

PASSAGE 1

The next two poems are about growing up. Read the first poem and answer questions 1 and 2 in your answer booklet. Then, read the next poem and answer questions 3–7.

When I Grow Up

by William Wise

When I grow up,
I think I'll be
A detective
With a skeleton key.

I could be a soldier
And a sailor too;
I'd like to be a keeper
At the public zoo.

I'll own a trumpet
And I'll play a tune;
I'll keep a spaceship
To explore the moon.

I'll be a cowboy
And live in the saddle;
I'll be a guide
With a canoe and a paddle.

I'd like to be the driver
On a diesel train;
And it must be fun
To run a building crane.

I'll live in a lighthouse
And guard the shore;
And I know I'll want to be
A dozen things more.

For the more a boy lives
The more a boy learns—
I think I'll be all of them
By taking turns.

Evidence-Based Selected-Response Question

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

Part One

In “When I Grow Up,” what does the speaker’s statement that he will “be all of them” **most** reveal?

- A. He is very interested in music.
- B. He wants to live by the sea.
- C. He worries about his future.
- D. He has many different interests.

Part Two

What evidence from the poem **best** supports the answer in Part One? Choose **one** answer.

- A. “With a skeleton key.”
- B. “I’ll be a cowboy”
- C. “I’ll live in a lighthouse”
- D. “A dozen things more.”

Item Information	
Alignment	
Answer Key: Part One	
Answer Key: Part Two	
Depth of Knowledge	
Mean Score	
Option Annotations	

Multiple-Choice Question

2. What is the **best** summary of “When I Grow Up”?
- A. A boy goes on a variety of adventures using only his imagination.
 - B. A boy tells stories of all the people he has met during a year.
 - C. A boy thinks of the many different places he could live one day.
 - D. A boy thinks about the different jobs he could have when he is older.

Item Information	
Alignment	
Answer Key	
Depth of Knowledge	
p-value A	
p-value B	
p-value C	
p-value D	
Option Annotations	

PASSAGE 2

General Store

by Rachel Field

Some day I'm going to have a store
With a tinkly bell hung over the door,
With real glass cases and counters wide
And drawers all spilly with things inside.
There'll be a little of everything:
Bolts of calico¹; balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsaparilla² for picnic lunches,
Bananas and rubber boots in bunches.
I'll fix the window and dust each shelf,
And take the money in all myself.
It will be my store, and I will say:
"What can I do for you today?"

¹ calico—woven cloth

² sarsaparilla—a soft drink similar to root beer

Multiple-Choice Questions

3. The meaning of the suffix “-ery” helps the reader know the word “crockery” means
- A. a collection of pottery.
 - B. able to make pottery.
 - C. the study of pottery.
 - D. one who makes pottery.

Item Information	
Alignment	
Answer Key	
Depth of Knowledge	
p-value A	
p-value B	
p-value C	
p-value D	
Option Annotations	

4. Read these lines from “General Store.”

“It will be my store, and I will say: / ‘What can I do for you today?’ ”

What do these lines **most** reveal about the speaker?

- A. The speaker is confused about how to speak to customers.
- B. The speaker wants to surprise people who visit the store.
- C. The speaker is interested in meeting new friends.
- D. The speaker wants to be helpful to customers.

Item Information		
Alignment		
Answer Key		
Depth of Knowledge		
p-value A		
p-value B		
p-value C		
p-value D		
Option Annotations		

5. Which lines from "General Store" support the inference that the speaker will do most of the work?
- A. "Sarsaparilla for picnic lunches, / Bananas and rubber boots in bunches."
 - B. "There'll be a little of everything: / Bolts of calico; balls of string;"
 - C. "I'll fix the window and dust each shelf, / And take the money in all myself."
 - D. "Jars of peppermint; tins of tea; / Pots and kettles and crockery;"

Item Information		
Alignment		
Answer Key		
Depth of Knowledge		
p-value A		
p-value B		
p-value C		
p-value D		
Option Annotations		

Evidence-Based Selected-Response Question

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

Part One

How is the topic having goals to achieve conveyed throughout **both** of the poems?

- A. by the speakers' desiring to create objects of value
- B. by the speakers' reflecting on past events
- C. by the speakers' overcoming challenges
- D. by the speakers' stating future plans

Part Two

What **two** phrases from the poems support the answer in Part One? Choose **two** answers.

- A. "With a skeleton key" from "When I Grow Up"
- B. "I think I'll be all of them" from "When I Grow Up"
- C. "With real glass cases and counters wide" from "General Store"
- D. "Some day I'm going to have a store" from "General Store"

Item Information	
Alignment	
Answer Key: Part One	
Answer Key: Part Two	
Depth of Knowledge	
Mean Score	
Option Annotations	they only list items associated with have.

PASSAGE 3

Read the following passage about an artist who writes and illustrates books. Then answer question 8.

Author and Illustrator Ed Young

by Deborah Kovacs and James Preller

Caldecott Medal-winning illustrator Ed Young doesn't like to overemphasize the process of creativity. He says, "To me, it is the attitude behind everything that is more important than the procedure."

A deeply thoughtful man, Ed Young believes that the creation of art involves much more than technical skill. Drawing and writing, he says, "are expressions of the inner rather than the outer person."

In practicing the art of calligraphy, Young learned to refine his brush strokes as well as to achieve a greater sensitivity to his craft. In calligraphy, as in life, Young believes that attitude is of prime importance. "A person has to know the nature of a brush, the nature of ink in the brush, the nature of ink applied by the brush onto paper. That person has to be friends with all of these in order to see what the brush is capable of doing.

"It is like training a horse. A person has to know what the nature of the horse is in order to ride it correctly. If the horse knows that the person understands him and gives him every possibility of exploring his potential, the horse will be very happy. And so with the brush."

Exploring with a Pencil

Once he has selected a manuscript, Young immediately begins by making a series of sketches. The process is similar to an exploration; with each sketch, Young searches for the proper tone and image for the story. He says, "First I do little thumbnails right on the margin of the manuscript whenever there is a picture that comes to me. I just scribble, and the pictures that I draw are no more than maybe a half or three-quarters of an inch. It's just a record of images that are in my head."

In what he calls rounds, Young revisits his initial sketches and expands upon them. Slowly, he adds more and more details, and the tiny pictures grow larger. Young explains, "They graduate, let's say, from the first set of very small thumbnails to something two or three inches tall by five or six inches wide. At that point, I start to go into the characters or buildings or costumes, that kind of thing."

During the next round, the element of research becomes very important. In the first sketches, Young only sought to capture a general impression, a feeling. Now he seeks painstaking accuracy. The pictures themselves seem to ask him these questions: In what style should the characters be dressed? What are the trees and flowers like in that part of the world? What is the style of architecture?

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wherever he can find the information he needs. Young goes to all the trouble because he feels that factual detail helps create a believable fantasy. As an artist, he is preparing an imaginative world for the reader to visit. The trees, the flowers, the buildings—everything—must be true to that world.

An example of Young's emphasis on detail can be found in the work he did for *Lon Po Po*. The story, which is a Chinese version of "Little Red Riding Hood," involves a wolf and children. (Lon Po Po means "Granny Wolf" in Chinese.) Ed Young explains how he made the wolf and children believable. "I drew a whole series on how wolves communicate with each other, using their ears, their tails, and the way they hold themselves. That had to be right because the wolf talks to the children in the story, so he has to be alive to them. Then I had to know how the children talked to each other, how they lived in the compound, how the trees would grow. Once you know everything about the story, you can express it in fresh ways."

Ed Young was born in China, grew up in Shanghai, and later moved to Hong Kong before eventually settling in the United States. Of his childhood, Young recalls: "Our summer nights were usually spent on the flat roof of the three-story house that my father designed. Against the background of crickets chirping in the starry night, my father would spin endless tales of his own to entertain our imagination until the heat finally subsided. I have never forgotten the images I saw in my mind as I listened."

Text-Dependent Analysis Prompt

8. The authors of the passage describe Ed Young as a “deeply thoughtful man.” Write an essay analyzing how the authors support this statement. Use evidence from the passage to support your response.

Writer’s Checklist for the Text-Dependent Analysis Prompt

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read the entire passage carefully.
- Think about how the prompt relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

- I wrote my final essay in the answer booklet.
- I stayed focused on responding to the prompt.
- I used evidence from the passage to support my response.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Text-Dependent Analysis Scoring Guideline

#8 Item Information

Alignment	E.1.1	Depth of Knowledge	3	Mean Score	1.37
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Assessment Anchor:

E04.E.1–Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E04.E.1.1–Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score	Description
2	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Bubble Answer Sheet

(A) (B) (C) (D)

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

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8. (A) (B) (C) (D)

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10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

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47. (A) (B) (C) (D)

48. (A) (B) (C) (D)

49. (A) (B) (C) (D)

50. (A) (B) (C) (D)

