



**pennsylvania**  
DEPARTMENT OF EDUCATION

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**PENNSYLVANIA  
KEYSTONE EXAMS**

**Literature**  
**Item and Scoring Sampler**



**2018**

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## INTRODUCTION

The Pennsylvania Department of Education (PDE) provides districts and schools with tools to assist in delivering focused instructional programs aligned to the Pennsylvania Core Standards. These tools include the standards, assessment anchor documents, Keystone Exams Test Definition, Classroom Diagnostic Tool, Standards Aligned System, and content-based item and scoring samplers. This 2018 Literature Item and Scoring Sampler is a useful tool for Pennsylvania educators in preparing students for the Keystone Exams by providing samples of test item types and scored student responses. The Item Sampler is not designed to be used as a pretest, a curriculum, or other benchmark for operational testing.

This Item and Scoring Sampler contains released operational multiple-choice and constructed-response items that have appeared on previously administered Keystone Exams. These items will not appear on any future Keystone Exams. Released items provide an idea of the types of items that have appeared on operational exams and that will appear on future operational Keystone Exams. Each item has been through a rigorous review process to ensure alignment with the Assessment Anchors and Eligible Content. This sampler includes items that measure a variety of Assessment Anchor or Eligible Content statements, but it does not include sample items for all Assessment Anchor or Eligible Content statements.

The items in this sampler may be used<sup>1</sup> as samples of item types that students will encounter in operational testing. Classroom teachers may find it beneficial to have students respond to the constructed-response items in this sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues.

This Item and Scoring Sampler is available in Braille format. For more information regarding Braille, call (717) 901-2238.

## ABOUT THE KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments currently designed to assess proficiencies in Algebra I, Biology, and Literature. For detailed information about how the Keystone Exams are being integrated into the Pennsylvania graduation requirements, please contact the Pennsylvania Department of Education or visit the PDE website at <http://www.education.pa.gov>.

### Alignment

The Literature Keystone Exam consists of questions grouped into **two modules**: Module 1—Fiction Literature and Module 2—Nonfiction Literature. Each module corresponds to specific content aligned to statements and specifications included in the course-specific assessment anchor documents. The Literature content included in the Keystone Literature multiple-choice items will align with the Assessment Anchors as defined by the Eligible Content statements. The process skills, directives, and action statements will also specifically align with the Assessment Anchors as defined by the Eligible Content statements.

The content included in Literature constructed-response items aligns with content included in the Eligible Content statements. The process skills, directives, and action statements included in the performance demands of the Literature constructed-response items align with specifications included in the Assessment Anchor statements, the Anchor Descriptor statements, and/or the Eligible Content statements. In other words, the verbs or action statements used in the constructed-response items or stems can come from the Eligible Content, Anchor Descriptor, or Assessment Anchor statements.

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<sup>1</sup> The permission to copy and/or use these materials does not extend to commercial purposes.

## Depth of Knowledge

Webb’s Depth of Knowledge (DOK) was created by Dr. Norman Webb of the Wisconsin Center for Education Research. Webb’s definition of depth of knowledge is the cognitive expectation demanded by standards, curricular activities, and assessment tasks. Webb’s DOK includes four levels, from the lowest (basic recall) level to the highest (extended thinking) level.

Depth of Knowledge	
Level 1	Recall
Level 2	Basic Application of Skill/Concept
Level 3	Strategic Thinking
Level 4	Extended Thinking

Each Keystone item has been through a rigorous review process and is assigned a DOK level. For additional information about depth of knowledge, please visit the PDE website at [http://static.pdesas.org/content/documents/Keystone\\_Exams\\_Understanding\\_Depth\\_of\\_Knowledge\\_and\\_Cognitive\\_Complexity.pdf](http://static.pdesas.org/content/documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf).

## Exam Format

The Keystone Exams are delivered in a paper-and-pencil format as well as in a computer-based online format. The multiple-choice items require students to select the best answer from four possible answer options and record their answers in the spaces provided. The correct answer for each multiple-choice item is worth one point. The constructed-response items require students to develop and write (or construct) their responses. There is a single response page in the pencil-and-paper and up to 1,000 characters in the online format. Constructed-response items in Literature are scored using item-specific scoring guidelines based on a 0- to 3-point scale. Each multiple-choice item is designed to take about one to one-and-a-half minutes to complete. Each constructed-response item is designed to take about 10 minutes to complete. The estimated time to respond to a test question is the same for both test formats. During an actual exam administration, students are given additional time as necessary to complete the exam.

**ITEM AND SCORING SAMPLER FORMAT**

This sampler includes the test directions and scoring guidelines that appear in the Keystone Exams. Each sample multiple-choice item is followed by a table that includes the alignment, the answer key, the DOK, the percentage<sup>2</sup> of students who chose each answer option, and a brief answer Option analysis or rationale. Each constructed-response item is followed by a table that includes the alignment, the DOK, and the mean student score. Additionally, each of the included item-specific scoring guidelines is combined with sample student responses representing each score point to form a practical, item-specific scoring guide. The General Description of Scoring Guidelines for Literature used to develop the item-specific scoring guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

**Example Multiple-Choice Item Information Table**

<b>Item Information</b>	
Alignment	Assigned AAEC
Answer Key	Correct Answer
Depth of Knowledge	Assigned DOK
<i>p</i> -value A	Percentage of students who selected this option
<i>p</i> -value B	Percentage of students who selected this option
<i>p</i> -value C	Percentage of students who selected this option
<i>p</i> -value D	Percentage of students who selected this option
Option Annotations	Brief answer Option analysis or rationale

**Example Open-Ended Item Information Table**

<b>Alignment</b>	Assigned AAEC	<b>Depth of Knowledge</b>	Assigned DOK	<b>Mean Score</b>	
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<sup>2</sup> All *p*-value percentages listed in the item information tables have been rounded.

## LITERATURE TEST DIRECTIONS

### Directions:

On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 1.

This module has two passage sets. Each passage set includes a passage, a series of multiple-choice questions, and at least one constructed-response question.

Before responding to any exam questions, be sure to carefully read each passage and follow the directions for each passage set.

There are two types of questions in each module.

### Multiple-Choice Questions

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

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

### Constructed-Response Questions

These questions will require you to write your response.

- Be sure to read the directions carefully.
- You cannot receive the highest score for a constructed-response question without following all directions.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- If the question asks you to explain, be sure to explain. If the question asks you to analyze, describe, or compare, be sure to analyze, describe, or compare.
- All responses must be written in the appropriate response space in the Literature answer booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the Literature answer booklet.

### If you finish early, you may check your work in Module 1 [or Module 2] only.

- Do not look ahead at the questions in Module 2 of your exam materials.
- After you have checked your work, close your exam materials.

You may refer to this page at any time during this portion of the exam.

**GENERAL DESCRIPTION OF SCORING GUIDELINES FOR LITERATURE**

**3 Points**

- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

**2 Points**

- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

**1 Point**

- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.

OR

- The response relates minimally to the task.

**0 Points**

- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

Special Categories within zero reported separately:

**Blank**.....Blank, entirely erased, entirely crossed out, or consists entirely of whitespace

**Refusal**.....Refusal to respond to the task

**Off Task**.....Makes no reference to the item but is not an intentional refusal

**Foreign Language**.....Written entirely in a language other than English

**Illegible** .....Illegible or incoherent

**LITERATURE MODULE 1****PASSAGE 1**

Read the following passage. Then answer questions 1–9.

## The Palace of the Eagles

by Gertrude Landa

East of the Land of the Rising Sun there dwelled a king who spent all his days in recreation. His kingdom was on the edge of the world, according to the knowledge of those times, and almost entirely surrounded by the sea. Nobody seemed to care what lay beyond the barrier of rocks that shut off the land from the rest of the world. For the matter of that, nobody appeared to trouble much about anything in that kingdom.

Most of the people followed the example of the king and led idle, careless lives, giving no thought to the future. The king regarded the task of governing his subjects as a big nuisance; he did not care to be worried with proposals concerning the welfare of the masses, and documents brought to him by his advisors for signature were never read.

“Don’t bother me,” was his usual remark. “You are my advisors and officers of state. Deal with affairs as you think best.”

And off he would go to his beloved hunting which was his favorite pastime.

The land was fertile, and nobody had ever entertained an idea that bad weather might some year affect the crops and cause a scarcity of grain. They took no precautions to lay in stocks of wheat, and so when one summer there was a great lack of rain and the fields were parched, the winter that followed was marked by suffering. The kingdom was faced by famine, and the people did not like it. They did not know what to do, and when they appealed to the king, he could not help them. Indeed, he could not understand the difficulty. He passed it off very lightly.

“I am a mighty hunter,” he said. “I can always kill enough beasts to provide a sufficiency of food.”

But the drought had withered away the grass and the trees, and the shortage of such food had greatly reduced the number of animals. The king found the forests empty of deer and birds. Still he failed to realize the gravity of the situation and what he considered an exceedingly bright idea struck him.

“I will explore the unknown territory beyond the barrier of rocky hills,” he said. “Surely there will I find a land of plenty. And, at least,” he added, “it will be a pleasant adventure with good hunting.”

A great expedition was therefore arranged, and the king and his hunting companions set forth to find a path over the rocks. This was not at all difficult, and on the third day, a pass was discovered among the crags and peaks that formed the summit of the barrier, and the king saw the region beyond.

It seemed a vast and beautiful land, stretching away as far as the eye could see in a forest of huge trees. Carefully, the hunters descended the other side of the rock barrier and entered the unknown land.

It seemed uninhabited. Nor was there any sign of beast or bird of any kind. No sound disturbed the stillness of the forest, no tracks were visible. As well as the hunters could make out, no foot had ever trodden the region before. Even nature seemed at rest. The trees were all old, their trunks gnarled into fantastic shapes, their leaves yellow and sear as if growth had stopped ages ago.

The forest ended abruptly, and the explorers came to a vast open plain, a desert, through which a wide river flowed. Far beyond rose a mountain capped by rocks of regular shape. At any rate, they appeared to be rocks, but the distance was too great to enable anyone to speak with certainty.

“Water,” said an officer, “is a sign of life.”

So the king decided to continue as far as the mountain. A ford was discovered in the river, and once on the other side it was possible to make out the rocks crowning the mountain. They looked too regular to be mere rocks, and on approaching nearer the king was sure that a huge building must be at the top of the mountain. When they arrived quite close, there was no doubt about it. Either a town, or a palace, stood on the summit, and it was decided to make the ascent next day.

During the night no sound was heard, but to everybody’s surprise a distinct path up the mountain was noticed in the morning. It was so overgrown with weeds and moss and straggling creepers that it was obvious it had not been used for a long time. The ascent was accordingly difficult, but halfway up, the first sign of life noticed since the expedition began, made itself visible.

It was an eagle. Suddenly it flew down from the mountaintop and circled above the hunters.

At length the summit was gained. It was a flat plateau of great expanse, almost the whole of which was covered by an enormous building of massive walls and stupendous towers.

“This is the palace of a great monarch,” said the king.

But no entrance could be seen. The rest of the day was spent in wandering round, but nowhere was a door, or window, or opening visible. It was decided to make a more serious effort next morning to gain entry.

However, it seemed a greater puzzle than ever. At length, one of the most venturesome of the party discovered an eagle’s nest on one of the smallest towers, and with great difficulty he secured the bird and brought it down to the king. His majesty bade one of his wise men, Muflog, learned in bird languages, to speak to it. He did so.

In a harsh croaking voice, the eagle replied, “I am but a young bird, only seven centuries old. I know naught. On a tower higher than that on which I dwell, is the eyrie of my father. He may be able to give you information.”

More he would not say. The only thing to do was to climb the higher tower and question the father eagle. This was done, and the bird answered:

“On a tower still higher dwells my father, and on yet a higher tower my grandfather, who is two thousand years old. He may know something. I know nothing.”

After considerable difficulty the topmost tower was reached and the venerable bird discovered. He seemed asleep and was only awakened after much coaxing. Then he surveyed the hunters warily.

“Let me see, let me think,” he muttered slowly. “I did hear, when I was a tiny eagle chick, but a few years old—that was long, long ago—that my great-grandfather had said that his great-grandfather had told him he had heard that long, long, long ago—oh, ever so much longer than that—a king lived in this palace; that he died and left it to the eagles; and that in the course of many, many, many thousands of years the door had been covered up by the dust brought by the winds.”

“Where is the door?” asked Muflog.

That was a puzzle the ancient bird could not answer readily. He thought and thought and fell asleep and had to be kept being awakened until at last he remembered.

“When the sun shines in the morning,” he croaked, “its first ray falls on the door.”

Then, worn out with all his thinking and talking, he fell asleep again.

There was no rest that night. They all watched to make certain of seeing the first ray of the rising sun strike the palace. When it did so, the spot was carefully noted. But no door could be seen. Digging was therefore begun and after many hours, an opening was found.

Through this an entrance was effected into the palace. What a wonderful and mysterious place it was, all overgrown with the weeds of centuries! Tangled masses of creepers lay everywhere—over what were once trimly kept pathways, and almost completely hiding the lower buildings. It was all a terrible scene of desolation. The king’s men had to hack away laboriously through the wilderness of weeds with their swords to the central building, and when they did so they came to a door on which was an inscription cut deep into the wood. The language was unknown to all but Muflog, who deciphered it as follows:

“We, the Dwellers in this Palace, lived for many years in Comfort and Luxury. Then Hunger came. We had made no preparation. We had amassed jewels in abundance but not Corn. We ground Pearls and Rubies to fine flour, but could make no Bread. Wherefore we die, bequeathing this Palace to the eagles who will build their eyries on our towers.”

A dread silence fell on the whole party when Muflog read these strange words, and the king turned pale. This warning from the past was making the adventure far from enjoyable. Some of the party suggested a prompt return home. They feared hidden dangers now. But the king remained resolute.

“I must investigate this to the end,” he said in a firm voice. “Those who are seized by fear may return. I will go on, if needs be, alone.”

Encouraged by these words, the hunters decided to remain with the king. One of them began to batter at the door, but the king was anxious to preserve the inscription, and after more cutting away of weeds, the key was seen to be sticking in the keyhole. Unlocking the door, however, was no light task, for ages of rust had accumulated. When finally this was accomplished the door creaked heavily on its hinges and a musty smell came from the dank corridor that was revealed.

The explorers walked ankle-deep in dust through a maze of rooms until they came to a big central hall of statues.

“These must be the effigies of kings,” said his majesty, and on reading the inscriptions, Muflog said that was so.

At the far end of the hall, on a pedestal higher than the others, was a statue bigger than the rest. In addition to the name there was an inscription on the pedestal. Muflog read it amid an awed stillness:

“I am the last of the kings—yea, the last of men, and with my own hands have completed this work. I ruled over a thousand cities, rode on a thousand horses, and received the homage of a thousand vassal princes; but when Famine came I was powerless. Ye who may read this, take heed of the fate that has overwhelmed this land. Take but one word of counsel from the last of the mortals; prepare thy meal while the daylight lasts . . .”

The words broke off: the rest was undecipherable.

“Enough,” cried the king, and his voice was not steady. “This has indeed been good hunting. I have learned, in my folly and pursuit of pleasure, what I had failed to see for myself. Let us return and act upon the counsel of this king who has met the end that will surely be our own should we forget his warning.”

Scarcely a word was spoken as the king and his hunters made their way back to the land East of the Rising Sun. In all, they had been away forty days when they recrossed the barrier of rocks. They were joyously welcomed.

“What have you brought,” asked the populace. “In a little while we shall be starving.”

“Ye shall not starve,” said the king. “I have brought wisdom from the Palace of the Eagles. From the fate and sufferings of others I have learned a lesson—my duty.”

At once he set to work to organize the proper distribution of the food supply and the cultivation of the land. He wasted no more time on foolish pleasures, and in due course the land East of the Rising Sun enjoyed happiness and prosperity and even established fruitful colonies in the plain overlooked by the Palace of the Eagles.

1. Read the sentence from the passage.

“They looked too regular to be mere rocks, and on approaching nearer the king was sure that a huge building must be at the top of the mountain.”

How does the author’s use of foreshadowing in the sentence affect the passage?

- A. It hints that the mountain is the home to a family of eagles.
- B. It hints that the king is more intelligent than his companions.
- C. It hints that the climb to the top of the mountain is difficult.
- D. It hints that the king may be in for a surprise.

Item Information	
Alignment	L.F.1.1.3
Answer Key	D
Depth of Knowledge	2
p-value A	16%
p-value B	10%
p-value C	8%
p-value D	66% (correct answer)
Option Annotations	<p>Students are asked to analyze how the author uses techniques of fiction to effectively communicate an idea. Students must be able to understand the function of foreshadowing as a literary technique and its function within the text.</p> <p>Option D is the correct answer. The foreshadowing of the surprise uncovering of the neglected castle relates to the theme of the king’s surprise realization that he has neglected his duties as king. Even though the mountain is home to the family of eagles, the foreshadowing does not relate to this fact; therefore, Option A is incorrect. Even though the king decides that a large structure must be on the mountain, there is no text evidence to suggest that he is more intelligent than his companions; therefore, Option B is incorrect. Even though the climb to the mountain was difficult, this example of foreshadowing does not suggest this fact; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret textual details or are unable to understand how foreshadowing functions within the text.</p>

2. Read the sentences from the passage.

“ ‘On a tower still higher dwells my father, and on yet a higher tower my grandfather, who is two thousand years old. He may know something. I know nothing.’

After considerable difficulty the topmost tower was reached and the venerable bird discovered.”

What does the word venerable mean?

- A. worthy of respect because of age and character
- B. capable of good acts and kindness
- C. able to move quickly and nimbly
- D. wanting to achieve fame and fortune

Item Information	
Alignment	L.F.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	83% (correct answer)
p-value B	8%
p-value C	6%
p-value D	3%
Option Annotations	<p>Students are asked to use context clues to determine the meaning of the word “venerable.” Students must understand how to use context clues in order to infer the meaning of the given word.</p> <p>Option A is the correct answer. The given sentences indicate that the grandfather bird is “two thousand years old” and “may know something.” Therefore, using these context clues, the meaning of “venerable” as “worthy of respect because of age and character” can be inferred. Options B, C, and D are incorrect meanings for “venerable.” Students may select these incorrect options if they do not understand how to use context clues or if they misinterpret the context clues in the sentences.</p>

3. Read the sentence from the passage.

“ ‘Wherefore we die, bequeathing this Palace to the eagles who will build their eyries on our towers.’ ”

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

- A. transferring ownership of
- B. dedicating in memory of
- C. rebuilding the foundation of
- D. extending the height of

Item Information	
Alignment	L.F.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	80% (correct answer)
p-value B	13%
p-value C	5%
p-value D	2%
Option Annotations	<p>Students are asked to use context clues to determine the meaning of the word “bequeathing.” Students must understand how to use context clues in order to infer the meaning of the given word.</p> <p>Option A is the correct answer. Clues in the sentence such as “when we die,” “to the eagles,” and “who will build their eyries on our towers” suggest that the palace will be given to the eagles after a passage of time. Options B, C, and D are incorrect meanings of “bequeathing.” Students may select these incorrect options if they do not understand how to use context clues or if they misinterpret the context clues in the sentences.</p>

## 4. Read the sentences from the passage.

“Some of the party suggested a prompt return home. They feared hidden dangers now. But the king remained resolute.”

Why does the king most likely want to continue investigating the palace?

- A. He wants to get away from his companions.
- B. He worries about returning home with nothing.
- C. He feels responsible for learning from the previous kings of the palace.
- D. He believes that the eagles have an important message waiting for him.

Item Information	
Alignment	L.F.2.1.1
Answer Key	C
Depth of Knowledge	2
p-value A	2%
p-value B	23%
p-value C	51% (correct answer)
p-value D	24%
Option Annotations	<p>Students are asked to draw a conclusion about the king based on information in the text. Students must be able to use details from the given sentences to draw a conclusion.</p> <p>Option C is the correct answer. The king discovers that “the dwellers in this palace” were kings who “lived for many years in comfort and luxury” before dying of hunger. Because of this message, the king feels that he has a duty to learn a lesson from their words. There is no text evidence that the king wants to get away from his companions; therefore, Option A is incorrect. Because the palace has been abandoned and neglected, there is little chance of bringing home anything of value. In addition, there is no text evidence that the king is searching for food in the palace; therefore Option B is incorrect. Since the message was written by humans, it is humans, not the eagles, who have a message waiting for him; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret details from the text.</p>

5. Which word is a synonym for the word accumulated?
- A. drifted
  - B. gathered
  - C. waited
  - D. changed

Item Information	
Alignment	L.F.1.2.1
Answer Key	B
Depth of Knowledge	1
p-value A	4%
p-value B	89% (correct answer)
p-value C	2%
p-value D	5%
Option Annotations	<p>Students are asked to identify the word that is a synonym for the word “accumulated.” Students must understand the meaning of the given word to be able to identify its synonym.</p> <p>Option B is the correct answer since “gathered” means the same as “accumulated.” Options A, C, and D are incorrect synonyms for “accumulated.” Students may select these incorrect options if they do not understand what a synonym is or if they do not know the meaning of the word “accumulated.”</p>

6. Which description **best** summarizes the passage?
- A. After years of easy living, a king is forced to explore new areas because his people are upset. The king finds friendly eagles on a mountain that are willing to help him.
  - B. A king neglects his responsibilities as a leader of his people, which leads to trouble. The king travels past a barrier to a new land where he finds a palace that contains a secret from the past.
  - C. While enjoying a life of leisurely hunting, a king finds his kingdom in danger. The king decides to go on a hunting adventure and is surprised by a new land that he discovers.
  - D. A king facing a problem brought on by his own doing seeks answers by exploring an unknown area. At the top of a mountain, the king finds a palace with information that leads to a solution.

Item Information	
Alignment	L.F.1.3.2
Answer Key	D
Depth of Knowledge	3
p-value A	4%
p-value B	30%
p-value C	7%
p-value D	59% (correct answer)
Option Annotations	<p>Students are asked to summarize the key events of a text. Students must understand what comprises a summary and be able to identify the key events of the text.</p> <p>Option D is the correct answer. This option contains the important events: a king has a problem caused by his own actions, he explores an unknown area, and he finds a solution to his problem. Even though the king has had a life of “easy living,” Option A is missing how his finding the eagles leads to a solution; therefore, Option A is incorrect. Option B is vague and does not specify how finding the palace helps the king; therefore, Option B is incorrect. Option C does not indicate how the discovery of the new land helps him; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret the necessary components of a summary.</p>

7. If the passage were written from the first person point of view of the king, what would most likely be different?
- A. The theme would be less apparent to the reader.
  - B. The change in the king’s character would be more apparent to the reader.
  - C. The setting would be described more clearly for the reader.
  - D. The importance of the king’s companions would be less apparent to the reader.

Item Information	
Alignment	L.F.2.3.6
Answer Key	B
Depth of Knowledge	3
p-value A	15%
p-value B	64% (correct answer)
p-value C	8%
p-value D	13%
Option Annotations	<p>Students are asked to analyze how the passage would be different if it were written from the first person point of view of the king. Students must understand the concept of first person point of view and how it can impact the meaning of the passage.</p> <p>Option B is the correct answer. If the passage were written from the first person point of view of the king, the reader would know the king’s internal thoughts, feelings, and beliefs. His change of character would be more apparent because the reader would know how his thoughts, feelings, and beliefs changed as a result of his discovery of the palace. The theme would most likely be more apparent to the reader if the king expressed his thoughts, feelings, and beliefs; therefore, Option A is incorrect. The setting would most likely not be affected by a change in point of view; therefore, Option C is incorrect. The impact of the king’s companions would be more apparent if the king expressed his thoughts, feelings, and beliefs; therefore, Option D is incorrect. Students may select these options if they fail to understand the effect of first person point of view in a text.</p>

8. Which characteristic of the passage **best** indicates to readers that it is fiction rather than literary nonfiction?
- A. the use of third person point of view
  - B. the use of references to past events
  - C. the use of figurative language
  - D. the use of animals with human qualities

Item Information	
Alignment	L.F.2.2.2
Answer Key	D
Depth of Knowledge	2
p-value A	5%
p-value B	5%
p-value C	6%
p-value D	84% (correct answer)
Option Annotations	<p>Students are asked to identify the characteristic of a text that best distinguishes it as fiction rather than literary nonfiction. Students must understand the characteristics of fiction and literary nonfiction.</p> <p>Option D is the correct answer. The use of “animals with human qualities,” such as the ability to speak, is characteristic of fiction since it could not really happen. Options A, B, and C are incorrect since they can be used in both fiction and literary nonfiction. Students may select these incorrect options if they do not understand the distinguishing characteristics between these two types of writing.</p>



**SCORING GUIDE****#9 Item Information**

<b>Alignment</b>	L.F.2.4.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.54
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**Item-Specific Scoring Guideline**

<b>Score</b>	<b>Description</b>
<b>3</b>	The response is a clear, complete, and accurate analysis of the significance of the passage as it relates to the value of conserving resources. The response includes relevant and specific information from the passage.
<b>2</b>	The response is a partial analysis of the significance of the passage as it relates to the value of conserving resources. The response includes limited information from the passage and may include inaccuracies.
<b>1</b>	The response is a minimal analysis of the significance of the passage as it relates to the value of conserving resources. The response includes little or no information from the passage and may include inaccuracies.  OR The response relates minimally to the task.
<b>0</b>	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

## STUDENT RESPONSE

Response Score: 3 points



9. Analyze the significance of the passage as it relates to the value of conserving resources. Use information from the passage to support your analysis.

The passage shows that forethought is necessary to make good use of resources. In the kingdom, the land is fertile, and no supplies are laid aside as backup. This is significant, as it shows how the kingdom took their fortune for granted. Everything was perfect, so no one thought ahead or prepared for possible emergency. Conservation of resources is wise even when conditions seem fine. The King also sees the value in conservation when famine strikes unexpectedly. He was never concerned for domestic affairs in his realm, living day to day. So when the consequences hit and people begin to starve, he doesn't know how to help them. Good leadership is key in conservation. In the passage, the King visits an abandoned castle that serves as a lesson in making good use of resources. This lesson is significant as the King and his men realize that the castle failed because of squandering resources. Just like their own kingdom, this realm enjoyed excess in jewels and comfort until it was too late.

The student has given a clear, complete, and accurate analysis by interpreting and analyzing a piece of fictional work for cultural significance. The student has analyzed the significance of the passage as it relates to the value of conserving resources (*"The passage shows that forethought is necessary to make good use of resources . . . This [lack of backup supplies] is significant, as it shows how the kingdom took their fortune for granted. Everything was perfect, so no one thought ahead or prepared for possible emergency. Conservation of resources is wise even when conditions seem fine . . . Good leadership is key in conservation . . . the King visits an abandoned castle that serves as a lesson in making good use of resources . . . the King and his men realize that the castle failed because of squandering resources. Just like their own kingdom"*). The student supports the analysis with relevant and specific information from the passage (*"In the kingdom, the land is fertile, and no supplies are laid aside as backup . . . The King also sees the value in conservation when famine strikes unexpectedly. He was never concerned for domestic affairs in his realm, living day to day. So when the consequences hit and people begin to starve, he doesn't know how to help them . . . the King visits an abandoned castle that serves as a lesson in making good use of resources . . . this realm enjoyed excess in jewels and comfort until it was too late"*).

## STUDENT RESPONSE

Response Score: 2 points

9. Analyze the significance of the passage as it relates to the value of conserving resources. Use information from the passage to support your analysis.

The significance of conserving resources in the passage is a large part of the passage. If the king who once ruled in the Palace of the eagles would have conserved food his kingdom may still be around to this day. Also if the king from the story would have conserved resources he would not have needed to go on the trip. But after visiting the palace of the eagles the king then knew that he needed to be more conservative with conserving resources. If he wasn't his kingdom would have the same fate as the one with the Palace of the Eagles. The king finds out how important conserving resources is for the survival of his kingdom. If they do not get more food the kingdom will die.

The student has given a partial analysis by interpreting and analyzing a piece of fictional work for cultural significance. The student has analyzed the significance of the passage as it relates to the value of conserving resources (“If the king who once ruled in the Palace of the eagles would have conserved food his kingdom may still be around to this day. Also if the the king from the story would have conserved resources he would not have needed to go on the trip . . . the king then knew that he needed to be more conservative with conserving resources. If he wasn't his kingdom would have the same fate as the one with the Palace of the Eagles. The king finds out how important conserving resources is for the survival of his kingdom”). The student supports the analysis with limited information from the passage (“the king who once ruled in the Palace of the eagles . . . needed to go on the trip . . . visiting the Palace of the eagles . . . If they do not get more food the kingdom will die”).

## STUDENT RESPONSE

Response Score: 1 point

9. Analyze the significance of the passage as it relates to the value of conserving resources. Use information from the passage to support your analysis.

The significances of the passage is that if your to busy thinking about having the nices things like Jewels you'll forget about the things you really need like food. "We ground Pearls and Rubies to fine flour, but could make no Bread wherefore we die".



The student has given a minimal analysis by interpreting and analyzing a piece of fictional work for cultural significance. The student has analyzed the significance of the passage as it relates to the value of conserving resources ("if your to busy thinking about having the nices things like Jewels you'll forget about the things you really need like food"). The student has used little information from the passage ("We ground Pearls and Rubies to fine flour, but could make no Bread wherefore we die").

**STUDENT RESPONSE****Response Score: 0 points**

9. Analyze the significance of the passage as it relates to the value of conserving resources. Use information from the passage to support your analysis.

it relates to the value of conserving Resources Because in the story it related to a king, eagles, and mountains and in the story it used real life things and also How it used comparisons in it.

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

## PASSAGE 2

Read the following poem. Then answer questions 10–18.

## In a Library

by Emily Dickinson

A precious, mouldering pleasure 't is  
To meet an antique book,  
In just the dress his century wore;  
A privilege, I think,

His venerable<sup>1</sup> hand to take,  
And warming in our own,  
A passage back, or two, to make  
To times when he was young.

His quaint opinions to inspect,  
His knowledge to unfold  
On what concerns our mutual mind,  
The literature of old;

What interested scholars most,  
What competitions ran  
When Plato was a certainty,  
And Sophocles a man;

When Sappho was a living girl,  
And Beatrice wore  
The gown that Dante deified.  
Facts, centuries before,

He traverses<sup>2</sup> familiar,  
As one should come to town  
And tell you all your dreams were true;  
He lived where dreams were sown.

His presence is enchantment,  
You beg him not to go;  
Old volumes shake their vellum<sup>3</sup> heads  
And tantalize, just so.

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<sup>1</sup> venerable—old and respected

<sup>2</sup> traverses—travels

<sup>3</sup> vellum—a type of durable paper made from animal skin

10. Read the first stanza from the poem.

“A precious, mouldering pleasure ’t is / To meet an antique book, / In just the dress his century wore; / A privilege, I think,”

Which feeling is emphasized through the use of the word dress in the first stanza?

- A. boredom
- B. comfort
- C. amusement
- D. pride

Item Information	
Alignment	L.F.1.2.4
Answer Key	D
Depth of Knowledge	2
p-value A	2%
p-value B	17%
p-value C	12%
p-value D	69% (correct answer)
Option Annotations	<p>Students are asked to draw a conclusion about the connotation of the word “dress.” Students must be able to use the context to determine the emotion associated with the use of the word.</p> <p>Option D is the correct answer. “Pride” is the emotion conveyed with the word “dress” in how it is used in the poem. Since the speaker says that it is “a precious . . . pleasure” and “a privilege” to “meet an antique book,” these words convey the feeling of admiration. Options A, B, and C are incorrect connotations for the word “dress.” Students may choose these incorrect options if they do not understand what the author is suggesting through the use of the word “dress” or if they misinterpret textual details.</p>

11. Read the lines from the poem.

“His venerable hand to take, / And warming in our own,”

What is the effect of the personification in these lines?

- A. It shows the boldness of the book.
- B. It reflects the arrogance of the book.
- C. It displays the intelligence of the book.
- D. It describes the friendliness of the book.

Item Information	
Alignment	L.F.2.5.1
Answer Key	D
Depth of Knowledge	2
p-value A	14%
p-value B	4%
p-value C	18%
p-value D	64% (correct answer)
Option Annotations	<p>Students are asked to analyze the effect of an example of personification in the given lines from the poem. Students must understand how personification is used in poetry.</p> <p>Option D is the correct answer. The use of “hand to take” and “warming in our own” suggests friendliness since we think of holding hands as an act of affection. There is no text evidence to suggest boldness since it is the person who initiates the holding, not the book; therefore, Option A is incorrect. There is no text evidence to suggest “arrogance” in hand holding; therefore Option B is incorrect. Although books contain knowledge, this example of personification does not suggest intelligence; therefore, Option C is incorrect. Students may select these incorrect options if they do not understand personification or how it is used in the poem.</p>

12. Which literary device is used in the phrase “our mutual mind”?

- A. simile
- B. metaphor
- C. alliteration
- D. hyperbole

Item Information	
Alignment	L.F.2.5.2
Answer Key	C
Depth of Knowledge	2
p-value A	4%
p-value B	24%
p-value C	55% (correct answer)
p-value D	17%
Option Annotations	<p>Students are asked to identify the literary device in the given phrase from the poem. Students must understand different literary devices that are used in poetry.</p> <p>Option C is the correct answer. The serial repetition of initial consonant sounds is the definition of alliteration and is reflected in the phrase “our mutual mind” from the poem. Options A and B are incorrect since similes and metaphors indicate a comparison, of which there is none. Option D is incorrect since a hyperbole indicates obvious exaggeration, of which there is none. Students may select these incorrect options if they do not understand the meaning of alliteration or of the other given literary devices.</p>

13. Based on the suffix “-ment,” what does the word “enchantment” mean?
- A. the state of being enchanted
  - B. not being enchanted
  - C. inclined to enchant
  - D. one who enchants

Item Information	
Alignment	L.F.1.2.2
Answer Key	A
Depth of Knowledge	2
p-value A	80% (correct answer)
p-value B	1%
p-value C	13%
p-value D	6%
Option Annotations	<p>Students are asked to determine the meaning of a given word based on the affix. Students must be able to use the meaning of the affix to help identify the meaning of the given word.</p> <p>Option A is the correct answer. The meaning of the affix “-ment” changes the verb to a noun meaning “state of.” Options B, C, and D are not correct meanings of the word with the given affix. Students may choose these incorrect options if they misunderstand the meaning of the given affix.</p>

14. What is the meaning of the word tantalize as used in the poem?

- A. tease
- B. wonder
- C. distract
- D. threaten

Item Information	
Alignment	L.F.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	55% (correct answer)
p-value B	31%
p-value C	9%
p-value D	5%
Option Annotations	<p>Students are asked to determine the meaning of the word “tantalize” as it is used in the poem. Students must be able to use context clues to determine the meaning.</p> <p>Option A is the correct answer. In the poem, the speaker states that you beg the book “not to go” and that the “old volumes shake their vellum heads.” These clues indicate that the books intrigue readers and attract people to them. Options B, C, and D are not correct since they are not correct meanings for “tantalize.” Students may select these options if they misinterpret context clues in the poem.</p>

15. What is the rhyme scheme of the last stanza of the poem?

- A. a b c b
- B. a b a b
- C. a b c a
- D. a b c d

Item Information	
Alignment	L.F.2.5.2
Answer Key	A
Depth of Knowledge	2
p-value A	73% (correct answer)
p-value B	10%
p-value C	9%
p-value D	8%
Option Annotations	<p>Students are asked to identify the rhyme scheme of the last stanza of the poem. Students must understand rhyme schemes and how they are noted.</p> <p>Option A is the correct answer. Lines 1, 2, and 3 have different rhymes, with line 4 matching the rhyme in line 2; therefore, the rhyme scheme is a/b/c/b. Options B, C, and D are incorrect since they do not correctly reflect the rhyme scheme used in the stanza. Students may select these incorrect options if they do not understand rhyme schemes or how they are symbolized.</p>

16. What is the main idea of the last stanza of the poem?
- A. Some friendships end in disappointment.
  - B. Libraries are filled with works of fantasy.
  - C. A good book can be difficult to leave.
  - D. Some studies demand too much effort.

Item Information	
Alignment	L.F.1.3.1
Answer Key	C
Depth of Knowledge	2
p-value A	9%
p-value B	6%
p-value C	84% (correct answer)
p-value D	1%
Option Annotations	<p>Students are asked to identify the main idea of the last stanza of the poem. Students must understand the concept of main idea in order to correctly identify it.</p> <p>Option C is the correct answer. The words “presence is enchantment” and “you beg him not to go” suggest that the speaker feels that a good book is hard to put down. The last stanza does not allude to disappointment, rather only not wanting something to end; therefore, Option A is incorrect. Although the poem suggests that some books are fantasy, this is not the main idea of the last stanza; therefore, Option B is incorrect. The last stanza does not suggest the effort of studying; therefore, Option D is incorrect. Students may select these incorrect options if they lack an understanding of main idea or if they misinterpret details in the poem.</p>

17. How does the author’s treatment of the subject contribute to the tone?
- A. An appreciation of libraries creates a sarcastic tone.
  - B. An appreciation of history creates a playful tone.
  - C. An appreciation of philosophy creates a concerned tone.
  - D. An appreciation of books creates a respectful tone.

Item Information	
Alignment	L.F.2.3.5
Answer Key	D
Depth of Knowledge	2
p-value A	4%
p-value B	10%
p-value C	5%
p-value D	81% (correct answer)
Option Annotations	<p>Students are asked to analyze how the author’s treatment of the subject contributes to the tone. Students must understand the concept of tone and how authors’ words contribute to tone.</p> <p>Option D is the correct answer. The author’s use of positive language throughout, such as “precious,” “venerable hand,” “knowledge,” and “presence is enchantment” convey an admiration for books. Even though books are in libraries, the author does not discuss libraries specifically, and the tone is not sarcastic; therefore, Option A is incorrect. Although the author mentions historical people and characters, the tone is not playful; therefore Option B is incorrect. Although the author mentions actual philosophers, the tone is not concerned; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret language in the poem.</p>

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**SCORING GUIDE****#18 Item Information**

<b>Alignment</b>	L.F.2.1.1	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.68
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**Item-Specific Scoring Guideline**

<b>Score</b>	<b>Description</b>
<b>3</b>	The response is a clear, complete, and accurate explanation of why books are important to the speaker. The response includes relevant and specific information from the poem.
<b>2</b>	The response is a partial explanation of why books are important to the speaker. The response includes limited information from the poem and may include inaccuracies.
<b>1</b>	The response is a minimal explanation of why books are important to the speaker. The response includes little or no information from the poem and may include inaccuracies. OR The response relates minimally to the task.
<b>0</b>	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

## STUDENT RESPONSE

Response Score: 3 points



18. Explain why books are important to the speaker. Use information from the poem to support your explanation.

In the passage, books are important to the speaker because they link her to the inspiring ideas of intelligent people of the past. The significance is apparent when the speaker states, “His quaint opinions to inspect,/His knowledge to unfold/On what concerns or mutual mind.” In these lines the narrator expresses the relevance of old publications to current life. Through use of words such as “inspect” and “unfold”, a yearning to understand the thoughts of these great writers is connoted. The speaker’s interest in books is also evident when she describes that books “tell you all your dreams were true;/He lived where dreams were sown.” This demonstrates that the narrator is inspired by the ideas she reads in books. She also finds credibility in the authors whose works she reads because they have experienced many situations. Through the speaker’s expressions of interest and inspiration, it is apparent that books are important to her because they connect her to brilliant minds of the past.

The student has given a clear, complete, and accurate analysis by making inferences and/or drawing conclusions based on analysis of a text. The student has explained why books are important to the speaker (“because they link her to the inspiring ideas of intelligent people of the past . . . the narrator expresses the relevance of old publications to current life . . . a yearning to understand the thoughts of these great writers is connoted . . . the narrator is inspired by the ideas she reads in books. She also finds credibility in the authors whose works she reads because they have experienced many situations . . . they connect her to brilliant minds of the past”). The student supports the explanation with relevant and specific information from the passage (“His quaint opinions to inspect,/His knowledge to unfold/On what concerns our mutual mind’ . . . use of words such as ‘inspect’ and ‘unfold’ . . . she describes that books ‘tell you all your dreams were true;/He lived where dreams were sown’).

## STUDENT RESPONSE

Response Score: 2 points

18. Explain why books are important to the speaker. Use information from the poem to support your explanation.

Books are very important to the speaker of "In a Library," and there is some evidence in the poem to support this.

In one line he refers to book as a "precious, mouldering pleasure." This tells how the speaker respects literature. In another part of the poem the speaker says "His presence is enchantment, you beg him not to go." This tells how the speaker loves books, and he likes some so much that he doesn't want to put them down.

That is just some evidence that supports the statement that books are very important to the speaker of "In a Library."

The student has given a partial analysis by making inferences and/or drawing conclusions based on analysis of a text. The student has explained why books are important to the speaker ("tells how the speaker respects literature. . . tells how the speaker loves books, and he likes some so much that he doesn't want to put them down"). The student supports the explanation with limited information from the passage ("he refers to book as a 'precious, mouldering pleasure' . . . the speaker says 'His presence is enchantment, you beg him not to go'").

## STUDENT RESPONSE

Response Score: 1 point



18. Explain why books are important to the speaker. Use information from the poem to support your explanation.

Books are important to the speaker because they provide knowledge and entertainment. Books take the speaker to different time periods and places and let the reader imagine.

The student has given a minimal analysis by making inferences and/or drawing conclusions based on analysis of a text. The student has explained why books are important to the speaker (“*they provide knowledge and entertainment. Books take the speaker to different time periods and places and let the reader imagine*”). The student has used little information from the passage (“*provide knowledge . . . take the speaker to different time periods*”).

## STUDENT RESPONSE

Response Score: 0 points

18. Explain why books are important to the speaker. Use information from the poem to support your explanation.

Books give good advice to people who need it. Some people read books to pass the time, look up info, or just love to read.



The student has given a response to the task that contains insufficient information to demonstrate comprehension.

## LITERATURE MODULE 1—SUMMARY DATA

## MULTIPLE-CHOICE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.F.1.1.3	D	2	16%	10%	8%	66%
2	L.F.1.2.3	A	2	83%	8%	6%	3%
3	L.F.1.2.3	A	2	80%	13%	5%	2%
4	L.F.2.1.1	C	2	2%	23%	51%	24%
5	L.F.1.2.1	B	1	4%	89%	2%	5%
6	L.F.1.3.2	D	3	4%	30%	7%	59%
7	L.F.2.3.6	B	3	15%	64%	8%	13%
8	L.F.2.2.2	D	2	5%	5%	6%	84%
10	L.F.1.2.4	D	2	2%	17%	12%	69%
11	L.F.2.5.1	D	2	14%	4%	18%	64%
12	L.F.2.5.2	C	2	4%	24%	55%	17%
13	L.F.1.2.2	A	2	80%	1%	13%	6%
14	L.F.1.2.3	A	2	55%	31%	9%	5%
15	L.F.2.5.2	A	2	73%	10%	9%	8%
16	L.F.1.3.1	C	2	9%	6%	84%	1%
17	L.F.2.3.5	D	2	4%	10%	5%	81%

## CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.F.2.4.1	3	3	1.54
18	L.F.2.1.1	3	3	1.68

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**LITERATURE MODULE 2****PASSAGE 1**

Read the following passage. Then answer questions 1–9.

## Rails to Trails

by David Gluckman

Our pace is so fast. In the ever-changing and evolving world of technology, we literally cannot keep up with the times. Once upon a time the train seemed like the epitome of the modern world. Sleek and bold trains were our nation’s pride and joy and symbolized the possibilities of a world beyond the one in which we lived. Connecting large cities and small towns, used for transportation and for the shipping of goods, the train was the pulse of the nation.

But times change. With the advent of the car and the building of mass highways, trains became a secondary form of transportation. Railroad tracks were abandoned. Nature took over and where once a track split through the woods, only a shadow of the track remained.

Enter the Rails-to-Trails Conservancy (RTC), a group of outdoor enthusiasts who in 1986 began the arduous task of transforming abandoned railroad tracks into nature trails. Banding together with other conservation groups, RTC removed tracks and molded the trails into wonderful paths running through urban and rural areas.

There is something remarkable about traveling the nation in pursuit of the abandoned railroad track now converted to greenways, bicycle paths, and nature trails. What better way to see the country than by traversing these rail beds?

### The History of the Rails-to-Trails Conservancy

The beauty of RTC is that by converting railroad rights-of-way for public use, it has not only preserved a part of our nation’s history but also allowed a variety of outdoor enthusiasts to enjoy the paths and trails.

Bicyclists, in-line skaters, nature lovers, hikers, equestrians, and paddlers can enjoy the trails, as can railroad history buffs. All of Florida’s rail-trails are wheelchair accessible. Throughout Florida, there are thirty active RTC trails, and each year more are added. You can find trails near cities and rural trails far from the madding crowd. In many ways we have come full circle. By preserving part of our history, we can enjoy the trails as if time stood still.

The concept of preserving these valuable corridors and converting them into multiuse public trails began in the Midwest, where railroad abandonments were most widespread. Once the tracks came out, people started using the corridors for walking and hiking while exploring railroad relics ranging from train stations and mills to bridges and tunnels.

Although many people agreed with the great new concept, the reality of actually converting abandoned railroad corridors into public trails was a much greater challenge. From the late 1960s until the early 1980s, many rail-trail efforts failed as corridors were lost to development, sold to the highest bidder, or broken into pieces.

In 1983 Congress enacted an amendment to the National Trails System Act directing the Interstate Commerce Commission to allow about-to-be-abandoned railroad lines to be “railbanked,” or set aside for future transportation use while being used as trails in the interim. In essence this law preempts rail corridor abandonment, keeping the corridors intact for trail use and any possible future use.

This powerful new piece of legislation made it easier for agencies and organizations to acquire rail corridors for trails, but many projects still failed because of short deadlines, lack of information, and local opposition to trails.

The Rails-to-Trails Conservancy was formed in 1986 to provide a national voice for the creation of rail-trails. RTC quickly developed a strategy to preserve the largest amount of rail corridor in the shortest period of time: a national advocacy program to defend the new railbanking law in the courts and in Congress, coupled with a direct project-assistance program to help public agencies and local rail-trail groups overcome the challenges of converting a rail into a trail.

The strategy is working. In 1986 the Rails-to-Trails Conservancy knew of only seventy-five rail-trails and ninety projects in the works. In 2001 there were more than 1,000 rail-trails, and many additional projects under way. The RTC vision of creating an interconnected network of trails across the country is becoming a reality.

The thriving rails-to-trails movement has created more than 7,700 miles of public trails for a wide range of users. People across the country are now realizing the incredible benefits of rail-trails.

### **Benefits of Rail-Trails**

Rail-trails are flat or have gentle grades, making them perfect for multiple users ranging from walkers and bicyclists to in-line skaters and people with disabilities.

In urban areas rail-trails act as linear greenways through developed areas, efficiently providing much-needed recreation space while serving as utilitarian transportation corridors. They link neighborhoods and workplaces and connect congested areas to open spaces. In many cities and suburbs, rail-trails are used for commuting to work, school, and shopping.

In rural areas rail-trails can provide a significant stimulus to local businesses. People who use trails often spend money on food, beverages, camping, hotels, bed-and-breakfasts, bicycle rentals, souvenirs, and other items. Studies have shown that trail users have generated as much as \$1.25 million annually for a town through which a trail passes.

Rail-trails preserve historic structures, such as train stations, bridges, tunnels, mills, factories, and canals. These structures shelter an important piece of history and enhance the trail experience.

Wildlife enthusiasts can enjoy the rail-trails, which are home to birds, plants, wetlands, and small and large mammals. Many rail-trails serve as plant and animal conservation corridors, and, in some cases, endangered species can be found in habitats located along the route.

Recreation, transportation, historic preservation, economic revitalization, open-space conservation, and wildlife preservation—these are just some of the many benefits of rail-trails and the reasons why people love them.

The strongest argument for the rails-to-trails movement, however, is ultimately about the human spirit. It’s about the dedication of individuals who have a dream and follow that vision so that other people can enjoy the fruits of their labor.

## How to Get Involved

If you really enjoy rail-trails, there are opportunities to join the movement to save abandoned rail corridors and to create more trails. Donating even a small amount of your time can help get more trails up and going. Here are some ways you can help the effort:

- Write a letter to your city, county, or state elected official in favor of pro-trail legislation. You can also write a letter to the editor of your local newspaper highlighting a trail or trail project.
- Attend a public hearing to voice support for a local trail.
- Volunteer to plant flowers or trees along an existing trail or spend several hours helping a cleanup crew on a nearby rail-trail project.
- Lead a hike along an abandoned corridor with your friends or a community group.
- Become an active member on a trail effort in your area. Many groups host trail events, undertake fund-raising campaigns, publish brochures and newsletters, and carry out other activities to promote a trail or project. Virtually all of these efforts are completed by volunteers, and they are always looking for another helping hand.

Whatever your time allows, get involved. The success of a community's rail-trail depends upon the level of citizen participation.

## How to Use Rail-Trails

By design, rail-trails accommodate a variety of trail users. While this is generally one of the many benefits of rail-trails, it also can lead to occasional conflicts among trail users. Everyone should take responsibility to ensure trail safety by following a few simple trail etiquette guidelines.

One of the most basic etiquette rules is “Wheels yield to heels.” Bicyclists (and in-line skaters) yield to other users; pedestrians yield to equestrians.

Generally, this means that you need to warn users (to whom you are yielding) of your presence. If, as a bicyclist, you fail to warn a walker that you are about to pass, the walker could step in front of you, causing an accident that could have been prevented. Similarly, it is best to slow down and warn an equestrian of your presence. A horse can be startled by a bicycle, so make verbal contact with the rider and be sure it is safe to pass.

Here are some other guidelines you should follow to promote trail safety:

- Obey all trail rules posted at trailheads.
- Stay to the right except when passing.
- Pass slower traffic on their left; yield to oncoming traffic when passing.
- Give a clear warning signal when passing.
- Always look ahead and behind when passing.
- Travel at a responsible speed.
- Keep pets on a leash.
- Do not trespass on private property.
- Move off the trail surface when stopped to allow others to pass.
- Yield to other trail users when entering and crossing the trail.
- Do not disturb the wildlife.
- Do not swim in areas not designated for swimming.
- Watch out for traffic when crossing the street.
- Obey all traffic signals.

1. Read the sentences from the passage.

“But times change. With the advent of the car and the building of mass highways, trains became a secondary form of transportation.”

What does the word advent mean as it is used in the passage?

- A. arrival
- B. confinement
- C. analysis
- D. contribution

Item Information	
Alignment	L.N.1.2.3
Answer Key	A
Depth of Knowledge	2
p-value A	81% (correct answer)
p-value B	5%
p-value C	2%
p-value D	12%
Option Annotations	<p>Students are asked to determine the meaning of the word “advent.” Students must be able to use context clues to determine the meaning of the word as it is used in the text.</p> <p>Option A is the correct answer. The phrase “times change” and references to “the car and the building of mass highways” indicate an emergence of new technology. Options B, C, and D do not match the meaning of “advent” as the word is used in the passage. Students may select these incorrect options if they misinterpret or do not use the context clues provided by the text.</p>

2. Read the sentence from the passage.

“Throughout Florida, there are thirty active RTC trails, and each year more are added.”

What does the fact used in the sentence contribute to the passage?

- A. It illustrates that rail-trails can increase tourism.
- B. It indicates that rail-trails are growing in popularity.
- C. It shows that warm climates are ideal for rail-trail projects.
- D. It implies that many people are joining rail-trail groups.

Item Information	
Alignment	L.N.2.5.2
Answer Key	B
Depth of Knowledge	3
p-value A	5%
p-value B	83% (correct answer)
p-value C	4%
p-value D	8%
Option Annotations	<p>Students are asked to analyze what the fact used in the sentence contributes to the passage. Students must understand how facts are used to support ideas in texts.</p> <p>Option B is the correct answer. The phrase “each year more are added” suggests that rail-trails are becoming more widespread. This sentence does not suggest that the building of additional RTC trails can increase tourism; therefore, Option A is incorrect. Even though Florida has built many RTC trails, this sentence does not indicate that warm climates are any more suitable than colder climates for rail-trail projects; therefore, Option C is incorrect. Even though more RTC trails are being built, it does not mean that more people are joining rail-trail groups; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand how facts are used to support ideas or if they misinterpret details in the text.</p>

3. Read the sentences from the passage.

“The strongest argument for the rails-to-trails movement, however, is ultimately about the human spirit. It’s about the dedication of individuals who have a dream and follow that vision so that other people can enjoy the fruits of their labor.”

Which persuasive technique does the author use in the sentences?

- A. testimonial
- B. bandwagon
- C. sweeping generalization
- D. emotional appeal

Item Information	
Alignment	L.N.2.5.4
Answer Key	D
Depth of Knowledge	2
p-value A	14%
p-value B	8%
p-value C	13%
p-value D	65% (correct answer)
Option Annotations	<p>Students are asked to identify the propaganda technique used in the given sentences. Students must understand rhetorical strategies.</p> <p>Option D is the correct answer. The use of language such as “the human spirit,” “dedication of individuals who have a dream,” and “other people can enjoy the fruits of their labor” appeals to the emotions of readers. Options A, B, and C are incorrect. They do not correctly name the rhetorical strategy used. Students may select these incorrect options if they do not understand rhetorical strategies and how they are used.</p>

4. Based on information in the section “How to Use Rail-Trails,” which inference can be made about the use of rail-trails?
- A. Joggers and skateboarders should always pass others on the right when using the rail-trails.
  - B. Bicyclists and skaters have the most responsibility to ensure the safety of others using the rail-trails.
  - C. People with dogs have the most freedom to use private property when traveling on the rail-trails.
  - D. People riding horses should warn others of their presence when traveling on the rail-trails.

Item Information	
Alignment	L.N.2.1.1
Answer Key	B
Depth of Knowledge	2
p-value A	7%
p-value B	76% (correct answer)
p-value C	5%
p-value D	12%
Option Annotations	<p>Students are asked to make an inference about the use of rail-trails. Students must be able to use textual evidence to make this inference.</p> <p>Option B is the correct answer. The “How to Use Rail-Trails” section of the passage states that “wheels yield to heels.” This section also states that users should “give a clear warning when passing” and to “yield to other trail users when entering and crossing the trail.” Therefore, bicyclists and other skaters must ensure the safety of other users. Users should pass on the left when on the trails; therefore, Option A is incorrect. Pets should be kept on a leash and not trespass on private property; therefore, Option C is incorrect. Users should warn people with horses of their presence; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret textual details.</p>

5. According to the passage, what should a bicyclist do first when attempting to pass a person on horseback?
- A. Call out to signal the rider.
  - B. Look ahead for other traffic.
  - C. Move to one side of the path.
  - D. Wait for the rider to move aside.

Item Information	
Alignment	L.N.2.4.2
Answer Key	A
Depth of Knowledge	1
p-value A	77% (correct answer)
p-value B	7%
p-value C	11%
p-value D	5%
Option Annotations	<p>Students are asked to identify what a bicyclist should do first when attempting to pass a person on horseback. Students must be able to interpret details in the text and must understand sequence.</p> <p>Option A is the correct answer. The passage states that a bicyclist should “slow down and warn an equestrian of [his or her] presence.” Although a bicyclist should look ahead, this is not what a bicyclist should do first when trying to pass a person on horseback; therefore, Option B is incorrect. Although a bicyclist should move to the left to pass a person on horseback, this is not the first step; therefore, Option C is incorrect. Although a bicyclist should signal to a person on horseback of his/her desire to pass, the passage does not mention the need to wait for the rider to move aside; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret details from the passage.</p>

6. According to the passage, how are the railroad tracks and the trails related?
- A. What was once essential to the growth of a single location is now part of a universal movement.
  - B. What was once responsible for converting land to industrial use is now considered an embarrassment.
  - C. What was once esteemed as the pride of the nation is now being reclaimed by nature lovers.
  - D. What was once credited for connecting urban and rural life is now blamed for creating division between communities.

Item Information	
Alignment	L.N.1.3.3
Answer Key	C
Depth of Knowledge	3
p-value A	35%
p-value B	5%
p-value C	51% (correct answer)
p-value D	9%
Option Annotations	<p>Students are asked to analyze how two ideas are related. Students must make inferences using evidence from the passage to determine the relationship between the railroad tracks and rail-trails.</p> <p>Option C is the correct answer. At one time, trains represented the modern world and were the “pride and joy” of our country. Now, “outdoor enthusiasts” have transformed tracks into trails. Even though railroads helped our country to grow, they were not responsible for growth in a single location; therefore, Option A is incorrect. Even though railroads and industry were related, the rail-trails travel through natural areas and are not an embarrassment; therefore, Option B is incorrect. Even though the train did connect cities and small towns, rail-trails today actually connect communities; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret ideas in the passage.</p>

7. How does the author’s style contribute to the tone of the passage?
- A. The author’s use of harsh language creates a critical tone.
  - B. The author’s use of positive language creates a supportive tone.
  - C. The author’s use of informal language creates a relaxed tone.
  - D. The author’s use of figurative language creates a mocking tone.

Item Information	
Alignment	L.N.2.3.5
Answer Key	B
Depth of Knowledge	2
p-value A	3%
p-value B	49% (correct answer)
p-value C	45%
p-value D	3%
Option Annotations	<p>Students are asked to analyze how the author’s style contributes to the tone of the passage. Students must be able to draw conclusions about the author’s style and then determine how that style influences the tone.</p> <p>Option B is the correct answer. The author uses positive language throughout the entire passage, such as “wonderful paths,” “something remarkable,” and “incredible benefits,” which creates a tone that is supportive of Rails-to-Trails. Options A, C, and D are incorrect since there is no textual evidence to support them. Students may select these incorrect options if they misinterpret the language in the passage or if they do not understand how language contributes to tone.</p>

8. What is the author's main purpose in writing the passage?
- A. to educate readers about the past of rail-trails
  - B. to advise readers of how to safely use rail-trails
  - C. to convince readers to frequently use rail-trails
  - D. to inform readers about the value of rail-trails

Item Information	
Alignment	L.N.1.1.1
Answer Key	D
Depth of Knowledge	3
p-value A	15%
p-value B	5%
p-value C	12%
p-value D	68% (correct answer)
Option Annotations	<p>Students are asked to identify the author's purpose in writing the passage. Students must use details from the passage to draw an inference about the overall purpose.</p> <p>Option D is the correct answer. The focus of the passage is on informing readers of the recreational, economic, and environmental values of rail-trails. Even though the passage does discuss how rail-trails were once occupied by tracks for trains, the emphasis of the passage is not on the history of the rail-trails, but on the present and future of these trails; therefore, Option A is incorrect. Even though there is a section of the passage that discusses how to safely use rail-trails, this is not the main purpose of the passage; therefore, Option B is incorrect. Although the author clearly values rail-trails, the purpose is not to convince readers to frequently use rail-trails; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret the purpose of the passage.</p>

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**SCORING GUIDE****#9 Item Information**

<b>Alignment</b>	L.N.2.4.3	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.73
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**Item-Specific Scoring Guideline**

<b>Score</b>	<b>Description</b>
<b>3</b>	The response is a clear, complete, and accurate explanation of how the use of headings and bullets helps the reader to understand the passage. The response includes relevant and specific information from the passage.
<b>2</b>	The response is a partial explanation of how the use of headings and bullets helps the reader to understand the passage. The response includes limited information from the passage and may include inaccuracies.
<b>1</b>	The response is a minimal explanation of how the use of headings and bullets helps the reader to understand the passage. The response includes little or no information from the passage and may include inaccuracies.  OR  The response relates minimally to the task.
<b>0</b>	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

## STUDENT RESPONSE

Response Score: 3 points

9. Explain how the use of headings and bullets helps the reader to understand the passage. Use examples from the passage to support your explanation.

The use of headings and bullets helps the reader to understand the passage using important mechanisms. For example, the heading "Benefits of Rail Trails," informs the reader of exactly what that section will contain. Similar to that, it helps the reader to understand why rail-trails are so significant. Without the headings, the reader may not understand what the section is about until the first or second paragraph. They give a brief synopsis and hint of what is to come for the readers.

In addition to the headings, the bullet points aid in informing the reader of key points and rules. Whenever reading a nonfiction passage, bullet points are the most sufficient way of getting facts across. Instead of lumping how to get involved all together, the author made 5 main points in how you can be of assistance; thus, it provides an evident sense of direction. Also, I may not have understood the rules had they not been in a bulleted list format.



The student has given a clear, complete, and accurate analysis by explaining the effect of text organization. The student has explained how the use of headings and bullets helps the reader to understand the passage (“*using important mechanisms . . . [headings] informs the reader of exactly what that section will contain . . . helps the reader to understand why rail-trails are so significant. Without the headings, the reader may not understand what the section is about until the first or second paragraph. They give a brief synopsis and hint of what is to come for the readers . . . the bullet points aid in informing the reader of key points and rules . . . bullet points are the most sufficient way of getting facts across. Instead of lumping how to get involved all together, the auther made 5 main points . . . thus, it provides an evident sense of direction. Also, I may not have understood the rules had they not been in a bulleted list format*”). The student supports the explanation with relevant and specific information from the passage (“*For example, the heading ‘Benefits of Rail-Trails’ . . . why rail-trails are so significant . . . Instead of lumping how to get involved all together, the auther made 5 main points in how you can be of assistance . . . the rules . . . in a bulleted list format*”).

**STUDENT RESPONSE****Response Score: 2 points**

9. Explain how the use of headings and bullets helps the reader to understand the passage. Use examples from the passage to support your explanation.

The use of the headings and bullets help readers to understand the passage better. The headings helps to organize the passage. If a reader needs to find specific guidelines then they can look it up in the heading, "How to Use Rail-Trails". The headings also can help readers understand what specific paragraphs are about. The bullets also help to organize so a reader can find information better. The bullets help to give guidelines and ways to get involved with Rail-Trails. The bullets make it easier to read and to sum up an idea so a reader can find what they are looking for more quickly.

The student has given a partial analysis by explaining the effect of text organization. The student has explained how the use of headings and bullets helps the reader to understand the passage (*"headings helps to organize the passage . . . headings also can help readers understand what specific paragraphs are about. The bullets also help to organize so a reader can find information better . . . The bullets make it easier to read and to sum up an idea so a reader can find what they are looking for more quickly"*). The student supports the explanation with limited information from the passage (*"If a reader needs to find specific guidelines then they can look it up in the heading, 'How to Use Rail-Trails' . . . The bullets help to give guidelines and ways to get involved with Rail-Trails"*).

**STUDENT RESPONSE****Response Score: 1 point**

9. Explain how the use of headings and bullets helps the reader to understand the passage. Use examples from the passage to support your explanation.

Headings and bullets help the reader understand the passage easier. Because headers inform the reader about what will be in the upcoming section, and the bullets help the reader see an organized list of things.

The student has given a minimal analysis by explaining the effect of text organization. The student has explained how the use of headings and bullets helps the reader to understand the passage (*“Headings and bullets help the reader understand the passage easier. Because headers inform the reader about what will be in the upcoming section, and the bullets help the reader see an organized list of things”*). The student has used little or no information from the passage; there is no direct text reference, but the explanations given are true about this passage (*“headers inform the reader about what will be in the upcoming section, and the bullets help the reader see an organized list of things”*).

**STUDENT RESPONSE****Response Score: 0 points**

9. Explain how the use of headings and bullets helps the reader to understand the passage. Use examples from the passage to support your explanation.

Well, first it just tells you how it is. It doesn't waste your time... It gives you the facts. Its eadsier for the writer too.



The student has given a response to the task that contains insufficient information to demonstrate comprehension.

## PASSAGE 2

Read the following passage. Then answer questions 10–18.

## Give Your Body a Boost—With Laughter

by R. Morgan Griffin

Some researchers think laughter just might be the best medicine, helping you feel better and putting that spring back in your step. “I believe that if people can get more laughter in their lives, they are a lot better off,” says Steve Wilson, MA, CSP, a psychologist and laugh therapist. “They might be healthier too.”

Yet researchers aren’t sure if it’s actually the act of laughing that makes people feel better. A good sense of humor, a positive attitude, and the support of friends and family might play a role too. “The definitive research into the potential health benefits of laughter just hasn’t been done yet,” says Robert R. Provine, professor of psychology and neuroscience at the University of Maryland, Baltimore County, and author of *Laughter: A Scientific Investigation*. But while we don’t know for sure that laughter helps people feel better, it certainly isn’t hurting.

### Laughter Therapy: What Happens When We Laugh?

We change physiologically when we laugh. We stretch muscles throughout our face and body, our pulse and blood pressure go up, and we breathe faster, sending more oxygen to our tissues.

People who believe in the benefits of laughter say it can be like a mild workout—and may offer some of the same advantages as a workout. “The effects of laughter and exercise are very similar,” says Wilson. “Combining laughter and movement, like waving your arms, is a great way to boost your heart rate.” One pioneer in laughter research, William Fry, claimed it took ten minutes on a rowing machine for his heart rate to reach the level it would after just one minute of hearty laughter.

And laughter appears to burn calories too. Maciej Buchowski, a researcher from Vanderbilt University, conducted a small study in which he measured the amount of calories expended in laughing. It turned out that 10–15 minutes of laughter burned 50 calories. While the results are intriguing, don’t be too hasty in ditching that treadmill. One piece of chocolate has about 50 calories; at the rate of 50 calories per hour, losing one pound would require about 12 hours of concentrated laughter!

### Laughter’s Effects on the Body

In the last few decades, researchers have studied laughter’s effects on the body and turned up some potentially interesting information on how it affects us:

- **Blood flow.** Researchers at the University of Maryland studied the effects on blood vessels when people were shown either comedies or dramas. After the screening, the blood vessels of the group who watched the comedy behaved normally—expanding and contracting easily. But the blood vessels in people who watched the drama tended to tense up, restricting blood flow.
- **Immune response.** Increased stress is associated with decreased immune system response, says Provine. Some studies have shown that the ability to use humor may raise the level of infection-fighting antibodies in the body and boost the levels of immune cells, as well.

- **Blood sugar levels.** One study of 19 people with diabetes looked at the effects of laughter on blood sugar levels. After eating, the group attended a tedious lecture. On the next day, the group ate the same meal and then watched a comedy. After the comedy, the group had lower blood sugar levels than they did after the lecture.
- **Relaxation and sleep.** The focus on the benefits of laughter really began with Norman Cousins' memoir, *Anatomy of an Illness*. Cousins, who was diagnosed with a painful spine condition, found that a diet of comedies helped him feel better. He said that ten minutes of laughter allowed him two hours of pain-free sleep.

### The Evidence: Is Laughter the Best Medicine?

But things get murky when researchers try to sort out the full effects of laughter on our minds and bodies. Is laughter really good for you? Can it actually boost your energy? Not everyone is convinced. "I don't mean to sound like a curmudgeon<sup>1</sup>," says Provine, "but the evidence that laughter has health benefits is iffy at best." He says that most studies of laughter have been small and not well conducted. He also says too many researchers have an obvious bias: they go into the study wanting to prove that laughter has benefits. For instance, Provine says studies of laughing have often not looked at the effects of other, similar activities. "It's not really clear that the effects of laughing are distinct from screaming," Provine says. He says that the most convincing health benefit he's seen from laughter is its ability to dull pain. Numerous studies of people in pain or discomfort have found that when they laugh they report that their pain doesn't bother them as much. But Provine believes it's not clear that comedy is necessarily better than another distraction. "It could be that a compelling drama would have the same effect."

One of the biggest problems with laughter research is that it's very difficult to determine cause and effect. For instance, a study might show that people who laugh more are less likely to be sick. But that might be because people who are healthy have more to laugh about. Or researchers might find that, among a group of people with the same disease, people who laugh more have more energy. But that could be because the people who laugh more have a personality that allows them to cope better. So it becomes very hard to say if laughter is actually an agent of change, or just a sign of a person's underlying condition.

### Laughing It Up for Quality of Life

Laughter, Provine believes, is part of a larger picture. "Laughter is social, so any health benefits might really come from being close with friends and family, and not the laughter itself." In his own research, Provine has found that we're thirty times more likely to laugh when we're with other people than when we're alone. People who laugh a lot may just have a strong connection to the people around them. That in itself might have health benefits. Wilson agrees there are limits to what we know about laughter's benefits. "Laughing more could make you healthier, but we don't know," he tells WebMD<sup>2</sup>. But we all know that laughing, being with friends and family, and being happy can make us feel better and give us a boost—even though studies may not show why. So Wilson and Provine agree that regardless of whether laughter actually improves your health or boosts your energy, it undeniably improves your quality of life. "Obviously, I'm not anti-laughter," says Provine. "I'm just saying that if we enjoy laughing, isn't that reason enough to laugh?"

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<sup>1</sup> curmudgeon—grouch; difficult person

<sup>2</sup> WebMD—a Web site covering various aspects of health and wellness

10. Based on information in the passage, how does laughter relate to quality of life?
- A. Laughter causes blood sugar levels to rise and gives people more energy.
  - B. Laughter can reduce discomfort and keep people up during the night.
  - C. Laughter is more common in people who spend a lot of time alone.
  - D. Laughter usually occurs in social situations that make people happy.

Item Information	
Alignment	L.N.1.3.3
Answer Key	D
Depth of Knowledge	2
p-value A	16%
p-value B	4%
p-value C	3%
p-value D	77% (correct answer)
Option Annotations	<p>Students are asked to determine how one idea relates to another idea. Students must make an inference using evidence from the passage to determine how laughter relates to quality of life.</p> <p>Option D is the correct answer. The passage discusses how laughter is a social phenomenon: people laugh when they are enjoying themselves with friends and family. Laughter actually causes blood sugar levels to drop, not rise; therefore, Option A is incorrect. Laughter can reduce discomfort and help people sleep; therefore, Option B is incorrect. Laughter occurs mostly in social situations; therefore, Option C is incorrect. Students may select these incorrect options if they misinterpret the ideas in the passage.</p>

11. Which word is an antonym for expended?

- A. unused
- B. required
- C. unchanged
- D. repulsed

Item Information	
Alignment	L.N.1.2.1
Answer Key	A
Depth of Knowledge	1
p-value A	43% (correct answer)
p-value B	21%
p-value C	13%
p-value D	23%
Option Annotations	<p>Students are asked to determine an antonym for a given word. Students must understand the meaning of “expended” in order to identify the antonym.</p> <p>Option A is the correct answer. The word “expended” means used; therefore, “unused” is its antonym. Options B, C, and D are incorrect since they do not relate to “expended.” Students may select these incorrect options if the word “expended” is unfamiliar or if they do not understand the concept of an antonym.</p>

12. What is the main idea of the section titled “Laughter’s Effects on the Body”?
- A. Blood flow may be restricted by hearty laughter.
  - B. Exercising has fewer advantages than laughing.
  - C. Laughter may have the ability to help prevent disease.
  - D. Laughing with family members produces the most health benefits.

Item Information	
Alignment	L.N.1.3.1
Answer Key	C
Depth of Knowledge	2
p-value A	10%
p-value B	7%
p-value C	66% (correct answer)
p-value D	15%
Option Annotations	<p>Students are asked to identify the main idea of a section from the passage. Students must understand the concept of main idea.</p> <p>Option C is the correct answer. In the section “Laughter’s Effects of the Body,” the author states that “the ability to use humor may raise the level of infection-fighting antibodies in the body,” which can lead to the prevention of disease. Laughter can cause blood vessels to expand and contract easily; it is the engagement with drama that can cause blood flow to be restricted. Therefore, Option A is incorrect. The passage states that “the effects of laughter and exercise are very similar”; therefore, Option B is incorrect. The passage does not distinguish between laughing with friends or with family; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret details in the passage.</p>

13. Which statement explains the effect of the heading “The Evidence: Is Laughter the Best Medicine?”
- A. It calls into question the author’s credentials.
  - B. It indicates that the section is based on personal opinions.
  - C. It emphasizes the author’s viewpoint on the subject.
  - D. It introduces a contrast to the main focus of the passage.

Item Information	
Alignment	L.N.2.4.3
Answer Key	D
Depth of Knowledge	3
p-value A	12%
p-value B	19%
p-value C	22%
p-value D	47% (correct answer)
Option Annotations	<p>Students are asked to analyze the effect of the given heading. Students must understand the purpose of headings and be able to make connections between the headings and other parts of the text.</p> <p>Option D is the correct answer. The heading provides a contrast to the main focus of the passage since it questions the evidence that laughter actually provides real benefits to people. The author questions the research methodology, not the author’s credentials; therefore, Option A is incorrect. Although the section does point out potential bias of people conducting research on the effects of laughter, the section title does not allude to personal opinions; therefore, Option B is incorrect. Even though the content of the section does contain the author’s viewpoint of the problem with laughter research, the title does not emphasize this viewpoint; therefore, Option C is incorrect. Students may select these incorrect options if they do not understand the purpose of headings or cannot make connections between the headings and other parts of the text.</p>

14. Which statement from the passage is an opinion?
- A. “Some researchers think laughter just might be the best medicine . . . .”
  - B. “We change physiologically when we laugh.”
  - C. “Increased stress is associated with decreased immune system response . . . .”
  - D. “He said that ten minutes of laughter allowed him two hours of pain-free sleep.”

Item Information	
Alignment	L.N.2.5.1
Answer Key	A
Depth of Knowledge	2
p-value A	71% (correct answer)
p-value B	16%
p-value C	4%
p-value D	9%
Option Annotations	<p>Students are asked to differentiate between facts and opinions. Students must understand the difference between facts and opinions in order to identify the opinion.</p> <p>Option A is the correct answer. The phrase “some researchers think” is a personal viewpoint that cannot be verified with concrete evidence. Options B, C, and D are incorrect since they contain factual information that can be verified. Students may select these incorrect options if they do not understand the difference between a fact and opinion or if they misinterpret the information in the sentences.</p>

15. What is the main reason the author cites statistics in the passage?
- A. to prove how often most people experience laughter
  - B. to offer support for a theory about laughter
  - C. to explain how studies are conducted on laughter
  - D. to contradict recent research findings on laughter

Item Information	
Alignment	L.N.2.5.6
Answer Key	B
Depth of Knowledge	2
p-value A	6%
p-value B	72% (correct answer)
p-value C	15%
p-value D	7%
Option Annotations	<p>Students are asked to analyze the use of statistics in the passage. Students must understand why statistics are usually used in texts.</p> <p>Option B is the correct answer. There are many statistics throughout the passage that offer support for the theory that laughter can offer the body physical benefits. Although the passage mentions that people usually laugh more when in the company of others, statistics are not used to prove how often people experience laughter; therefore, Option A is incorrect. Although the author discusses how studies about laughter have been conducted, statistics are not used; therefore, Option C is incorrect. Although the author does include critiques about research methods and results, statistics are not used to contradict recent findings; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand how statistics are used in text to support claims.</p>

16. What is the author's main purpose in writing the passage?
- A. to convince readers to do additional research
  - B. to share with readers the findings about a subject
  - C. to make readers choose a side on a topic
  - D. to encourage readers to analyze their personal opinions

Item Information	
Alignment	L.N.1.1.1
Answer Key	B
Depth of Knowledge	3
p-value A	5%
p-value B	73% (correct answer)
p-value C	5%
p-value D	17%
Option Annotations	<p>Students are asked to identify the author's purpose in writing the passage. Students must use details from the passage to make an inference about the overall purpose.</p> <p>Option B is the correct answer. The focus of the passage is to inform readers about findings related to the effects of laughter on a person's health. Although research is presented, the author does not try to convince readers to do their own research; therefore, Option A is incorrect. Even though the author does question some research methods and results, the main purpose is to make readers aware of different aspects of the research, not to choose a side. Therefore, Option C is incorrect. Even though readers may analyze their opinions about laughter as a result of reading the passage, this is not the author's main intent; therefore, Option D is incorrect. Students may select these incorrect options if they misinterpret the purpose of the passage.</p>

17. How does the literary form of expository article influence the meaning of the passage?
- A. It focuses on the life events of one person.
  - B. It allows for instructions to be conveyed clearly.
  - C. It emphasizes the inclusion of different perspectives.
  - D. It calls for immediate action based on historical events.

Item Information	
Alignment	L.N.2.2.1
Answer Key	C
Depth of Knowledge	3
p-value A	5%
p-value B	10%
p-value C	81% (correct answer)
p-value D	4%
Option Annotations	<p>Students are asked to analyze how the form of the passage influences its meaning. Students must understand the characteristics of the expository article form and how this form can affect the meaning of a text.</p> <p>Option C is the correct answer. The article presents viewpoints of experts who believe that laughter can provide physical health benefits. However, the article also provides the viewpoints of those that believe that studies on laughter have been flawed and may not provide accurate results. There is no person that is the focus of the passage; therefore, Option A is incorrect. The passage does not provide instructions for a process; therefore, Option B is incorrect. Historical events are not discussed, and the passage does not include a call for action; therefore, Option D is incorrect. Students may select these incorrect options if they do not understand which characteristic of the expository article relates to the meaning of the text.</p>

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**SCORING GUIDE****#18 Item Information**

<b>Alignment</b>	L.N.2.5.4	<b>Depth of Knowledge</b>	3	<b>Mean Score</b>	1.70
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**Item-Specific Scoring Guideline**

<b>Score</b>	<b>Description</b>
<b>3</b>	The response is a clear, complete, and accurate analysis of whether the author shows a bias toward a particular view in the passage. The response includes relevant and specific information from the passage.
<b>2</b>	The response is a partial analysis of whether the author shows a bias toward a particular view in the passage. The response includes limited information from the passage and may include inaccuracies.
<b>1</b>	The response is a minimal analysis of whether the author shows a bias toward a particular view in the passage. The response includes little or no information from the passage and may include inaccuracies.  OR  The response relates minimally to the task.
<b>0</b>	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

## STUDENT RESPONSE

## Response Score: 3 points

18. Analyze whether the author shows a bias toward a particular view in the passage. Use information from the passage to support your analysis.

In the beginning of the passage, in the sections, "Laughter Therapy: What Happens When We Laugh?" and "Laughter's Effects on the Body," there seemed to be a bias towards laughter being healthy. However, once the section, "The Evidence: Is Laughter the Best Medicine," began, the viewpoint started to shift. The information became much less about laughter being healthy and much more about the questioning of the theory. Provine makes multiple points about laughter benefits being difficult to research because of the underlying circumstances involved in the situations that could easily be related to laughter. "Laughter is social, so any health benefits might really come from being close with friends and family, and not the laughter itself," is one example of a reason why the benefits of laughter are questioned. Overall, the passage is not biased, because it provides different viewpoints and includes multiple possibilities in reference to the subject matter.



The student has given a clear, complete, and accurate analysis by identifying, explaining, and/or interpreting bias in a nonfictional text. The student has analyzed whether the author shows a bias toward a particular view in the passage (“*In the beginning of the passage . . . there seemed to be a bias towards laughter being healthy. However . . . the viewpoint started to shift. The information became much less about laughter being healthy and much more about the questioning of the theory. Provine makes multiple points about laughter benefits being difficult to research because of the underlying circumstances involved in the situations that could easily be related to laughter . . . Overall, the passage is not biased, because it provides different viewpoints and includes multiple possibilities in reference to the subject matter*”). The student supports the analysis with relevant and specific information from the passage (“*in the sections, ‘Laughter Therapy: What Happens When We Laugh?’ and ‘Laughter’s Effects on the Body,’ there seemed to be a bias towards laughter being healthy. However, once the section, ‘The Evidence: Is Laughter the best Medicine,’ began, the viewpoint started to shift . . . Provine makes multiple points about laughter benefits being difficult to research because of the underlying circumstances . . . ‘Laughter is social, so any health benefits might really come from being close with friends and family, and not the laughter itself,’ is one example of a reason why the benefits of laughter are questioned*”).

## STUDENT RESPONSE

Response Score: 2 points



18. Analyze whether the author shows a bias toward a particular view in the passage. Use information from the passage to support your analysis.

The author does not show a bias toward a particular view in the passage. The author shows support from both views. He gives reasons on how laughter can benefit everyone and he also states that it's not a proven fact that laughter prevents diseases or it relieves pain. So in other words, he's also defending the view of how laughter may not help everyone. The author provides information on both sides of this discussion.

The student has given a partial analysis by identifying, explaining, and/or interpreting bias in a nonfictional text. The student has analyzed whether the author shows a bias toward a particular view in the passage (*"The author does not show a bias toward a particular view in the passage. The author shows support from both views. He gives reasons on how laughter can benefit everyone . . . he's also defending the view of how laughter may not help everyone. The author provides information on both sides of this discussion"*). The student supports the analysis with limited information from the passage (*"He gives reasons on how laughter can benefit everyone and he also states that it's not a proven fact that laughter prevents diseases or it relieves pain"*).

## STUDENT RESPONSE

Response Score: 1 point

18. Analyze whether the author shows a bias toward a particular view in the passage. Use information from the passage to support your analysis.

I don't think the author was bias toward a particular opinion in this passage. I believe that because there was a section saying how laughter helps with your body, and another saying it doesn't.

The student has given a minimal analysis by identifying, explaining, and/or interpreting bias in a nonfictional text. The student has analyzed whether the author shows a bias toward a particular view in the passage (“I don’t think the author was bias toward a particular opinion in this passage. I believe that because there was a section saying how laughter helps with your body, and another saying it doesn’t”). The student has used little information from the passage (“there was a section saying how laughter helps with your body, and another saying it doesn’t”).

**STUDENT RESPONSE****Response Score: 0 points**

18. Analyze whether the author shows a bias toward a particular view in the passage. Use information from the passage to support your analysis.

one study of 19 people with diabetes looked at the effects of laughter on blood sugar levels

The student has given a response to the task that contains insufficient information to demonstrate comprehension.

## LITERATURE MODULE 2—SUMMARY DATA

## MULTIPLE-CHOICE

Sample Number	Alignment	Answer Key	Depth of Knowledge	p-value A	p-value B	p-value C	p-value D
1	L.N.1.2.3	A	2	81%	5%	2%	12%
2	L.N.2.5.2	B	3	5%	83%	4%	8%
3	L.N.2.5.4	D	2	14%	8%	13%	65%
4	L.N.2.1.1	B	2	7%	76%	5%	12%
5	L.N.2.4.2	A	1	77%	7%	11%	5%
6	L.N.1.3.3	C	3	35%	5%	51%	9%
7	L.N.2.3.5	B	2	3%	49%	45%	3%
8	L.N.1.1.1	D	3	15%	5%	12%	68%
10	L.N.1.3.3	D	2	16%	4%	3%	77%
11	L.N.1.2.1	A	1	43%	21%	13%	23%
12	L.N.1.3.1	C	2	10%	7%	66%	15%
13	L.N.2.4.3	D	3	12%	19%	22%	47%
14	L.N.2.5.1	A	2	71%	16%	4%	9%
15	L.N.2.5.6	B	2	6%	72%	15%	7%
16	L.N.1.1.1	B	3	5%	73%	5%	17%
17	L.N.2.2.1	C	3	5%	10%	81%	4%

## CONSTRUCTED-RESPONSE

Sample Number	Alignment	Points	Depth of Knowledge	Mean Score
9	L.N.2.4.3	3	3	1.73
18	L.N.2.5.4	3	3	1.70

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## ACKNOWLEDGEMENTS

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**Keystone Exams  
Literature**

**Item and Scoring Sampler 2018**

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