin Your Weekend	59

2023 Passage #1 – Argumentative (Questions 1-10)

How Making Fun Weekend Plans Can Actually Ruin Your Weekend

by Selin Malkoc

theconversation.com

December 1, 2016

1 Have you ever found yourself dreading a leisurely activity you had eagerly scheduled days or weeks in advance?

2 I first caught myself doing this a few years ago when I was traveling home to Turkey. I had excitedly made plans to meet up with some old friends. But to my surprise, as the date approached, I started to feel reluctant and unenthusiastic about these long-awaited reunions.

3 "I have to go get lunch with my friend," I'd grouse to others, making it sound like a chore.

4 Was I an anomaly? Or do other people feel this way too? We increasingly rely on scheduling to organize our lives: phone calls, appointments, dates—and, yes, fun social activities. But can planning leisure activities also start to feel like work, too? Why might they become a source of dread?

5 As someone who studies consumer behavior and decision-making, I decided to explore this phenomenon with Gabbie Tonietto, a Ph.D. candidate in marketing. With Tonietto leading the investigation (the results would eventually become a part of her dissertation), we conducted a series of studies to see if filling out our calendars—even with fun activities—can have unexpected side effects.

All work, no play?

6 Across 13 studies, we found that the simple act of scheduling makes otherwise fun tasks feel more like work. It also decreases how much we enjoy them.

7 For example, in one, we asked participants to imagine grabbing a coffee with a friend. Half of the participants imagined that they planned this gathering a few days in advance and put it on their calendar, while the other half were told that they decided to grab a coffee on the fly. We found that this simple, relaxing activity was associated more with work-like qualities ("obligation," "effortful," "work") when it was scheduled, compared with when it was impromptu.

8 In several follow-up studies, we found that simply scheduling something fun—like a movie or social outing—felt like work even if it was something you regularly did, was something new or special or when you had nothing else planned for that day.

9 In another study, we set up a pop-up café on a university campus during finals that served free coffee and cookies. We flagged down students studying for their finals and gave them one of two tickets. The first asked participants to choose and schedule a time for them to take a study break and enjoy the free treats. The second simply told them that the café would be open during a two-hour window.

10 After participants showed up and had their coffee and cookie, we gave them a short questionnaire that asked them how much they enjoyed their study break. As expected, we found that those who had scheduled the study break didn't enjoy it as much.

The constraints of a schedule

11 So why can making set plans be such a drag?

12 We think that it has to do with how scheduling structures time. Scheduling, at its core, is about allocating time to activities. There are set beginning and end points. Such strict scheduling, however, is at odds with how people think about leisure and relaxation, which are associated with unconstrained freedom. As the saying goes: Time flies when you're having fun.

13 On the flip side, structured time is associated with work activities: Meetings start and end at specific times, deadlines loom and the specter of the clock is omnipresent.

14 So when your weekend is structured and planned—even if the activities are fun—they start to take on some of the qualities we tend to associate with work.

15 In another one of the studies, we asked participants to imagine that they'd just decided to spend their afternoon at a forest preserve doing a variety of activities, like canoeing and guided hikes. We told half the participants that they'd simply do two activities with a picnic in between. The other half were told they had signed up for activities at specific times (say, 12:30 P.M. to 2 P.M.), with time reserved in between for a picnic. Basically all the participants were making spontaneous trips to the park and all were going to participate in similar activities. The only difference was that some of the participants had strict schedules, while others didn't.

16 We found that structuring not only made the activity feel more like work, but also decreased participants' desire to engage in them. In other words, even an impromptu leisure event starts to feel like work once it's structured.

A rough solution

17 But this doesn't mean that scheduling will take the fun out of everything. After all, you can't do everything on the fly. For those who do need to make plans days or weeks in advance, something called "rough scheduling" can work wonders.

18 Because scheduling can make weekend activities feel like work, we reasoned that relaxing the structure might alleviate some of these negative consequences. To test this idea, we asked students to either schedule a get-together at a set time or by referring to a gap in their day ("between classes"). We found that eliminating specific boundaries not only increased excitement, but also worked as well as doing something spur of the moment.

19 So next time you want to make plans, make them flexible. You'll feel less constrained—and more likely to have fun, too.

Selin A. Malkoc

E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words

2023 – Q5 Passage #1

In paragraph 18, what does *alleviate* mean?

Ⓐ To make a decision about

Ⓑ To make less severe

Ⓒ To emphasize

Ⓓ To disregard

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

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

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.4(F) make inferences and use evidence to support understanding

2023 – Q1 Passage #1

Based on paragraphs 1 through 3, what can the reader infer about the author?

Ⓐ The author wishes she felt differently about meeting up with friends.

Ⓑ The author believes that she has been away from home for too long.

Ⓒ The author is nervous about visiting with people she has not seen for a while.

Ⓓ The author has made too many plans to meet with friends.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	68	
B	4	
C	20	
D	8	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.5(C) use text evidence and original commentary to support an interpretive response

2023 – Q4 Passage #1

Which quotation best shows that people's lives were less scheduled and organized in years past?

Ⓐ *But to my surprise, as the date approached, I started to feel reluctant and unenthusiastic about these long-awaited reunions.* (paragraph 2)

Ⓑ *We increasingly rely on scheduling to organize our lives: phone calls, appointments, dates—and, yes, fun social activities.* (paragraph 4)

Ⓒ *We found that this simple, relaxing activity was associated more with work-like qualities ("obligation," "effortful," "work") when it was scheduled*, . . . (paragraph 7)

Ⓓ *In several follow-up studies, we found that simply scheduling something fun—like a movie or social outing—felt like work*. . . . (paragraph 8)

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	10	
B*	58	
C	18	
D	14	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.5(D) paraphrase and summarize texts in ways that maintain meaning and logical order

2023 – Q10 Passage #1

Read this paragraph.

> Scheduled activities are sometimes met with dread as the date of participation nears. Studies have presented people with activities that could be scheduled ahead or that do not require any advance planning. Participants in the study who had scheduled the activity reported not enjoying it as much as those who had not planned for the activity.

Which sentence should be added to the paragraph to create a complete summary of the article?

Ⓐ Sometimes the activity was as simple as stopping for coffee, while in other instances the activity involved spending an afternoon in a forest preserve.

Ⓑ Sometimes participants were asked to schedule activities, and others were able to attend unscheduled activities.

Ⓒ Leisure activities are supposed to be different from work activities that are almost always structured and dependent on times set for meetings and deadlines.

Ⓓ This is due to the fact that the scheduled activities seemed too much like work to be truly enjoyable.

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	11	
B	12	
C	27	
D*	50	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.7(E) (i) [analyze characteristics and structural elements of argumentative texts such as] clear arguable claim, appeals, and convincing conclusion

2023 – Q8 Passage #1

Which statement best presents the author's claim on the best way to plan leisure activities?

Ⓐ Agree on plans in advance, but be willing to adjust plans if necessary.

Ⓑ Schedule time for events, but do not determine the activity in advance.

Ⓒ Commit to having fun, even when activities are scheduled in advance.

Ⓓ Avoid making plans ahead of time, and have fun when the time is right.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	45	
B	18	
C	13	
D	25	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.7(E) (ii) [analyze characteristics and structural elements of argumentative texts such as] various types of evidence and treatment of counterarguments, including concessions and rebuttals

2023 – Q6 Passage #1

Which quotation best expresses the author's concession to the argument that plans cannot always be made spontaneously?

Ⓐ *We think that it has to do with how scheduling structures time.* (paragraph 12)

Ⓑ *The only difference was that some of the participants had strict schedules, while others didn't.* (paragraph 15)

Ⓒ *We found that structuring not only made the activity feel more like work, but also decreased participants' desire to engage in them.* (paragraph 16)

Ⓓ *For those who do need to make plans days or weeks in advance, something called "rough scheduling" can work wonders.* (paragraph 17)

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	6	
B	26	
C	23	
D*	44	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.7(E) (iii) [analyze characteristics and structural elements of argumentative texts such as] identifiable audience or reader

2023 – Q3 Passage #1

Who is the intended audience of the article?

Ⓐ Experts on the subject of behavior and decision-making

Ⓑ Students who are seeking new research opportunities

Ⓒ People wanting to understand why they don't enjoy planned leisure time

Ⓓ Individuals who want to try new and exciting leisure activities

***Correct Answer (C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	10	
B	4	
C*	78	
D	8	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.8(A) analyze the author's purpose, audience, and message within a text

2023 – Q7 Passage #1

What is the most likely reason the author included the information in the section "A rough solution"?

Ⓐ To propose an alternative to the reader

Ⓑ To provide evidence that reinforces her claim

Ⓒ To summarize the key arguments in the article

Ⓓ To recognize a counterargument to the main claim

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	43	
B	14	
C	13	
D	30	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text

2023 – Q2 Passage #1

What is the most likely reason the author included the words "grouse" and "chore" in paragraph 3?

Ⓐ To convey a feeling of dread

Ⓑ To create a feeling of concern

Ⓒ To express a sense of skepticism

Ⓓ To reveal a sense of regret

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	73	
B	7	
C	10	
D	11	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.8(G) analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies

2023 – Q9 Passage #1

Read this quotation from paragraph 17.

> *But this doesn't mean that scheduling will take the fun out of everything.*

What is the most likely reason the author includes this rhetorical shift?

Ⓐ To introduce another argument against scheduling

Ⓑ To recognize that there are different opinions about scheduling

Ⓒ To acknowledge that scheduling can sometimes be necessary

Ⓓ To provide a variety of alternatives to scheduling

***Correct Answer (C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	12	
B	24	
C*	50	
D	14	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

Extended Constructed Response (Composition)

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

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

2023 Passage #3 – Literary Nonfiction (Questions 23-30)

Eleven-year-old Thea, an aspiring vocalist, teaches piano lessons in Moonstone, Colorado, in the late 1800s.

from The Song of the Lark

by Willa Cather

1 Winter was long in coming that year. Throughout October the days were bathed in sunlight and the air was clear as crystal. The town kept its cheerful summer aspect, the desert glistened with light, the sand hills every day went through magical changes of color. The scarlet sage bloomed late in the front yards, the cottonwood leaves were bright gold long before they fell, and it was not until November that the green on the tamarisks began to cloud and fade. There was a flurry of snow about Thanksgiving, and then December came on warm and clear.

2 Thea had three music pupils now, little girls whose mothers declared that Professor Wunsch was "much too severe." They took their lessons on Saturday, and this, of course, cut down her time for play. She did not really mind this because she was allowed to use the money—her pupils paid her twenty-five cents a lesson—to fit up a little room for herself upstairs in the half-story. It was the end room of the wing, and was not plastered, but was snugly lined with soft pine. The ceiling was so low that a grown person could reach it with the palm of the hand, and it sloped down on either side. There was only one window, but it was a double one and went to the floor. In October, while the days were still warm, Thea and Tillie papered the room, walls and ceiling in the same paper, small red and brown roses on a yellowish ground. Thea bought a brown cotton carpet, and her big brother, Gus, put it down for her one Sunday. She made white cheesecloth curtains and hung them on a tape. Her mother gave her an old walnut dresser with a broken mirror, and she had her own dumpy walnut single bed, and a blue washbowl and pitcher which she had drawn at a church fair lottery. At the head of her bed she had a tall round wooden hat-crate, from the clothing store. This, standing on end and draped with cretonne, made a fairly steady table for her lantern. She was not allowed to take a lamp upstairs, so Ray Kennedy gave her a railroad lantern by which she could read at night.

3 In winter this loft room of Thea's was bitterly cold, but against her mother's advice—and Tillie's—she always left her window open a little way. Thea asked Dr. Archie about the window, and he told her that a girl who sang must always have plenty of fresh air, or her voice would get husky, and that the cold would harden her throat. The important thing, he said, was to keep your feet warm. On very cold nights Thea always put a brick in the oven after supper, and when she went upstairs she wrapped it in an old flannel petticoat and put it in her bed. The boys, who would never heat bricks for themselves, sometimes carried off Thea's, and thought it a good joke to get ahead of her.

4 When Thea first plunged in between her red blankets, the cold sometimes kept her awake for a good while. After half an hour or so, a warm wave crept over her body and round, sturdy legs; she glowed like a little stove with the warmth of her own blood, and the heavy quilts and red blankets grew warm wherever they touched her, though her breath sometimes froze on the coverlid. Before daylight, her internal fires went down a little, and she often wakened to find herself drawn up into a tight ball, somewhat stiff in the legs. But that made it all the easier to get up.

5 The acquisition of this room was the beginning of a new era in Thea's life. It was one of the most important things that ever happened to her. Hitherto, except in summer, when she could be out of doors, she had lived in constant turmoil; the family, the day school. The clamor about her drowned the voice within herself. In the end of the wing, separated from the other upstairs sleeping-rooms by a long, cold, unfinished lumber room, her mind worked better. She thought things out more clearly. Pleasant plans and ideas occurred to her which had never come before. She had certain thoughts which were like companions, ideas which were like older and wiser friends. She left them there in the morning, when she finished dressing in the cold, and at night, when she came up with her lantern and shut the door after a busy day, she found them awaiting her.

6 From the time when she moved up into the wing, Thea began to live a double life. During the day, when the hours were full of tasks, she was one of the Kronborg children, but at night she was a different person. On Friday and Saturday nights she always read for a long while after she was in bed. She had no clock, and there was no one to nag her.

From THE SONG OF THE LARK by Willa Sibert Cather—Public Domain

E2.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft

2023 – Q30 Passage #3 - ECR

Read the excerpt from *The Song of the Lark*. Based on the information in the excerpt, write a response to the following:

Explain how acquiring the loft room changes Thea.

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

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

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

Write your response in the box provided.

***Correct Answer (See Scoring Guide)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
Full Credit	**10**	
No Credit	**25**	
Partial Credit	**65**	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

Revision

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

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

To view passages, click on the title

Year	Passage #	Revision	Title
2023	4	Revision	Be Prepared
2023	5	Revision	Big Bend National Park

2023 Passage #4 – Revision (Questions 31-36)

Mariko wrote this story about a babysitter who encountered a problem. Read Mariko's paper and look for revisions she needs to make. Then answer the questions that follow.

Be Prepared

(1) Sophia, who prided herself on always being a prepared babysitter, had a problem. (2) A bit of gray smoke was seeping out of the edges of the oven, while it was lurking in the air. (3) Opening the kitchen drawer to grab an oven mitt, Sophia wondered what could possibly have gone wrong.

(4) At five o'clock sharp, Sophia had appeared on the Atwells' doorstep, babysitting bag slung over her shoulder. (5) Natalie and Owen had rushed to greet her with enthusiastic hugs that had nearly pulled her to the ground. (6) Sophia felt a bit smug about how happy the Atwell kids were to see her; she always had something new for them to explore or play with.

(7) This week Sophia had planned to make her mom's famous chocolate chip cookies with the kids. (8) Although a three- and five-year-old are not exactly helpful in the kitchen, Sophia took it in stride. (9) She dodged Owen's sneaky attempt to add extra salt to the recipe. (10) She interrupted Natalie's consumption of a private pile of chocolate chips. (11) While managing the kids, she'd made what had looked like a perfect dough. (12) Or at least she thought she had.

(13) However, when Sophia looked in the oven, she didn't see anything that resembled a pan of cookies. (14) It looked more like a volcanic eruption! (15) As she grabbed the pan and began to scrape the congealed mass into the sink, the smoke alarm started blaring. (16) Natalie and Owen turned around with their hands over their ears to block the shrill sound, who had been watching a movie.

(17) "How do you turn off a smoke alarm?" Sophia wondered aloud. (18) The always-prepared babysitter had no idea! (19) Should she call Mr. and Mrs. Atwell or maybe her mom? (20) Embarrassed by the debacle, Sophia decided to just open the windows and if that would fix the problem. (21) Fortunately, as the smoke dissipated and the noise ceased, the kids went back to their movie and Sophia was finally able to assess the situation.

(22) She surveyed the counter, wrecked with the expected debris of a child-assisted cookie bake. (23) That's when she saw it: the unopened bag of flour, hidden by the empty flour canister.
(24) Sophia suddenly remembered that she'd added only one cup of flour to the recipe and had then gotten distracted by Owen's fist, filled with salt and hovering over the bowl. (25) That must have been what happened! (26) Cookies don't turn out as expected when they are lacking a key ingredient.

(27) Stowing away this pearl of kitchen experience for later use, Sophia proceeded to tidy the mess as best she could. (28) When the Atwells got home an hour later, she met them at the door, ready to explain the atrocious smell in the house. (29) Fortunately, Mrs. Atwell turned out to be surprisingly sympathetic. (30) As Sophia nervously told the story, Mrs. Atwell's eyes twinkled, and she was soon sharing some of her own kitchen disaster stories.
(31) "Everyone makes mistakes," she said, "and some of the best lessons, and the best stories, come from those times!"

(32) As Sophia walked home, she reflected on the evening. (33) It is important to come prepared, she thought, but maybe part of being prepared is also being ready for the unexpected.

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

2023 – Q36 Passage #4

Which transition word or phrase should be added to the beginning of sentence 26?

Ⓐ Accidentally

Ⓑ For example

Ⓒ Apparently

Ⓓ In the meantime

***Correct Answer (C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	6	
B	15	
C*	74	
D	5	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q31 Passage #4

The meaning of sentence 2 is unclear. Which phrase should replace ***it*** in this sentence?

Ⓐ a strange smell

Ⓑ a problem

Ⓒ something else

Ⓓ the smoke

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	56	
B	5	
C	5	
D	34	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q32 Passage #4

What revision, if any, should be made in sentence 11?

Ⓐ She'd made it while managing the kids, what had looked like a perfect dough.

Ⓑ While managing the kids, she had made a dough, looking perfect.

Ⓒ She'd managed the kids while making a dough that had looked like a perfect dough.

Ⓓ No change is needed.

*Correct Answer (D)

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	11	
B	8	
C	13	
D*	67	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q33 Passage #4

Sentence 16 needs to be revised. In the box provided, rewrite this sentence in a clear and effective way.

***Correct Answer (See Scoring Guide)**

Analysis of Assessed Standards

Cluster	Revision
Subcluster	
Content	Readiness
Process	
Item Type	Short Constructed Response (1 pt)
Stimulus	

Data Analysis

Item	State	Local
Full Credit	53	
No Credit	46	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q34 Passage #4

What revision, if any, is needed in sentence 20?

Ⓐ Embarrassed by the debacle, Sophia decided to just open the windows for seeing if that would fix the problem.

Ⓑ Embarrassed by the debacle, Sophia decided to just open the windows and see if that would fix the problem.

Ⓒ Embarrassed by the debacle, Sophia decided to just fix that problem that would open the windows.

Ⓓ No change is needed.

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	8	
B*	83	
C	5	
D	4	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q35 Passage #4

Mariko wants to use a more effective and descriptive word than ***wrecked*** in sentence 22. Which word should replace ***wrecked*** in this sentence?

Ⓐ tangled

Ⓑ woven

Ⓒ confused

Ⓓ cluttered

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	12	
B	5	
C	15	
D*	68	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

2023 Passage #5 – Revision (Questions 37-41)

Raul has written this essay about one of his favorite destinations in Texas. Read Raul's essay and look for any revisions he needs to make. When you finish reading, answer the questions that follow.

Big Bend National Park

(1) There's an expression that "everything's bigger in Texas," and visitors to Big Bend National Park will agree. (2) This great park is located around the "Big Bend" of the Rio Grande River, running along more than 100 miles of the U.S.–Mexico border. (3) At 1,252 square miles, it's bigger than the state of Rhode Island. (4) It's not just the size of Big Bend that attracts tourists. (5) There are many choices of activities for visitors at Big Bend.

(6) Visitors to Big Bend can see 1,200 different species of plants and 550 species of birds, mammals, reptiles, and amphibians. (7) In addition, there are 40 species of fish that swim in the Rio Grande River. (8) Big Bend is in fact home to a greater variety of animal species than any other national park in the United States. (9) Many endangered species live there, including the peregrine falcon, black-capped vireo, and Mexican long-nosed bat. (10) Some animals, like the Carmen Mountain white-tail deer and Colima warbler, do not live anywhere else in the U.S. (11) Looking for the Chisos agave plant? (12) You won't find it anywhere outside this Texas wilderness. (13) Diverse wildlife thrive in Big Bend.

(14) People will also find a range of activities to enjoy at the park. (15) There are over 150 miles of trails for hikers to explore. (16) On the Chisos Basin Loop Trail, hikers can walk under the shade of Mexican pine, oak, and juniper trees. (17) Along the way, they might see the tracks of bears and mountain lions or the colorful flash of a hummingbird. (18) Experienced hikers can take the 10.5-mile round-trip hike to the 7,382-foot summit of Emory Peak. (19) At the peak, there is a 360-degree panoramic view of the park. (20) Scenic trails wind through the desert and along the Rio Grande River. (21) The Boquillas Canyon Trail provides visitors with spectacular views of the river. (22) And after a long day of hiking, the park's natural hot springs offer visitors an opportunity to soothe their feet in 105 °F water.

(23) One of the most popular Big Bend experiences is paddling through Santa Elena Canyon, whose limestone mesas loom over 1,500 feet over the river below. (24) Paddlers can watch turtles sun on rocks while great blue herons and green kingfishers fly alongside the boats. (25) Adventurous paddlers can also experience the thrill of class IV rapids.

(26) For those looking for less strenuous activities, Big Bend contains many historic sites. (27) Visitors can encounter signs of the park's early indigenous inhabitants at the Burro Mesa Archaeological District. (28) At the Sam Nail Ranch, there is a windmill from the early 1900s that still pumps water. (29) Another popular attraction is the Castolon Historic District, which was established in the early twentieth century. (30) Today, visitors can shop at the 100-year-old Castolon store. (31) It sells a variety of snacks and other goods to park visitors.

(32) The park opened in 1944 which during its first year attracted visitors of only 1,409. (33) The park was originally staffed by five people. (34) Today, Big Bend employs more than 100 full-time staff members and averages over 200,000 visitors per year.

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

2023 – Q37 Passage #5

Raul needs to include a stronger thesis statement in his essay. Which sentence should replace sentence 5 to best accomplish this goal?

Ⓐ With miles of hiking trails, rafting, wildlife, and incredible scenery, Big Bend has something extraordinary to offer everyone.

Ⓑ A wide variety of activities are offered at this park, so all visitors to Big Bend should be able to find at least one thing that would appeal to them.

Ⓒ There is hiking and rafting for adventurous visitors, but there is also wildlife and scenery for those visitors who might prefer a quieter visit to Big Bend.

Ⓓ Depending on what your interests are, all visitors to Big Bend should be able to find an activity, from hiking and rafting, to observing wildlife or different landscapes.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	49	
B	20	
C	11	
D	21	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q39 Passage #5

Raul did not offer an effective transition between the third paragraph (sentences 14–22) and the fourth paragraph (sentences 23–25). Which sentence should be added just before sentence 23?

Ⓐ Maybe you are someone who would enjoy your time rafting on the Rio Grande River.

Ⓑ Another fun and exciting option for visitors to the park is to go rafting and paddling on the Rio Grande River.

Ⓒ Visitors who would like to explore the many canyons created by the river can do that by deciding to go on one of the park's rafting trips.

Ⓓ Guests looking to enjoy some cooler water can rent a raft and explore the park's miles of canyons.

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	10	
B	29	
C	28	
D*	33	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

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

2023 – Q40 Passage #5

Raul would like to add another sentence to the fifth paragraph (sentences 26–31).

> *The site features a quarry dating back over 12,000 years that was used as a source for chipped stone tools.*

Where is the most effective place to insert this sentence?

Ⓐ After sentence 26

Ⓑ After sentence 27

Ⓒ After sentence 28

Ⓓ After sentence 29

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	25	
B*	41	
C	14	
D	19	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(B) (ii) [develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by] developing an engaging idea reflecting depth of thought with specific details, examples, and commentary	**Analysis of Assessed Standards**

2023 – Q38 Passage #5

Raul wants to add a supporting sentence to the second paragraph (sentences 6–13). Which sentence should be added after sentence 8?

Ⓐ Most of the fish species in Big Bend are the size of minnows, but there are also large catfish.

Ⓑ Nearly a quarter of the animal species native to North America can be found in Big Bend.

Ⓒ If actions are not soon taken, many endangered species will be lost forever.

Ⓓ Tropical rain forests, which are not found in North America, would have more animal species.

***Correct Answer (B)**

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

Data Analysis

Item	State	Local
A	11	
B*	76	
C	8	
D	5	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

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

2023 – Q41 Passage #5

What is the most effective way to revise sentence 32?

Ⓐ In 1944, when the park opened, there were only 1,409 visitors during the entire year.

Ⓑ A total of 1,409 people only visited the park in 1944 during the first year.

Ⓒ That year when the park first opened, only 1,409 people actually visited it back in 1944.

Ⓓ 1,409 people was the number of visitors to the park during the first year when it was opened, which was in 1944.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	60	
B	16	
C	15	
D	9	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

Editing

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

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

To view passages, click on the title

Year	Passage #	Editing	Title
2023	6	Editing	Exploring the Guadalupe Mountains
2023	7	Editing	Cover Letter

2023 Passage #6 – Editing (Questions 42-47)

Salma has written this paper about a recent trip with her family. Read Salma's paper and think about corrections she should make. When you finish reading, answer the questions that follow.

Exploring the Guadalupe Mountains

(1) Last spring my parents decided to take our family on an epic hike through Guadalupe Mountains National Park in West Texas, on the border of New Mexico. (2) They are always trying to get us out of the house and into nature, and they decided that this trip was a great way to accomplish that goal. (3) With vast blue skies, breathtaking landscapes, and millions of ancient fossils, the Guadalupe Mountains are a picture-perfect scene, a workout, and a geology lesson all rolled into one unforgettible experience.

(4) Our excursion began early in the morning before dawn. (5) Leaving El Paso behind, my parents piled me and my sister into our car along with backpacks and snacks; we then will head east on the highway. (6) While my sister slept, I watched the brilliant sun rise in front of us. (7) Two hours later the car stopped, my head shot up, I must have dozed off. (8) "Rise and shine, girls!" exclaimed my dad.

(9) Wearing our boots, hats, and sunglasses, and smothered in sunscreen, we walked over to the parks visitor center. (10) Inside, we picked up geology guidebooks and filled our water bottles. (11) We were equipped and ready to make the 8.4-mile hike along the Permian Reef Trail through McKittrick Canyon.

(12) A quick glance through the guidebook informed me that the Guadalupe Mountains are actually an ancient reef composed of: fossilized sponges, algae, and shells. (13) The reef was formed more than 200 million years ago and stretched across a length of 150 miles, with a width of 75 miles. (14) It is hard to believe that a sea once covered such large parts of what is now West Texas and Southeastern New Mexico. (15) Then millions of years ago, a rift opened up, the water eroded the land to expose the reef, and we were left with this natural geological time capsule to explore.

(16) The trail was narrow and rocky, and the edges were dotted with many types of desert plants, including prickly pear cactus and red-flowered ocotillo. (17) As we approached the mountain, I could see the small horizontal section that the guidebook referred to as the Lamar Limestone. (18) This was once the ancient seafloor. (19) Above them, towering majestically over the canyon, was the Capitan Reef, where we would soon stand.

(20) Huffing and puffing, I struggled up the dusty trail. (21) I felt like I was melting, and sweat dripped constantly into my eyes. (22) I made my final strides to the top of the ridge, where my dad stood, and gasped when I lifted my head. (23) This time it wasn't because I was out of breath. (24) The canyon opened up far beneath us and led out to the end of the world, where it eventually met up with the sky.

(25) My mom and sister were close behind. (26) They were equally as speechless and out of breath as I was. (27) When my mom finally spoke, she said, "Look at the ground beneath us." (28) We all crouched down and examined the reef rock with its minuscule pores and marbled pattern of fossilized sponges and algae. (29) "Looks like a perfect spot for lunch," said my dad. (30) "It sure does," I thought, smiling. (31) As I unwrapped a sandwich, I looked out again over the vista before us and knew that this was an experience I would cherish for a long time.

E2.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments

2023 – Q44 Passage #6

What is the correct way to rewrite sentence 7?

Ⓐ Two hours later the car stopped, and my head shot up. I must have dozed off.

Ⓑ Two hours later, the car stopped, my head shot up; but then I must have dozed off.

Ⓒ The car stopped two hours later. My head shot up; yet I must have dozed off.

Ⓓ The car stopped, my head shot up, it was two hours later and I must have dozed off.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	47	
B	14	
C	11	
D	28	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (ii) [edit drafts using standard English conventions, including] consistent, appropriate use of verb tense and active and passive voice

2023 – Q43 Passage #6

How should sentence 5 be changed?

Ⓐ Delete the comma after ***behind***

Ⓑ Change ***me*** to **I**

Ⓒ Change ***will head*** to **headed**

Ⓓ Change ***east*** to **East**

***Correct Answer (C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	7	
B	4	
C*	75	
D	14	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (iii) [edit drafts using standard English conventions, including] pronoun-antecedent agreement

2023 – Q47 Passage #6

What change is needed in sentence 19?

Ⓐ Change ***them*** to **it**

Ⓑ Delete the comma after ***canyon***

Ⓒ Change ***Capitan Reef*** to **capitan reef**

Ⓓ Change ***stand*** to **have stood**

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	56	
B	28	
C	7	
D	10	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.9(D) (v) [edit drafts using standard English conventions, including] punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate

2023 – Q45 Passage #6

What change is needed in sentence 9?

Ⓐ Change ***Wearing*** to **Wear**

Ⓑ Change ***smothered*** to **smuthered**

Ⓒ Delete the comma after ***sunscreen***

Ⓓ Change ***parks*** to **park's**

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	4	
B	10	
C	22	
D*	64	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (v) [edit drafts using standard English conventions, including] punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate

2023 – Q46 Passage #6

What change should be made in sentence 12?

Ⓐ Insert a comma after ***guidebook***

Ⓑ Change ***informed*** to **informing**

Ⓒ Delete the colon after ***composed of***

Ⓓ Change ***shells*** to **shell**

***Correct Answer (C)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	24	
B	18	
C*	54	
D	3	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (vi) [edit drafts using standard English conventions, including] correct spelling

2023 – Q42 Passage #6

What change is needed in sentence 3?

Ⓐ Delete the comma after ***skies***

Ⓑ Change ***are*** to **is**

Ⓒ Change ***geology*** to **Geology**

Ⓓ Change ***unforgettible*** to **unforgettable**

***Correct Answer (D)**

Analysis of Assessed Standards	
Cluster	Editing
Subcluster	
Content	Supporting
Process	
Item Type	Multiple Choice (1 pt)
Stimulus	

Data Analysis

Item	State	Local
A	3	
B	10	
C	5	
D*	82	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

2023 Passage #7 – Editing (Questions 48-52)

Ruby wrote this cover letter to accompany a job application. Read Ruby's letter and look for corrections she needs to make. Then answer the questions that follow.

Cover Letter

March 15, 2022

Ms. Sandra Sutterfield
Happy Paws Pet Store and Grooming
901 First Street
Tyler, TX 75701

Dear Ms. Sutterfield,

(1) I am writing this letter to apply for the part-time position of pet groomer trainee. (2) As a lifelong animal lover and owner of many pets, I was thrilled to see your job posting in our community newsletter. (3) The ad said that you are looking for a responsible individual this person has pet care experience, excellent communication skills, and great compassion for animals. (4) I am confident that my work history, personality, and love for animals will make me a great fit for this position.

(5) I have spent most of my 16 years devoted to animals. (6) My family has owned 8 dogs, 6 cats, and 4 rodents, in every case, I have been the primary caretaker. (7) My parents watched me care for our family pets and then encouraged me to offer my services to other families. (8) Two summers ago I advertised on our neighborhood website and immediately began responding to calls. (9) I do more than just feed my neighbors' animals. (10) For a great hourly price, I train, walk, and play with the pets. (11) I also bathe, brush, and trim nails when requested. (12) I am proud to say that I have now cared for the pets of more than 60 families in the Granite Oaks neighborhood. (13) I am happy to provide references upon request.

(14) I know that Happy Paws Pet Store and Grooming are passionate about having satisfied customers. (15) I am confident that I will be able to communicate my experience and proficiency to the people who enlist your services. (16) My attention to detail will assure them that I care and that they can trust me with their pets. (17) I have always admired the way that their television commercials highlight the value you place on building relationships with owners and their pets. (18) This is exactly how I run my pet-sitting business. (19) Animals are my passion, and I work to make sure my customers know this. (20) I will do the same for your customers.

(21) I have attached my resume, and as you will see, I have maintained a stellar grade point average during my first few semesters of high school. (22) Furthermore, I serve as secretary of the sophomore class, and I volunteer weekly at our local Humane Society. (23) I have organized my schedule to accommodate a part-time job and have availability to work from 2:00 P.M. until closing on Wednesdays, Thursdays, and Fridays. (24) I am also happy to work weekend shifts and additional hours in the summer.

(25) I hope to have an opportunity to discuss this position with you in person. (26) Please let me know if there is a time when I can come by for a formal interview. (27) I believe I would be a great asset to your pet store with my energetic attitude, contagious passion, and related experience. (28) I look forward to hearing from you.

Kind regards,

Ruby Yancy

E2.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments

2023 – Q48 Passage #7

What is the correct way to write sentence 3?

Ⓐ The ad said that you are looking for a responsible individual who has pet care experience, excellent communication skills, and great compassion for animals.

Ⓑ The ad said that you are looking for a responsible individual. Who has pet care experience, excellent communication skills, and great compassion for animals.

Ⓒ The ad said that you are looking for a responsible individual who has pet care experience. Plus a person who has excellent communication skills and great compassion for animals.

Ⓓ The ad said that you are looking for a responsible individual who has pet care experience and excellent communication skills this person also has a great compassion for animals.

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	70	
B	14	
C	12	
D	4	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (i) [edit drafts using standard English conventions, including] a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments

2023 – Q50 Passage #7

What change needs to be made in sentence 14?

Ⓐ Change ***I know*** to **Knowing**

Ⓑ Change ***are*** to **is**

Ⓒ Change ***passionate*** to **passionite**

Ⓓ Change ***about*** to **for**

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	28	
B*	47	
C	4	
D	20	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (iii) [edit drafts using standard English conventions, including] pronoun-antecedent agreement

2023 – Q51 Passage #7

What change needs to be made in sentence 17?

Ⓐ Change ***their*** to **your**

Ⓑ Change ***commercials*** to **comercials**

Ⓒ Change ***highlight*** to **highlights**

Ⓓ Insert a comma after ***relationships***

***Correct Answer (A)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A*	47	
B	5	
C	36	
D	11	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes Instructional Implications

E2.9(D) (iv) [edit drafts using standard English conventions, including] correct capitalization

2023 – Q52 Passage #7

What change needs to be made in sentence 22?

Ⓐ Change ***Furthermore*** to **Therefore**

Ⓑ Change ***secretary*** to **secretery**

Ⓒ Change ***volunteer*** to **volunteered**

Ⓓ Change ***Humane Society*** to **humane society**

***Correct Answer (D)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	39	
B	8	
C	21	
D*	32	

Error Analysis

☐ Guessing ☐ Mixed Up Concepts

☐ Careless Error ☐ Stopped Too Early

Learning from Mistakes
Instructional Implications

E2.9(D) (v) [edit drafts using standard English conventions, including] punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate

2023 – Q49 Passage #7

What change needs to be made in sentence 6?

Ⓐ Change ***has owned*** to **had owned**

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

Ⓒ Change ***I*** to **they**

Ⓓ Change ***caretaker*** to **Caretaker**

***Correct Answer (B)**

Analysis of Assessed Standards

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

Data Analysis

Item	State	Local
A	24	
B*	61	
C	8	
D	6	

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 ( )**