



pennsylvania
DEPARTMENT OF EDUCATION

The Pennsylvania System of School Assessment

English Language Arts Item and Scoring Sampler



2018–2019
Grade 3

Pennsylvania Department of Education Bureau of Curriculum, Assessment and Instruction—September 2018

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR READING PASSAGES AND QUESTIONS**Directions:**

On the following pages are the Reading passage and questions.

Directions for Multiple-Choice Questions:

Some questions will ask you to select an answer from among four choices.

For the multiple-choice questions:

- First, read the passage carefully.
- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- You may look back at the passage to help you answer the question.
- Record your choice in the answer booklet.

Directions for Evidence-Based Selected-Response Questions:

Some questions will have two parts and will ask you to select one or more answers in each part.

For the evidence-based selected-response questions:

- Read Part One of the question and choose the best answer.
- You may look back at the passage to help you answer Part One of the question.
- Record your answer to Part One in the answer booklet.
- Only one of the answers provided in Part One is correct.
- Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.
- You may look back at the passage to help you answer Part Two of the question.
- Record your answer or answers to Part Two in the answer booklet.

Directions for Short-Answer Questions:

Some questions will require you to write your response.

For the short-answer questions:

- Be sure to read each short-answer question carefully.
- You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- You may look back at the passage to help you answer the question.
- Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

PASSAGE 1

Read the following passage about an artist. Then answer questions 1 through 6.

Mary Cassatt

by Philip Brooks



“I am not willing to admit that a woman can draw that well!” That’s what the artist Edgar Degas said after seeing one of Mary Cassatt’s pictures. It was the year 1891, and Degas’s attitude was a common one in Paris and around the world.

Today, there are many well-known women artists. But when Mary Cassatt was a girl, in the mid-nineteenth century, very few of the world’s famous art schools admitted young women. Those that did often separated them from the young men studying there. Women were not even welcome at social gatherings where male artists discussed new ideas and techniques.

Mary’s early childhood was spent in Pennsylvania in traditional communities where, in those days, girls were taught to play the piano, paint china¹, or draw. This training was not intended to prepare them to become serious artists, but to produce refined young ladies who would make good marriages and become good wives.

¹ china—household tableware

Tradition and the “rules” of society were considered more important in northeastern American cities in the 1840s and 1850s than they are today. People tended to attach significance to social class. Money, property, and influence gave some families status. Others were honored because their ancestors had been rich and powerful for as long as anyone could remember. When Mary’s father became very successful through business investments, he hoped to be welcomed and respected by those men and women who had been born into wealth, power, and honor. He wanted his children to be secure and respected, also. Perhaps this is why, when Mary told him of her wish to go to Paris to study to become an artist, he was very upset.

Mr. Cassatt argued that being a professional artist was not respectable. Painting was a career for men, and these men were not necessarily of the best character. Further, there were certain things well-brought-up girls did not do. They did not travel alone in the nineteenth century! They did not sail off to Europe to become painters! What would people think?

Mary loved her father and wanted to please him. In fact, she wanted to please everyone. But she loved to paint more than anything she could possibly imagine doing. Her passion for art was more important to her than doing the “proper” thing. So a day came when she packed her trunks and suitcases and prepared to cross the ocean to go to Europe where she could begin to work toward her goal.

Mary would overcome the artistic problems faced by every aspiring artist, in addition to the obstacles placed in her way by a male-dominated art world. Few male painters accepted her as a colleague. She lived abroad and, for long periods, far from her family.

Today, Mary’s magnificent paintings, drawings, and prints hang in the world’s great museums. When museum-goers stand before a Mary Cassatt picture, most of them do not really care whether a man or woman created what they see. They absorb the beauty of the colors, the delicate grace of the lines, the way light seems to glow from the canvas.

In one sense, however, it does matter that Mary Cassatt was a woman painter. What Mary did was heroic. Her life’s work helped to change ideas about women in the arts. Many talented women before Mary Cassatt might never have realized their potential because of concern with being “respectable” or “ladylike.” In time, even Mary’s father grew to understand her ambition and came to believe she had made the right choices in her life. He became very proud of his daughter’s accomplishments and argued in her defense against those who said she had no place in the “man’s world” of art.

Multiple-Choice Question

1. Which sentence from the passage tells why Mary Cassatt wanted to study art?
- Ⓐ “Mary’s early childhood was spent in Pennsylvania in traditional communities where, in those days, girls were taught to play the piano, paint china, or draw.”
 - Ⓑ “Perhaps this is why, when Mary told him of her wish to go to Paris to study to become an artist, he was very upset.”
 - Ⓒ “Her passion for art was more important to her than doing the ‘proper’ thing.”
 - Ⓓ “So a day came when she packed her trunks and suitcases and prepared to cross the ocean to go to Europe where she could begin to work toward her goal.”

Item Information	
Alignment	B-K.1.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	39%
p-value B	16%
p-value C	36% (correct answer)
p-value D	9%
Option Annotations	The student is asked to identify a sentence from the passage that tells why Mary Cassatt wanted to study art. Option C is the correct answer because it describes how much she valued art in comparison to other things. Options A, B, and D are not correct since they are related to art but do not tell why Mary Cassatt wanted to study art.

Evidence-Based Selected-Response Question

2. This question has two parts. Answer Part One and then answer Part Two.

Part One

Read the sentence from the passage.

Mary would overcome the artistic problems faced by every aspiring artist, in addition to the obstacles placed in her way by a male-dominated art world.

What does the word obstacles mean as used in the sentence?

- Ⓐ challenges
- Ⓑ surprises
- Ⓒ events
- Ⓓ ideas

Part Two

Which words from the sentence support the answer in Part One? Choose **two** answers.

- Ⓐ overcome
- Ⓑ problems
- Ⓒ addition
- Ⓓ world

Item Information	
Alignment	B-V.4.1.1
Answer Key: Part One	A
Answer Key: Part Two	A, B
Depth of Knowledge	3
Mean Score	2.04
Option Annotations	<p>The student is asked to determine the meaning of the word “obstacles” by using context clues and to select words from the sentence that support this meaning.</p> <p>Part One: Option A is the correct answer because the word “obstacles” has the meaning of “challenges” in the context of this sentence. Options B, C, and D do not present the correct meaning for “obstacles” and do not make sense in the given context.</p> <p>Part Two: Options A and B are the correct answers because “overcome” and “problems” support the definition of “obstacles” as challenges. Options C and D do not support the correct meaning of “obstacles” in the given context.</p>

Multiple-Choice Questions

3. Read the sentence from the passage.

In time, even Mary's father grew to understand her ambition and came to believe she had made the right choices in her life.

What does the phrase "grew to understand" mean?

- Ⓐ gradually accepted
- Ⓑ quickly decided
- Ⓒ became interested in
- Ⓓ spread the word about

Item Information	
Alignment	B-V.4.1.2
Answer Key	A
Depth of Knowledge	2
p-value A	47% (correct answer)
p-value B	16%
p-value C	28%
p-value D	9%
Option Annotations	The student is asked to determine the meaning of the phrase "grew to understand." Option A is the correct answer since the passage describes how Mary's father slowly accepted her choices. Options B, C, and D do not make sense in the context of the passage.

4. Based on the passage, which part of Mary Cassatt's life probably had the **most** effect on her?
- Ⓐ Edgar Degas spoke about her.
 - Ⓑ She lived in Pennsylvania.
 - Ⓒ Her father became successful.
 - Ⓓ She decided to move to Europe.

Item Information	
Alignment	B-K.1.1.3
Answer Key	D
Depth of Knowledge	3
p-value A	26%
p-value B	11%
p-value C	18%
p-value D	45% (correct answer)
Option Annotations	The student is asked to identify which event in Mary Cassatt's life probably had the most effect on her. Option D is the correct answer since it was living in Europe that allowed her to become a professional artist. Option A is not correct since Mary Cassatt may not have known of Degas' comment. Option B is not correct since it was living in Pennsylvania that prevented her from becoming an artist. Option C is not correct since Cassatt's father becoming successful did not affect her becoming an artist.

5. How are the paragraphs mainly used to present information about Mary Cassatt?
- Ⓐ They show how her art changed over time.
 - Ⓑ They describe the important events in her life.
 - Ⓒ They compare her to other famous women.
 - Ⓓ They tell the steps she used to create her art.

Item Information	
Alignment	B-C.3.1.1
Answer Key	B
Depth of Knowledge	3
p-value A	24%
p-value B	57% (correct answer)
p-value C	9%
p-value D	10%
Option Annotations	The student is asked to determine how the paragraphs in the passage are mainly used to present information about Mary Cassatt. Option B is the correct answer since the passage uses chronological order to relay events from Mary Cassatt's life. Options A, C, and D are incorrect since they are not the main text structures used in the passage.

Short-Answer Question

- 6.** What did Mary Cassatt do that might make her a hero to others? Use details from the passage to support your answer.

[illegible]

After you have finished your work, close this booklet so your teacher will know you are finished.



Short-Answer Scoring Guideline

#6 Item Information

Alignment	B-K.1.1.1	Depth of Knowledge	3	Mean Score	1.23
------------------	-----------	---------------------------	---	-------------------	------

Assessment Anchor this item will be reported under:

E03.B-K.1 Key Ideas and Details

Specific Eligible Content addressed by this item:

E03.B-K.1.1.1—Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Score	Description
3	The response is a clear, complete, and accurate answer as to what things Mary Cassatt did that might make her a hero to others. The response includes relevant and specific information from the passage.
2	The response is a partial answer as to what things Mary Cassatt did that might make her a hero to others. The response includes limited information from the passage, and may include inaccuracies.
1	The response is a minimal answer as to what things Mary Cassatt did that might make her a hero to others. The response includes little or no information from the passage, and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

STUDENT RESPONSE

Response Score: 3 points

6. What did Mary Cassatt do that might make her a hero to others?

Use details from the passage to support your answer.

People call her a hero because she's a women artist and they could have a career for painting for girls. In the story she moved to Europe to study art and the men said no. Also Edgar Degas said, "I am not willing to admit a woman could draw that well!" But now her paintings are so good they are in museums. Now Mary Cassatt proved women and girls can be good artists. Any women can be an artist now. Not just men. There is a lot of women who paint and study art and have beautiful art.

This response is a clear, complete, and accurate answer as to what Mary Cassatt did that might make her a hero to others (People call her a hero because she's a women artist and they could have a career for painting for girls; Now Mary Cassatt proved women and girls can be good artists. Any women can be an artist now. Not just men). The response includes relevant and specific information from the passage (she moved to Europe to study art and the men said no; Edgar Degas said, "I am not willing to admit a woman could draw that well!" But now her paintings are so good they are in museums).

STUDENT RESPONSE

Response Score: 2 points



6. What did Mary Cassatt do that might make her a hero to others?
Use details from the passage to support your answer.

she is a hero because she never gave up even when her father got in her way. she is also very brave to just go to Europe all by her self. She also encourages others to paint and never give up. I think she is a hero and I hope that you agree!

This response is a partial answer as to what Mary Cassatt did that might make her a hero to others (*she never gave up; she is also very brave; She also encourages others to paint and never give up*). The response includes limited information from the passage (*her father got in her way; go to Europe all by her self*).

STUDENT RESPONSE

Response Score: 1 point



6. What did Mary Cassatt do that might make her a hero to others?
Use details from the passage to support your answer.

She went to Europe to show that women can paint as well as Boys can.

This response is a minimal answer as to what Mary Cassatt did that might make her a hero to others (*She went to Europe to show that women can paint as well as Boys can*). The response is a general statement that includes little information from the passage.

STUDENT RESPONSE

Response Score: 0 points

6. What did Mary Cassatt do that might make her a hero to others?
Use details from the passage to support your answer.

Mary loved her father and wanted to please him

After you have finished your work, close this booklet so your
teacher will know you are finished



This response contains insufficient information to demonstrate comprehension. The response consists of text copied from the passage that is not relevant to what Mary did that might make her a hero to others.

ENGLISH LANGUAGE ARTS TEST DIRECTIONS FOR LANGUAGE QUESTIONS

Directions:

On the following pages are the Language questions.

Directions for Multiple-Choice Questions:

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:

- Read each question and choose the best answer.
- Only one of the answers provided is correct.
- Record your choice in the answer booklet.

STANDALONE MULTIPLE-CHOICE QUESTIONS

7. Which sentence has a spelling mistake?
- Ⓐ I like to collect pennies.
 - Ⓑ He can carry the box by himself.
 - Ⓒ You can be successful if you try hard.
 - Ⓓ The toy broak when it fell off the chair.

Item Information	
Alignment	D.1.2.6
Answer Key	D
Depth of Knowledge	2
p-value A	7%
p-value B	5%
p-value C	13%
p-value D	75% (correct answer)
Option Annotations	The student is asked to determine which sentence has a spelling error. Option D is the correct answer because “broak” should be spelled as “broke.” Options A, B, and C are not correct since they are words that are spelled correctly.

8. Read the sentences.

We weighed the gray rocks and the red rocks. We found that the red rocks were _____ than the gray rocks.

Which word or words correctly fill the blank?

- Ⓐ heavier
- Ⓑ heaviest
- Ⓒ more heavier
- Ⓓ most heaviest

Item Information	
Alignment	D.1.1.7
Answer Key	A
Depth of Knowledge	2
p-value A	82% (correct answer)
p-value B	4%
p-value C	10%
p-value D	3%
Option Annotations	The student is asked to determine which comparative adjective correctly fills the blank. Option A is the correct answer because the weight of “gray rocks” is being compared to the weight of “red rocks.” The adjective “heavy” has two syllables and ends with a “y,” which makes the comparative form of the word “heavier.” Options B, C, and D are not correct since they do not follow this convention.

9. Which sentence shows the correct way to punctuate the address?

- Ⓐ Aunt Joan lives at 143, Spring Street, Dayton, Ohio.
- Ⓑ Aunt Joan lives at 143 Spring Street, Dayton, Ohio.
- Ⓒ Aunt Joan lives at 143, Spring Street, Dayton Ohio.
- Ⓓ Aunt Joan lives at, 143 Spring Street Dayton, Ohio.

Item Information	
Alignment	D.1.2.2
Answer Key	B
Depth of Knowledge	2
p-value A	24%
p-value B	30% (correct answer)
p-value C	28%
p-value D	18%
Option Annotations	The student is asked to identify the sentence that uses commas correctly to punctuate an address. Option B is the correct answer since a comma is needed to separate each component of an address; a comma should be used after the street name and after the city. Options A, C, and D are not correct since they fail to separate each component with a comma.

10. Which sentence is a compound sentence?

- Ⓐ Amy will practice soccer after school today.
- Ⓑ Scott found his baseball cap on top of the table.
- Ⓒ We knocked on the door, and our neighbor answered it.
- Ⓓ Once it stops raining, we can go outside to ride our bikes.

Item Information	
Alignment	D.1.1.9
Answer Key	C
Depth of Knowledge	2
p-value A	14%
p-value B	18%
p-value C	42% (correct answer)
p-value D	26%
Option Annotations	The student is asked to identify which option is a compound sentence. Option C is the correct answer because it has two independent clauses joined together with a conjunction. Options A and B are not correct since they are both simple sentences. Option D is not correct since it is a complex sentence; a complex sentence has one independent clause and at least one dependent clause. In this sentence, “once it stops raining” is the dependent clause.

ENGLISH LANGUAGE ARTS—SAMPLE ITEM SUMMARY DATA

MULTIPLE-CHOICE AND EVIDENCE-BASED SELECTED RESPONSE QUESTIONS

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	B-K.1.1.1	C	2	39%	16%	36%	9%
2	B-V.4.1.1	Part One: A Part Two: A, B	3	Mean Score: 2.04			
3	B-V.4.1.2	A	2	47%	16%	28%	9%
4	B-K.1.1.3	D	3	26%	11%	18%	45%
5	B-C.3.1.1	B	3	24%	57%	9%	10%
7	D.1.2.6	D	2	7%	5%	13%	75%
8	D.1.1.7	A	2	82%	4%	10%	3%
9	D.1.2.2	B	2	24%	30%	28%	18%
10	D.1.1.9	C	2	14%	18%	42%	26%

SHORT-ANSWER QUESTION

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
6	B-K.1.1.1	3	3	1.23