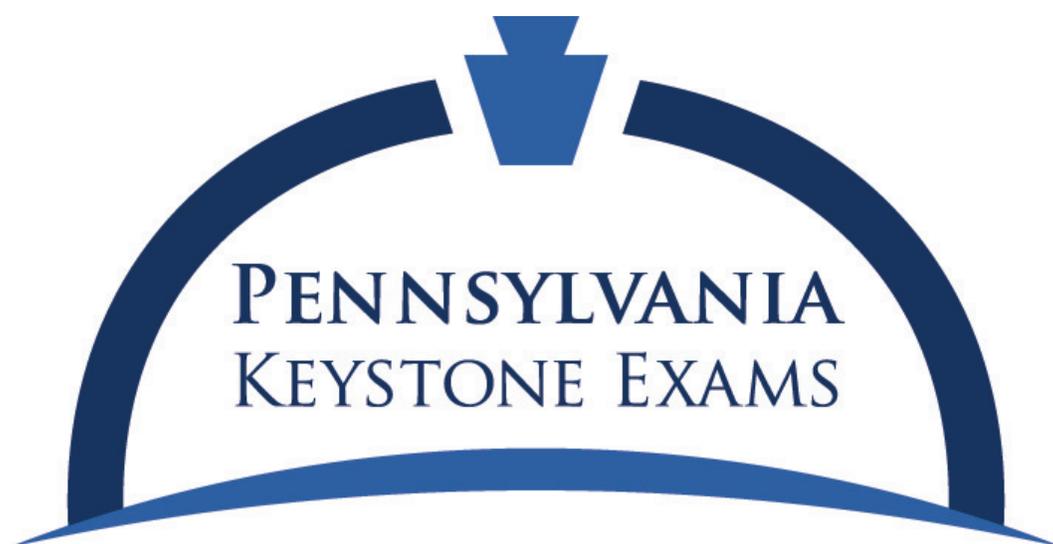




**pennsylvania**  
DEPARTMENT OF EDUCATION



LITERATURE  
ITEM AND SCORING SAMPLER

2011

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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 state assessment system. These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This 2011 Literature Item and Scoring Sampler is a useful tool for Pennsylvania educators in the preparation of local instructional programs and in preparing students for the Keystone Exams.

This Item and Scoring Sampler contains multiple-choice items and constructed-response items that have been written to align to the Keystone Assessment Anchors and Eligible Content. They provide an idea of the types of items that will appear on the operational Spring 2011 Keystone Exams. Each item has been through a rigorous review process to ensure alignment with the Assessment Anchors and Eligible Content.

The items in this sampler may be used as examples for creating assessment items at the classroom level, and they may also be copied and used as part of a local instructional program.<sup>1</sup> 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 within a school or district.

## ABOUT THE KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to assess proficiency in various subject areas, including Algebra I, Algebra II, Biology, Chemistry, Civics and Government, English Composition, Geometry, Literature, U.S. History, and World History. The Keystone Exams are just one component of Pennsylvania's high school graduation requirements. Students must also earn state-specified credits, fulfill the state's service-learning and attendance requirements, and complete any additional local school system requirements to receive a Pennsylvania high school diploma.

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 Web site at [www.pdesas.org](http://www.pdesas.org).

## ALIGNMENT

The Literature Keystone Exam consists of exam questions arranged into **two modules: Fiction Literature and 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 questions 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.

## KEYSTONE EXAM FORMAT

The Literature Keystone Exam includes items that require students to select the best answer from four possible answer options. Students read each item and record their answers in the space provided. The correct answer for each multiple-choice item is worth one point.

The Literature Keystone Exam also includes items that require students to write responses. Students read the item and write their responses in the spaces provided. Each constructed-response item is designed to take about ten minutes to complete. During an actual exam administration, students are given additional time as necessary to complete the exam. Each constructed-response item in Literature is scored using an item-specific scoring guideline based on a 0–3-point scale. In this sampler, each item-specific scoring guideline is combined with sample student responses representing each score point to form a practical, item-specific scoring guide.

The sampler also includes the General Description of Scoring Guidelines for Literature used to develop the item-specific scoring guidelines. These general guidelines should be used if any additional item-specific scoring guidelines are created for use within local instructional programs.

**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.

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

## Up the Coolly<sup>1</sup>

excerpt from *Main-Travelled Roads*  
by Hamlin Garland

Mr. Howard McLane in his chair let his newspaper fall on his lap, and gazed out upon it with dreaming eyes. It had a certain mysterious glamour to him; the lakes were cooler and brighter to his eye, the greens fresher, and the grain more golden than to anyone else, for he was coming back to it all after an absence of ten years. It was, besides, *his* West. He still took pride in being a Western man.

His mind all day flew ahead of the train to the little town, far on toward the Mississippi, where he had spent his boyhood and youth. As the train passed the Wisconsin River, with its curiously carved cliffs, its cold, dark, swift-swirling water eating slowly under cedar-clothed banks, Howard began to feel curious little movements of the heart.

It was about six o'clock as he caught sight of the splendid broken line of hills on which his baby eyes had looked thirty-five years ago. A few minutes later, and the train drew up at the grimy little station set into the hillside, and, giving him just time to leap off, plunged on again toward the West. Howard felt a ridiculous weakness in his legs as he stepped out upon the broiling hot, splintery planks of the station and faced the few idlers lounging about. He simply stood and gazed with the same intensity and absorption one of the idlers might show standing before the Brooklyn Bridge.

The town caught and held his eyes first. How poor and dull and sleepy and squalid it seemed! The one main street ended at the hillside at his left, and stretched away to the north, between two rows of the usual village stores, unrelieved by a tree or a touch of beauty. An unpaved street, with walled, drab-colored, miserable, rotting wooden buildings; the same—only worse and more squalid—was the town.

The same, only more beautiful still, was the majestic amphitheater of green wooded hills that circled the horizon, and toward which he lifted his eyes. He thrilled at the sight.

“Glorious!” he cried involuntarily.

Accustomed to the White Mountains, to the Alleghanies, he had wondered if these hills would retain their old-time charm. They did. He took off his hat to them as he stood there. Richly wooded, with gently sloping green sides, rising to massive square or founded tops with dim vistas, they glowed down upon the squat little town, gracious, lofty in their greeting, immortal in their vivid and delicate beauty.

<sup>1</sup> coolly—a small valley

He was a goodly figure of a man as he stood there beside his valise<sup>2</sup>. Portly, tall, handsomely dressed, and with something unusually winning in his brown mustache and blue eyes, something scholarly suggested by the pinch-nose glasses, something strong in the repose of the head. He smiled as he saw how unchanged was the grouping of the loafers on the salt-barrels and nail-kegs. He recognized most of them—a little more bent and a little grayer.

They sat in the same attitudes and joked each other, breaking into short and sudden fits of laughter, and pounded each other on the back, just as when he was a student and going to and fro daily on the train.

They ruminated on him as he passed, speculating in a perfectly audible way upon his business.

“Looks like a drummer<sup>3</sup>.”

“No, he ain’t no drummer. See them Boston glasses?”

“That’s so. Guess he’s a teacher.”

“Bos’n, I *guess*.”

“You’re William McTurg,” Howard said, coming up to him.

“I am, sir,” replied the soft-voiced giant, turning and looking down on the stranger, with an amused twinkle in big deep brown eyes. He stood tall, though his hair and beard were white.

“I’m Howard McLane.”

“Ye begin t’ look it,” said McTurg, removing his right hand from his pocket. “How are ye?”

“I’m first-rate. How’s mother and Grant?”

“Saw ’m plowing corn as I came down. Guess he’s all right. Want a boost?”

“Well, yes?”

“ ’Bout goin’ home. Climb right in. That’s my rig, right there,” nodding at a sleek bay colt hitched in a covered buggy.

They climbed into the seat after William had lowered the buggy-top and unhitched the horse from the post. “Want to go by river, or ’round by the hills?”

“Hills, I *guess*.”

The whole matter began to seem trivial, as if he had been away only for a month or two.

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<sup>2</sup> valise—suitcase

<sup>3</sup> drummer—salesperson

William McTurg was a man little given to talk. Even the coming back of a nephew did not cause any row of questions or reminiscences. They rode in silence. He sat a little bent forward, the lines held carelessly in his hands, his great lion-like head swaying to and fro with the movement of the buggy.

It all swept back upon Howard in a flood of names and faces and sights and sounds; something sweet and stirring somehow, though it had little of aesthetic<sup>4</sup> charms at the time. They were passing along lanes now, between superb fields of corn, wherein plowmen were at work. Kingbirds flew from post to post ahead of them; the insects called from the grass. The valley slowly outspread below them. The workmen in the fields were “turning out” for the night.

The heart of the young man swelled with pleasure almost like pain, and the eyes of the silent older man took on a far-off, dreaming look, as he gazed at the scene which had repeated itself a thousand times in his life, but of whose beauty he never spoke.

Far down to the left was the break in the wall through which the river ran on its way to join the Mississippi. They climbed slowly among the hills, and the valley they had left grew still more beautiful as the squalor of the little town was hid by the dusk of distance. Both men were silent for a long time.

Howard knew the peculiarities of his companion too well to make any remarks or ask any questions, and besides it was a genuine pleasure to ride with one who understood that silence was the only speech amid such splendors.

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<sup>4</sup> aesthetic—pertaining to beauty

## MULTIPLE-CHOICE QUESTIONS

### L.F.1.2.3

1. What does the word squalid mean as used in the passage?

- \* A. neglected
- B. distant
- C. hectic
- D. bulky

*The student is asked to determine the meaning of the word “squalid.” The student must use context clues in the passage to decide that the word means “neglected,” which is option A. Options B, C, and D are not correct meanings of the tested word.*

## L.F.2.1.1

2. Based on information in the passage, which conclusion can be made about life in Howard's childhood town?
- \* A. Life is simple and characterized by hard work.
  - B. Life is luxurious and distinguished by great wealth.
  - C. Life is communal and filled with hectic social activities.
  - D. Life is depressing and marked by unproductive idleness.

*The student is asked to draw a conclusion about what life is like for people in Howard's childhood town. Based on how the author describes the town and the residents, life in the town is simple, and the people are hard working; therefore, option A best reflects life in the town. Options B, C, and D are not supported by the text.*

## L.F.2.2.2

3. Which characteristic of the passage **best** indicates to the reader that it is fiction rather than nonfiction?
- A. the use of active verbs
  - B. the use of paragraphs
  - C. the development of a tone
  - \* D. the development of a plot

*The student is asked to determine which characteristic of the passage best indicates to the reader that it is fiction rather than informational nonfiction. Option D, "the development of a plot," is the characteristic that is more often associated with fiction. Options A, B, and C could be found in both fiction and nonfiction.*

## L.F.2.3.2

4. Which sentence describes the relationship of the setting to the plot in the passage?
- A. The setting is important only at the beginning of the passage.
  - B. The setting contributes little to the conclusion of the passage.
  - \* C. The setting influences the progression of events in the passage.
  - D. The setting prevents the resolution of the conflict in the passage.

*The student is asked to analyze the relationship of the setting to the plot. The setting is a small rural town in the American West, which affects the scenery and people Howard observes throughout the passage. Therefore, option C, "the setting influences the progression of events in the passage," would be correct. Options A, B, and D do not accurately reflect how the setting affects the plot.*

## L.F.2.3.5

5. Which sentence from the passage **most** clearly conveys a nostalgic tone?
- \* A. "It was about six o'clock as he caught sight of the splendid broken line of hills on which his baby eyes had looked thirty-five years ago."
  - B. "The one main street ended at the hillside at his left, and stretched away to the north, between two rows of the usual village stores, unrelieved by a tree or a touch of beauty."
  - C. "They climbed into the seat after William had lowered the buggy-top and unhitched the horse from the post."
  - D. "They were passing along lanes now, between superb fields of corn, wherein plowmen were at work."

*The student is asked to identify which sentence from the passage most clearly conveys a nostalgic tone. Option A, which recounts a memory that Howard has when looking at the landscape, most clearly reflects a nostalgic tone. Options B, C, and D may have a slight nostalgic "feel" but not as strong as in option A.*

**L.F.2.3.6**

6. What effect does the third person limited point of view have on the passage?
- A. It allows the reader to understand the motives of William McTurg.
  - B. It allows the reader to feel sympathy for the men near the salt-barrels.
  - C. It allows the reader to feel dislike for the relatives plowing corn in the fields.
  - \* D. It allows the reader to understand the feelings of Howard McLane.

*The student is asked to determine what effect the third person limited point of view has on the passage. The point of view used allows the reader to focus on how Howard thinks and what he feels as he travels through his childhood town; therefore, option D, which is the only option that involves Howard's feelings, is correct. Options A, B, and C do not reflect the effect of the point of view used in the passage.*

**L.F.2.4.1**

7. This passage comes from *Main-Travelled Roads*, a book published in 1891. Which sentence describes the historical significance of the passage?
- \* A. It represents prairie life of the American Midwestern farmer during the pioneer movement.
  - B. It shows the luxurious comfort of American train travel through the far Western states.
  - C. It presents the splendor of the landscape of the Eastern part of America.
  - D. It shows the value of education in the Western states of America.

*The student is asked to analyze the historical significance of the passage. The 1880s was a time of movement westward by pioneers in the United States. The author describes the lives of pioneer farmers in this passage. Therefore, option A describes the historical significance of the passage. Options B, C, and D do not reflect the significance of the passage within an accurate historical context.*

## L.F.2.5.1

8. What is the main effect of the dialect in the passage?
- \* A. It creates a sense of realism.
  - B. It adds a touch of humor.
  - C. It creates a dignified mood.
  - D. It reveals a rivalry between characters.

*The student is asked to identify the effect of dialect in the passage. The dialect used reflects how rural pioneers of the 19th century may have actually spoken. Therefore, it creates a sense of realism for the reader, making option A correct. Options B, C, and D do not accurately reflect the effect of the dialect in the passage.*



## ITEM-SPECIFIC SCORING GUIDELINE

### ITEM # 9

This item is reported under L.F.2, Analyzing and Interpreting Literature—Fiction

#### Assessment Anchor:

L.F.2.3—Use appropriate strategies to compare, analyze, and evaluate literary elements.

#### Specific Eligible Content addressed by this item:

L.F.2.3.1—Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.

#### Scoring Guide:

Score	Description
3	The response is a clear, complete, and accurate analysis of what Howard’s thoughts throughout the passage reveal about his personality. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of what Howard’s thoughts throughout the passage reveal about his personality. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of what Howard’s thoughts throughout the passage reveal about his personality. The response includes little or no information from the passage and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

#### Example—Top Scoring Response (3 Points):

Howard’s thoughts reveal that his appreciative personality is rooted in his respect for his past. Even though he has been living “out east” for years, his source of inspiration is firmly grounded in the West of his childhood. When he is staring out the window of the train, he thinks of the passing landscape as being “his West.” Later on, when he accepts a ride home from his uncle, he feels like “he had been away only for a month or two,” instead of 10 years. Finally, when he and his uncle are looking at the beauty of the fields and hills from the buggy, both Howard and his uncle know not to disrupt the subtle beauty of the scene by talking.

## STUDENT RESPONSES

## L.F.2.3.1 Response Score: 3 points

9. Analyze what Howard's thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis.

Howard's thoughts reveal that he is sentimental about his hometown. For example, as he looks out of the train window on the trip home, he feels pride for being a "Western man." He thinks the green hills with trees that circle the town are beautiful and majestic and is excited to see them again. Also, he recognizes the men near the salt barrels and smiles because they are unchanged from when he was in his hometown last. Finally, as he rides with his uncle to his family home, he enjoys riding in silence, lost in the memories of growing up on a farm and the beauty of the landscape.

The student has given a clear, complete, and accurate analysis by stating what Howard's thoughts throughout the passage reveal about his personality ("Howard's thoughts reveal that he is sentimental about his hometown"). The student supports the analysis with relevant and specific information from the passage ("he feels pride for being a 'Western man,'" "He thinks the green hills . . . are beautiful and majestic," and "he recognizes the men near the salt barrels and smiles because they are unchanged").

**L.F.2.3.1 Response Score: 2 points**

9. Analyze what Howard's thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis.

Howard thinks a lot about his hometown. He feels proud to be from the West as he looks out the train window. As he looks at the hills and the trees, he thinks they're beautiful. He seems to like the men he meets by the salt barrels since he smiles at them.

*The student has given a partial analysis by stating what Howard's thoughts throughout the passage reveal about his personality ("Howard thinks a lot about his hometown"). The student supports the analysis with limited information from the passage ("He feels proud to be from the West as he looks out the train window" and "he thinks they're beautiful").*

**L.F.2.3.1 Response Score: 2 points**

9. Analyze what Howard's thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis.

Howard's thoughts reveal that he is glad to be home because he thinks of himself as a Western man. When he looks at the hills and trees around his town he thinks they look really nice and pretty. He also seems relaxed when he's riding home with his uncle, even though they aren't speaking.

*The student has given a partial analysis by stating what Howard's thoughts throughout the passage reveal about his personality ("he is glad to be home" and "He also seems relaxed"). The student supports the analysis with limited information from the passage ("he thinks they look really nice and pretty" and "they aren't speaking").*

**L.F.2.3.1 Response Score: 1 point**

9. Analyze what Howard's thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis.

Howard thinks he's a Western guy, even though he lives somewhere else.

*The student has given a minimal analysis by stating what Howard's thoughts throughout the passage reveal about his personality ("Howard thinks he's a Western guy, even though he lives somewhere else"). The student uses no information from the passage to support the analysis.*

**L.F.2.3.1 Response Score: 1 point**

9. Analyze what Howard's thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis.

Howard seems glad to be home.  
He is looking forward to seeing  
his mom.

*The student has given a minimal analysis by stating what Howard's thoughts throughout the passage reveal about his personality ("Howard seems glad to be home"). The student uses no information from the passage to support the analysis.*

**L.F.2.3.1 Response Score: 0**

9. Analyze what Howard's thoughts throughout the passage reveal about his personality. Use information from the passage to support your analysis.

*I like to ride a  
train, too.*

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

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

excerpt from **Flightsend**

by Linda Newbery

Flightsend arrived on their doormat, in an envelope from the estate agent.

“This looks interesting,” said Kathy, opening her letters by the toaster. “Here, see what you think.”

She passed one of the printed sheets to Charlie. These arrived so often now that Charlie had stopped taking much notice. At first, she and her mother had read them all carefully, making comparisons, highlighting important points; they’d visited countless unsuitable houses and had learned to read through estate-agent jargon. Even now, with the *Sold* notice in their front garden and the buyers waiting to move in, most of the printed sheets went straight into the recycling bin: too expensive, not enough garden, too big, too small. If a house looked promising enough for a visit, Kathy went on her own, always—so far—returning disappointed.

With each reject, each sheaf of papers to hit the bin, Charlie’s hopes rose. Perhaps Mum would give up the idea of moving. They’d take down the *Sold* board and stay here, close to the town centre, close to her friends. Close to the life she knew.

But the life they knew was the one Kathy wanted to get away from.

On Thursday, while Charlie was at school, Kathy went to see Flightsend.

“It’s perfect!” she reported. “There’ll be a lot of work, but it’s just what I’ve been waiting for. You’ll love it, Charlie. Just wait till you see.”

They went together on Saturday, a raw autumn day that was more like winter, stirring memories of foggy mornings and afternoons dark by four-thirty.

“You’ll have to navigate. These country lanes are a maze.” Kathy put the road atlas on Charlie’s lap. “Here.” She pointed at a tiny black cluster around a road junction. Lower Radbourne.

“It’s a long way from town,” Charlie said doubtfully. “A long way from anywhere.”

Kathy craned her neck to reverse out of the driveway. “Yes! A real village.”

And what am I supposed to do for a social life? Charlie wondered.

As they left the town and took a country lane between hedges, Kathy sat forward, her eyes scanning the road as if her perfect house, her dream cottage, might have moved itself closer to surprise her. Dried leaves clung to the beech hedges on either side; an open gate showed a muddy field entrance, rutted and puddled. Charlie saw horses sheltering in an open-sided barn and sheep huddled against a hedge. Ahead, a ploughed field rose to a line

of tousled trees and an unpromising grey sky. Nothing looked very cheerful today, but Kathy was humming to herself as she slowed down and pulled over to the verge for a Land Rover coming the other way. The driver raised a hand in acknowledgment; Charlie glimpsed a peaked tweed cap.

“These roads are so narrow,” Kathy said. “It must be difficult getting a coach round the bends.”

“Coach?”

“Coach. Bus. School transport,” Kathy said.

She’s made up her mind, Charlie thought, before I’ve even seen the place. Well, I’d better decide to like it, then.

There was no one about in the village. The main street kinked at odd, awkward angles. Lower Radbourne consisted of one substantial Georgian house behind a gated wall, a tiny shop and Post Office with an OPEN sign on the door, and a scattering of cottages and small houses.

“Here’s the church,” Kathy said. “Norman, I should think.”

Charlie saw a lych-gate set in a hedge; farther back, gravestones and a sturdy building with a tower and an arched porch. Kathy turned sharp right down a track beside the churchyard wall, then pulled up.

“This is it!”

They got out of the car. Charlie turned up her coat collar against the wind. The cottage, uninhabited for six months and wearing an air of abandonment, stood alone, sheltered by the churchyard yews. There was a tangled front garden, with a gate that hung lopsidedly from one hinge. Flightsend had blank, staring windows, and a porch that would probably collapse if no one did anything about it. In need of renovation, Charlie thought. And soon.

“What does it mean, Flightsend?” she asked.

“I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.”

Charlie thought: I don’t want ends. I want beginnings. The gloom of the place settled round her like fog. She thought of long winter evenings marooned here, miles from her friends. We’ll be castaways, she thought, me and Mum. Flight’s End was making her think not of settled contentment but of clipped wings, of pinioned birds.

“Perhaps it’s to do with the old airfield,” Kathy said, shoving the wonky gate aside.

“But the house is much older than the airfield,” Charlie pointed out. “A hundred and fifty years old, the blurb says. Aeroplanes hadn’t been invented then, had they? Not even those ancient ones with wings that people flapped with their arms. How old’s the airfield?”

“Wartime, I should think. Someone renamed the house later, perhaps. It’s a nice name, anyway. I like it.”

But as for the cottage itself—Charlie couldn't imagine it as anyone's home, let alone *her* home. She saw only dilapidation and neglect. The house was perfectly symmetrical, like a child's drawing: the front door and porch, windows either side, two bedroom windows above, chimney-stacks each side of a tiled roof crusted with lichens. A weedy gravelled path led to the open-fronted porch and a door that had curls of paint peeling off; the nearest window showed a bare, gloomy main room that was probably full of cobwebs. Kathy stood smiling in the rain, not bothered about her wet hair. Her love-at-first-sight optimism was undiminished by cold wind and spattering rain. Charlie guessed that she saw climbing roses and honeysuckle, not dereliction and decay.

"It's perfect, isn't it?" Kathy said turning to Charlie for agreement. "I just knew. As soon as I saw it. And the name. It's just right."

"But what about the inside? It looks like a ruin."

"Of course it isn't. People were living here till six months ago." Kathy led the way past the frontage to a yard at the side. "Plenty of space, that's the really good thing. Just imagine, Charlie, when I've got it organized, with a little sales office, and signs up in the village and at all the road junctions. I can even do mail-order plants once I'm fully-stocked. Exhibit at shows, build up a reputation . . ."

Charlie saw ramshackle outbuildings that looked as if they'd better be pulled down before they collapsed. An open-sided barn was full of junk—plastic sacks and what looked like rusty, outdated farm equipment.

"It'll cost a lot, won't it?" she said cautiously. "Doing this place up."

"Oh, well." Kathy shrugged off the question as if money were totally irrelevant. She pushed through shrubs and wet leaves to the front door and opened it with the estate agent's key.

Inside wasn't much more inspiring. Dust, bare floors, an ancient strip of carpet that ran up the stairs.

"But look at the thickness of these walls," Kathy said undaunted, slapping one. "And there's nothing wrong with the plastering. Which bedroom would you like?"

The two upstairs rooms were almost identical, one each side of the central staircase, with a bathroom between—"Look at the bath! Real claw feet. You'd pay a fortune to *buy* one like that"—and windows front and back. Each room had a fireplace with a mantelpiece, and the back windows, though small, looked over the garden, with meadows, beyond, sloping down to a tree-flanked stream.

"Oh, this is nice!" Charlie said, in the left-hand room that had an extra window at the side, imagining it curtained and carpeted, with her own things installed. The three windows gave the room an airy lightness, even on this dismal day. Bookshelves stretched each side of the fireplace.

"Good! You have this one, then," Kathy said. "It's the first time you've sounded at all keen. I do want you to like it! It's just what I want, Charlie. More than that. It's what I *need*."

Charlie hesitated. Would it be best to go along with Mum’s new mood of sparky optimism? Or to deflate her by asking all the questions that came to mind? (Like: How are you going to make any money, out here in the sticks? What will we live on?) It was the first time in months—no, almost a year—that Charlie had seen her mother so positive, even excited; it would be mean to turn cynical.

All the same, there were practical considerations that needed mentioning. She waited until they were in the car; heading back along the lanes, before saying, “Mum, aren’t we going to be a bit stranded, out there? I mean, you’ve got the car; but how am I going to get about?”

“There’s the school bus. It stops at the village hall. I checked.”

“I don’t mean just for *school*,” Charlie said. “I mean—what about my social life? Unless you want me to join the Young Farmers, or learn maypole dancing?”

Kathy slowed to pass a horse-rider, who raised a hand in thanks. “It’s not that much of a problem, is it? You’ve got your bike, and I can always give you lifts to whatever. Anyway, it’s only another year before you’ll be seventeen, and then you’re bound to want driving lessons. Your own car, eventually.”

“Yes, but how can we pay for all that? Driving lessons aren’t cheap.”

“Oh, I don’t know. We’ll wait and see. Things will sort themselves out,” Kathy said.

Charlie gave up. It was no good trying to reason with Mum, in this new mood of optimistic vagueness.

## MULTIPLE-CHOICE QUESTIONS

### L.F.1.1.2

10. Which information, if added, could **best** support the author’s purpose?
- A. an explanation of what Charlie liked to study in school
  - \* B. an explanation of why the family is moving
  - C. a description of the house that the family had sold
  - D. a description of what Kathy’s car looks like

*The student is asked to determine which information, if added to the passage, could best support the author’s purpose. The passage focuses on Kathy’s having sold the family home and showing Charlie a home she wants to purchase. However, the reader does not know why Kathy intends to move. Therefore, option B relates to the plot, which supports the author’s purpose. Options A, C, and D do not relate to the development of the plot, which centers on the impending move.*

## L.F.1.1.3

11. Read the sentences from the passage.

“The house was perfectly symmetrical, like a child’s drawing: the front door and porch, windows either side, two bedroom windows above, chimney-stacks each side of a tiled roof crusted with lichens. A weedy gravelled path led to the open-fronted porch and a door that had curls of paint peeling off; the nearest window showed a bare, gloomy main room that was probably full of cobwebs.”

How does the author’s use of imagery in the sentences help to communicate an idea?

- \* A. It provides a vivid description that portrays deterioration.
- B. It provides objective information that illustrates cleanliness.
- C. It provides a general description that suggests beauty.
- D. It provides specific details that depict imagination.

*The student is asked to determine how the author’s use of imagery in the sentences helps to communicate an idea. In the sentences, the author describes in detail the unkempt appearance of the home that Kathy wants to buy. Therefore, option A reflects the use of vivid language that portrays the house in poor condition. Options B, C, and D do not accurately reflect the author’s use of imagery.*

## L.F.1.2.1

12. Which word is a synonym for dilapidation?

- A. discomfort
- \* B. disrepair
- C. disfavor
- D. disbelief

*The student is asked to determine a synonym for the word “dilapidation.” The student must know the meaning of the word “dilapidation” in order to determine that the synonym for this word is “disrepair,” which is option B. Options A, C, and D are incorrect meanings for this word.*

## L.F.1.2.2

13. The suffix “-tion” helps the reader know that “renovation” means
- A. the belief in restoring.
  - B. without any restoring.
  - C. one who is restoring.
  - \* D. the act of restoring.

*The student is asked to determine the meaning of the word “renovation.” Based on the suffix “-tion,” which indicates action, option D is correct. Options A, B, and C are incorrect meanings for this suffix.*

## L.F.1.3.2

14. Read the incomplete summary of the passage.
- Kathy is looking for a house for her family.
  - Her daughter, Charlie, is disappointed with the condition and location of the house.
  - Kathy is excited by all the possibilities that the house offers for their happiness.
  - \_\_\_\_\_

Which sentence is a key detail that **best** completes the summary?

- \* A. Charlie stops trying to discuss with her mother the negative aspects of the house.
- B. Charlie is concerned about available transportation at the house.
- C. Charlie is upset that the house is in a rural area.
- D. Charlie becomes concerned about the cost of driving lessons.

*The student is asked to determine which detail from the passage best completes the summary. In the passage, Kathy is enthusiastic about moving to a house in the country, since it offers a new beginning for her and her daughter. Although options B, C, and D reflect how Charlie feels about the move, only option A reflects the resolution to the passage, which completes the summary.*

## L.F.2.1.2

15. Which sentence from the passage **best** supports the generalization that a positive attitude can influence one's perceptions?
- A. "They went together on Saturday, a raw autumn day that was more like winter, stirring memories of foggy mornings and afternoons dark by four-thirty."
  - B. "She thought of long winter evenings marooned here, miles from her friends."
  - \* C. "Charlie guessed that she saw climbing roses and honeysuckle, not dereliction and decay."
  - D. "Charlie saw ramshackle outbuildings that looked as if they'd better be pulled down before they collapsed."

*The student is asked to choose which sentence supports a generalization that a positive attitude can influence one's perceptions. Option C reflects how Kathy views the house with admiration, which is quite different from how Charlie views it. Options A, B, and D do not reflect Kathy's perceptions of the house.*

## L.F.2.3.1

16. Which word **best** describes Charlie?
- A. charming
  - B. secretive
  - C. cowardly
  - \* D. observant

*The student is asked to determine which word best describes Charlie. Charlie has a keen sense of observation for both the condition of the house and for her mother's behavior. Charlie displays her power of observation throughout the entire passage. Therefore, option D is the character trait that best describes Charlie. Options A, B, and C do not accurately describe Charlie.*

## L.F.2.3.3

17. Which sentence from the passage **best** represents the conflict?
- A. “Flightsend arrived on their doormat, in an envelope from the estate agent.”
  - \* B. “Perhaps Mum would give up the idea of moving.”
  - C. “Charlie turned up her coat collar against the wind.”
  - D. “Kathy stood smiling in the rain, not bothered about her wet hair.”

*The student is asked to determine which sentence from the passage best reflects the conflict. In the passage, the conflict is between Kathy, who wants to move, and her daughter, Charlie, who does not want to move. Therefore, option B reflects this conflict. Options A, C, and D do not reflect this conflict.*



**ITEM-SPECIFIC SCORING GUIDELINE****ITEM # 18**

This item is reported under L.F.2, Analyzing and Interpreting Literature—Fiction

**Assessment Anchor:**

L.F.2.1—Use appropriate strategies to make and support interpretations of literature.

**Specific Eligible Content addressed by this item:**

L.F.2.1.1—Make inferences and/or draw conclusions based on analysis of a text.

**Scoring Guide:**

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

**Example—Top Scoring Response (3 Points):**

These sentences represent the conflict in the passage. Kathy, the mom, wants to leave their town and their old house, where it seems as if she has had some unhappiness. She wants to move to a new house, “Flightsend,” which symbolizes to her the end of sadness and bad times. However, Charlie is happy in the house and in the town in which they currently live. She does not want to move to the country, where she feels she will be isolated and living in a shabby house with no money to fix it up and with no way to see her friends. She feels the new house is “the end” of her current happiness. Therefore, this conflict between the two characters’ feelings about the move sets up the events of the plot.

## STUDENT RESPONSES

## L.F.2.1.1 Response Score: 3 points

18. Read the sentences from the passage.

“ ‘What does it mean, Flightsend?’ she asked.

‘I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.’

Charlie thought: I don’t want ends. I want beginnings.”

Analyze the significance of these sentences to the passage. Use information from the passage to support your analysis.

These sentences represent a conflict between Kathy and her daughter Charlie. Kathy wants to move, seeing the new house as an end to things in her life that have gone wrong. However, Charlie sees the new house and its location as an end to her happy life that she enjoyed in their old house. Kathy sees the house as wonderful, since it represents moving on from whatever was wrong in her life. But Charlie sees the house as broken-down and ugly, and to her it represents a change to her life that she fears will make her unhappy.

The student has given a clear, complete, and accurate analysis of the significance of these sentences to the passage (“These sentences represent a conflict between Kathy and her daughter Charlie”). The student supports the analysis with relevant and specific information from the passage (“Kathy wants to move, seeing the new house as an end to things in her life that have gone wrong,” “Charlie sees the new house . . . as an end to her happy life,” “Kathy sees the house as wonderful,” and “Charlie sees the house as broken-down and ugly”).

**L.F.2.1.1 Response Score: 2 points**

18. Read the sentences from the passage.

“ ‘What does it mean, Flightsend?’ she asked.

‘I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.’

Charlie thought: I don’t want ends. I want beginnings.”

Analyze the significance of these sentences to the passage. Use information from the passage to support your analysis.

These sentences relate to the conflict between  
Charlie and her mother, Kathy. Kathy wants to  
move to escape her current life and Charlie wants to  
stay at their current house. Charlie does not like  
the new house very much.

*The student has given a partial analysis of the significance of these sentences to the passage (“These sentences relate to the conflict between Charlie and her mother, Kathy”). The student supports the analysis with limited information from the passage (“Kathy wants to move to escape her current life and Charlie wants to stay at their current house” and “Charlie does not like the new house very much”).*

## L.F.2.1.1 Response Score: 2 points

18. Read the sentences from the passage.

“ ‘What does it mean, Flightsend?’ she asked.

‘I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.’

Charlie thought: I don’t want ends. I want beginnings.”

Analyze the significance of these sentences to the passage. Use information from the passage to support your analysis.

The sentences show the difference between Charlie and Kathy. Kathy sees the positive side of the word "Flightsend" because it means an end to bad times. She even says that aloud. Charlie can only think about it all negatively.

*The student has given a partial analysis of the significance of these sentences to the passage (“The sentences show the difference between Charlie and Kathy”). The student supports the analysis with limited information from the passage (“Kathy sees the positive side of the word ‘Flightsend’ because it means an end to bad times” and “Charlie can only think about it all negatively”).*

**L.F.2.1.1 Response Score: 1 point**

18. Read the sentences from the passage.

“ ‘What does it mean, Flightsend?’ she asked.

‘I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.’

Charlie thought: I don’t want ends. I want beginnings.”

Analyze the significance of these sentences to the passage. Use information from the passage to support your analysis.

Kathy wants to move, and Charlie wants to stay  
at their old house.

*The student has given a minimal analysis of the significance of these sentences to the passage (“Kathy wants to move, and Charlie wants to stay at their old house”). The student includes no information from the passage to support the analysis.*

**L.F.2.1.1 Response Score: 1 point**

18. Read the sentences from the passage.

“ ‘What does it mean, Flightsend?’ she asked.

‘I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.’

Charlie thought: I don’t want ends. I want beginnings.”

Analyze the significance of these sentences to the passage. Use information from the passage to support your analysis.

Kathy sees the new house as a new start in life.

*The student has given a minimal analysis of the significance of these sentences to the passage (“Kathy sees the new house as a new start in life”). The student includes no information from the passage to support the analysis.*

**L.F.2.1.1 Response Score: 0**

18. Read the sentences from the passage.

“ ‘What does it mean, Flightsend?’ she asked.

‘I don’t know. Flightsend. Flight’s End. Well, that’s what it is, isn’t it? An end to—well, to everything that’s gone wrong.’

Charlie thought: I don’t want ends. I want beginnings.”

Analyze the significance of these sentences to the passage. Use information from the passage to support your analysis.

I just moved to a new house in a new town.

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

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

## The Case for Bike-Share in New York City

### What Is a Bike-Share?

Bike-share programs are networks of public use bicycles distributed around a city for use at low cost. Bicycles can be picked up at any self-serve bike-station and returned to any other bike-station, which makes bike-shares ideal for Point A to Point B transportation. A New Yorker living on Avenue D in Manhattan could, for example, ride a bike-share bicycle to Union Square, leave the bicycle there and hop on the subway. A New Yorker returning home to Elmhurst, Queens, could bicycle the last mile instead of waiting for the bus or transferring trains. Designed specifically to augment public transportation offerings, bike-share programs are defined by their low cost, the high concentration of their bike-stations over the program area, and their easy, 24-hour operations. Data from existing programs indicates that bike-share programs are popular. Vélib', the Paris, France, bike-share program, has an average of 75,000 rentals per day.

To use a bike-share bicycle, people sign up for daily, weekly or annual memberships. The memberships can be purchased online or at any bike-station. With membership card in hand, the user swipes the card, enters a password, selects a bicycle from a bike-station, and goes. Returning a bicycle is even easier. The user finds a bike-station near his or her destination, rolls the bicycle into an open docking station, and is done.

### Potential Benefits of Bike-Share Programs

Bike-share programs offer a number of real, tangible benefits to New York City. These benefits range from increased transportation options for New Yorkers, out-of-city commuters and visitors, to better health outcomes.

### Transportation Benefits

Bike-share systems create new options for short trips, enhance mobility around the city and increase access to the city's existing transit services. In a survey of bike-share users in Paris, 89% said that Vélib' allowed them to move around Paris more easily, and 54% said that they traveled more in Paris with advent of the Vélib' program. New York's compact geography and increasingly robust bicycle infrastructure make it ideally situated to reap significant transportation benefits from a bike-share program. Commuters in particular may benefit from bike-shares. In Paris, 61% of Vélib' annual pass holders use the program regularly to get to work or school. In New York, most New Yorkers live and work in the same borough<sup>1</sup>, suggesting that many commuting trips could be within bicycling range.

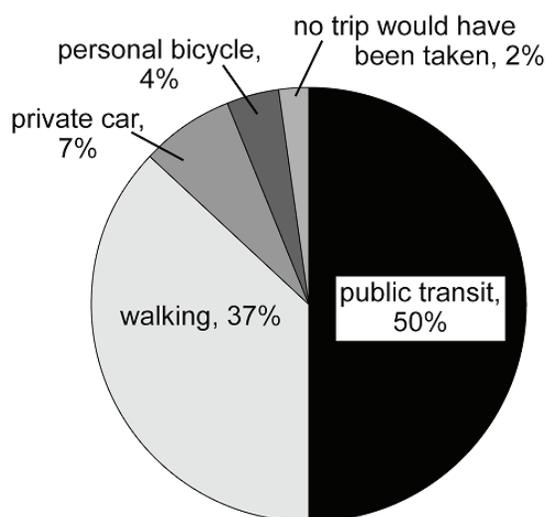
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<sup>1</sup> borough—an administrative division of New York City

Bike-share systems encourage transit use by extending the distance that people will go to reach transit, by allowing them to avoid slow buses/connector services, and by providing links between subway stations that otherwise do not connect. For example, over 14,000 northwest Brooklyn residents work in northwest Queens. While the distance between these areas is short, insufficient transit means that 42% of these commuters drive to work each day. In addition, for some households, the introduction of a bike-share program may help them avoid or postpone the purchase of a car, as trips to transit or other short trips could then be made by public bicycle.

At the same time, bike-share systems can relieve pressure on overburdened transit lines, by allowing subway riders to bicycle to less crowded and/or more direct routes or by replacing short transit trips altogether. A survey of Vélo'V<sup>2</sup> users in Lyon, France, found that 50% of trips made with Vélo'V would previously have been made on public transit (see chart that follows for complete survey results).

### Trips Replaced by Vélo'V Would Have Been Made By . . .



Bike-share programs, which typically can be introduced in a matter of months, can be especially valuable as New York faces increasing subway congestion and no clear, quick answers for relief. Massive construction costs limit development of additional new subway lines and restrict capacity expansion options such as platform extensions on existing lines.

While it is unlikely that all of New York City's drivers will suddenly step out of their cars and get onto bicycles, evidence from European bike-share programs suggests bike-share programs may be linked to small, but significant, decreases in car use and traffic congestion. In Lyon, France, the 3,000 bicycle Vélo'V bike-share system shifts 1,000 car trips to bicycle each day. 7% of Vélo'V trips would have otherwise been made by car. Within the first six months, 2 million Vélo'V trips had been made, replacing an estimated 150,000 car trips. In Paris, 20% of Vélib' users said that they used their personal cars less since becoming members. Assuming bike-share bicycles replaced just 1% of all non-commercial vehicle trips in Midtown and Lower Manhattan, the system could eliminate almost 9,000 car trips daily in New York City.

<sup>2</sup> Vélo'V—a bicycle rental service run by the city of Lyon, France

## Health Benefits

Bike-share programs, because they do not require users to own, store or maintain a personal bicycle, tend to introduce new people to bicycling and make bicycling a part of people's lives in new ways. 96% of Vélo'V users in the first year had not ridden in Lyon before. In addition, once they start, bike-share users tend to bicycle frequently. Clear Channel Adshel found that 45% of their membership used a bike-share bicycle more than five times per week.

Thus, bike-share programs offer significant options for improvements in the health and quality of life of many New Yorkers. In New York, the majority of adults do not meet the levels of physical activity recommended to protect health and prevent disease. For adults to maintain health, at least 30 minutes of moderate intensity physical activity is recommended a minimum of 5 days a week. Such exercise can be broken down into short time spans, as small as 10 minutes, and can easily be encouraged by a bike-share program that allows New Yorkers to bicycle to the subway station instead of taking the bus. Improved health outcomes can also come with cost savings for city and state health care providers. According to a study by the California Department of Health Services, a 5% improvement in the rates of physical activity and healthy weight over five years could save California more than \$6 billion, while a 10% improvement could save nearly \$13 billion.

## MULTIPLE-CHOICE QUESTIONS

### L.N.1.2.1

1. Which word is a synonym for robust?
  - A. affordable
  - B. flexible
  - \* C. strong
  - D. lengthy

*The student is asked to determine a synonym for the word "robust." The student must know the meaning of the word "robust" in order to determine that the synonym for this word is "strong," which is option C. Options A, B, and D are incorrect meanings for this word.*

## L.N.1.3.3

2. Based on information in the passage, how would the use of a bike-share program relate to the traffic congestion problem in New York City?
- A. It may increase crowding of subways in the city.
  - B. It may assist people in getting more exercise on the way to work.
  - C. It may eliminate the need for public buses in the city.
  - \* D. It may help people avoid using personal cars for commuting.

*The student is asked to analyze how the use of a bike-share program relates to the idea of traffic congestion in New York City. Option D reflects the interaction of the two ideas by stating that a bike-share program would result in people using their personal cars less often for commuting into the city. Options A, B, and C are incorrect because they reflect other issues related to transportation in the city.*

## L.N.2.2.2

3. Which characteristic **most** clearly defines the passage as nonfiction rather than fiction?
- A. the thematic message
  - B. the use of active verbs
  - C. the setting of a city
  - \* D. the use of statistics

*The student is asked to determine which characteristic most clearly defines the passage as nonfiction rather than fiction. Option D, "the use of statistics," is the element that is more often characteristic only of nonfiction. Options A, B, and C could be found in both fiction and nonfiction.*

## L.N.2.3.5

4. How does the style of the passage influence the tone?
- \* A. The use of positive language creates an approving tone.
  - B. The use of humorous language creates an amused tone.
  - C. The use of insulting language creates a disrespectful tone.
  - D. The use of satirical language creates a critical tone.

*The student is asked to interpret how the style of the passage influences the tone. Option A reflects how the author's use of positive language creates a tone that supports a bike-share program in New York City. Options B, C, and D do not accurately reflect the style and tone of the passage.*

**L.N.2.4.1**

5. What is the overall organizational structure of the passage?
- A. cause and effect
  - \* B. problem and solution
  - C. question and answer
  - D. comparison and contrast

*The student is asked to identify the organizational structure of the passage. Option B best explains the author's strategy of presenting the problems facing New York City related to transportation and health and then discussing how a bike-share program would offer solutions to these problems. Options A, C, and D do not accurately reflect the structure of the passage.*

**L.N.2.4.4**

6. Based on the graph and the passage, what conclusion can be made about the use of the bike-share program in Lyon, France?
- \* A. It has reduced the use of cars for trips.
  - B. It has increased the use of personal bicycles.
  - C. It has increased the amount of walking for long trips.
  - D. It has caused more people to form carpools for travel.

*The student is asked to draw a conclusion about people's use of the bike-share program in Lyon, France, using both the text and the graph. The graph highlights the fact presented in the passage that the bike-share program has reduced the number and percentage of people using personal cars for city trips, making option A correct. Options B, C, and D are not supported by both the graph and the passage.*

**L.N.2.5.1**

7. Which sentence from the passage contains an opinion?
- \* A. “Bicycles can be . . . returned to any other bike-station, which makes bike-shares ideal for Point A to Point B transportation.”
  - B. “With membership card in hand, the user swipes the card . . . selects a bicycle from a bike-station, and goes.”
  - C. “In Paris, 61% of Vélib’ annual pass holders use the program regularly to get to work or school.”
  - D. “In New York, the majority of adults do not meet the levels of physical activity recommended to protect health and prevent disease.”

*The student is asked to identify which sentence from the passage contains an opinion. Option A, which states that a bike-share program is “ideal,” contains an opinion. Options B, C, D are all facts from the passage.*

**L.N.2.5.4**

8. What persuasive technique does the author use by citing research by the California Department of Health Services?
- A. repetition
  - B. bandwagon
  - \* C. appeal to statistics
  - D. circular argument

*The student is asked to identify the persuasive technique used in one section of the passage. Option C, “appeal to statistics,” reflects the use of statistics from a research study. Options A, B, and D are not persuasive techniques used in this section of the passage.*



**ITEM-SPECIFIC SCORING GUIDELINE****ITEM # 9**

This item is reported under L.N.2, Analyzing and Interpreting Literature—Nonfiction

**Assessment Anchor:**

L.N.2.5—Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

**Specific Eligible Content addressed by this item:**

L.N.2.5.6—Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.

**Scoring Guide:**

Score	Description
3	The response is a clear, complete, and accurate analysis of how the author constructs the argument in the passage. The response includes relevant and specific information from the passage.
2	The response is a partial analysis of how the author constructs the argument in the passage. The response includes limited information from the passage and may include inaccuracies.
1	The response is a minimal analysis of how the author constructs the argument 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.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

**Example—Top Scoring Response (3 Points):**

The author uses facts and logic to demonstrate the benefits of having a bike-share program in New York City. In the first paragraph under “Transportation Benefits,” the author points out that “most New Yorkers live and work in the same borough,” and because of this fact, a bike-share program is appropriate. The author then demonstrates the benefit of more people commuting on bikes: less congestion on public transportation. The author also argues that the health benefits of a bike-share system would be substantial. The author states that adults need a minimum of 30 minutes of exercise five days a week—biking to work could fulfill much of that need.

## STUDENT RESPONSES

## L.N.2.5.6 Response Score: 3 points

9. Analyze how the author constructs the argument in the passage. Use information from the passage to support your analysis.

The author uses statistics to persuade the reader to support the creation of a bike-share program in New York City. For example, the author introduces the bike-share program in Paris as a success story, with 75,000 bike rentals a day. The author also tells the reader that 89% of people who use the bike-share program in Paris said that the program allowed them to travel in the city more easily. Finally, the author cites a study done by The California Department of Health Services, which stated that people becoming more active could save the state at least \$6 billion over five years.

The student has given a clear, complete, and accurate analysis by stating how the author constructs the argument in the passage ("The author uses statistics to persuade the reader"). The student supports the analysis with relevant and specific information from the passage ("the author introduces the bike-share program in Paris as a success story, with 75,000 bike rentals a day," "89% of people who use the bike-share program in Paris said that the program allowed them to travel in the city more easily," and "The California Department of Health Services, which stated that people becoming more active could save the state at least \$6 billion").

## L.N.2.5.6 Response Score: 2 points

9. Analyze how the author constructs the argument in the passage. Use information from the passage to support your analysis.

The author uses statistics to try to persuade the reader to support a bike-share program in New York City. In Lyon, the use of 3000 bikes in their bike-share program shifted 1,000 car trips to bike each day. The author also argues that California could save up to 6 million dollars over five years.

The student has given a partial analysis by stating how the author constructs the argument in the passage ("The author uses statistics to try to persuade the reader to support a bike-share program"). The student supports the analysis with limited information from the passage ("In Lyon, . . . their bike-share program shifted 1,000 car trips to bike each day"). The response includes some inaccuracies ("California could save up to 6 million dollars").

**L.N.2.5.6 Response Score: 2 points**

9. Analyze how the author constructs the argument in the passage. Use information from the passage to support your analysis.

The author shows the benefits that a bike-share system would bring to New York. First the author discusses how there would be less congestion if people biked to work instead of using public transport or cars. Then the author shows how riding your bike could help you stay healthy by exercising.

*The student has given a partial analysis by stating how the author constructs the argument in the passage (“The author shows the benefits that a bike-share system would bring”). The student supports the analysis with limited information from the passage (“there would be less congestion” and “help you stay healthy by exercising”).*

**L.N.2.5.6 Response Score: 1 point**

9. Analyze how the author constructs the argument in the passage. Use information from the passage to support your analysis.

The author uses statistics to make  
an argument for a bike-share program in  
New York City.

*The student has given a minimal analysis by stating how the author constructs the argument in the passage ("The author uses statistics to make an argument"). The student uses no information from the passage to support the analysis.*

**L.N.2.5.6 Response Score: 1 point**

9. Analyze how the author constructs the argument in the passage. Use information from the passage to support your analysis.

The author shows the health benefits of riding a bike.

*The student has given a minimal analysis by stating how the author constructs the argument in the passage ("The author shows the health benefits of riding a bike"). The student uses no information from the passage to support the explanation.*

## L.N.2.5.6 Response Score: 0

9. Analyze how the author constructs the argument in the passage. Use information from the passage to support your analysis.

I like riding my dirt  
bike in the woods.

*The student has given an irrelevant response to the task.*

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

In this 1962 speech given at Rice University in Houston, Texas, President John F. Kennedy reaffirmed America’s commitment to landing a man on the moon before the end of the 1960s. The President spoke in philosophical terms about the need to solve the mysteries of space and also defended the enormous expense of the space program.

excerpt from **John F. Kennedy Speech**

President Pitzer, Mr. Vice President, Governor, Congressman Thomas, Senator Wiley, Congressman Miller, Mr. Webb, Mr. Bell, scientists, distinguished guests, and ladies and gentlemen:

William Bradford, speaking in 1630 of the founding of the Plymouth Bay Colony, said that all great and honorable actions are accompanied with great difficulties, and both must be enterprised<sup>1</sup> and overcome with answerable courage.

The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in this race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder<sup>2</sup> in the backwash of the coming age of space. We mean to be a part of it—we mean to lead it.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world’s leading space-faring nation.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people.

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.

<sup>1</sup> enterprised—begun

<sup>2</sup> founder—sink

In the last 24 hours we have seen facilities now being created for the greatest and most complex exploration in man's history. We have felt the ground shake and the air shattered by the testing of a Saturn C-1 booster rocket, many times as powerful as the Atlas which launched John Glenn, generating power equivalent to 10,000 automobiles with their accelerators on the floor. We have seen the site where five F-1 rocket engines, each one as powerful as all eight engines of the Saturn combined, will be clustered together to make the advanced Saturn missile, assembled in a new building to be built at Cape Canaveral<sup>3</sup> as tall as a 48-story structure, as wide as a city block, and as long as two lengths of this field.

Within these last 19 months at least 45 satellites have circled the earth. Some 40 of them were made in the United States of America, and they were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union.

The Mariner spacecraft now on its way to Venus is the most intricate<sup>4</sup> instrument in the history of space science. The accuracy of that shot is comparable to firing a missile from Cape Canaveral and dropping it in this stadium between the 40-yard lines.

Transit satellites are helping our ships at sea to steer a safer course. Tiros satellites have given us unprecedented warnings of hurricanes and storms, and will do the same for forest fires and icebergs.

We have had our failures, but so have others, even if they do not admit them. And they may be less public.

To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs. Space and related industries are generating new demands in investment and skilled personnel, and this city and this state, and this region, will share greatly in this growth. What was once the furthest outpost on the old frontier of the West will be the furthest outpost on the new frontier of science and space. Houston, your city of Houston, with its Manned Spacecraft Center, will become the heart of a large scientific and engineering community.

To be sure, all this costs us all a good deal of money. This year's space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. That budget now stands at \$5,400,000,000 a year—a staggering sum. Space expenditures will soon rise some more, from 40 cents per person per week to more than 50 cents a week for every man, woman and child in the United States, for we have given this program a high national priority—even though I realize that this is in some measure an act of faith and vision, for we do not now know what benefits await us.

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<sup>3</sup> Cape Canaveral—a peninsula on the eastern shore of Florida

<sup>4</sup> intricate—complex

However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the Sixties.

And I am delighted that this university is playing a part in putting a man on the moon as part of a great national effort of the United States of America.

Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there.

Thank you.

John F. Kennedy – September 12, 1962

## MULTIPLE-CHOICE QUESTIONS

### L.N.1.1.1

10. What is the author's main purpose in writing the speech?
- \* A. to offer the audience an explanation of the reasons for accelerating the United States space program
  - B. to update the audience with information about problems in the United States space program
  - C. to inform the audience of the number of jobs created by the expansion of the United States space program
  - D. to tell the audience about the economic benefits of the United States space program

*The student is asked to identify the author's main purpose for writing a speech. Option A explains the main purpose of the speech, which is to explain to the audience why the U.S. was moving forward quickly with the development of its space program. Options B, C, and D do not accurately reflect the author's main purpose for the speech.*

## L.N.1.1.4

11. Which statement **best** explains how the author’s use of the word “first” to describe the United States influences the reader?
- A. The word makes the reader skeptical of the President’s ability to implement space exploration.
  - B. The word makes the reader believe that the President needs additional money to implement the plan for space exploration.
  - C. The word makes the reader embarrassed that other countries have already put into place their plan for space exploration.
  - \* D. The word makes the reader feel a sense of competition against other countries for space exploration.

*The student is asked to determine how the author’s use of the word “first” influences the reader. The word “first,” as used in the context of the speech, refers to the United States having a history of being the best in many different endeavors. The author states that the United States will be the best in the field of space exploration as well. Therefore, option D reflects the correct interpretation of the author’s use of this word. Options A, B, and C do not accurately represent the meaning of this word within the context of the speech.*

## L.N.1.2.3

12. What does the word comparable mean as used in the speech?
- A. an option
  - \* B. a match for
  - C. not always accurate
  - D. never before experienced

*The student is asked to determine the meaning of the word “comparable.” The student must use context clues in the speech to decide that the word means “a match for,” which is option B. Options A, C, and D are not correct meanings of the tested word.*

## L.N.2.1.1

13. Read the sentence from the speech.

“We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people.”

What does President Kennedy imply with this statement?

- A. The United States has the skill and resources to succeed in the space race.
- \* B. The United States would use what is gained in the space race to benefit humanity.
- C. The United States is interested in taking part in the space race to gain knowledge about other planets.
- D. The United States would overcome enemies through the advancements offered by the space race.

*The student is asked to draw a conclusion about what the quotation from the speech means. Within the context of the speech, this quotation means that the space race should be used to make life better for all people. Therefore, option B is the correct interpretation of this statement. Options A, C, and D are not supported by the text.*

## L.N.2.1.2

14. Which statement from the speech **best** supports the generalization made by William Bradford that “all great and honorable actions are accompanied with great difficulties”?

- A. “We have felt the ground shake and the air shattered by the testing of a Saturn C-1 booster rocket . . .”
- B. “Transit satellites are helping our ships at sea to steer a safer course.”
- \* C. “We have had our failures, but so have others, even if they do not admit them.”
- D. “The growth of our science and education will be enriched by new knowledge of our universe and environment . . .”

*The student is asked to choose which sentence supports the generalization that all great actions come with great difficulties. Option C supports the generalization because it states that the United States, like other countries, has failed in some difficult endeavors. Options A, B, and D do not relate to the quotation from the speech.*

**L.N.2.2.1**

**15.** How does the speech form influence the meaning of the passage?

- \* A. It emphasizes the call to action by the speaker.
- B. It emphasizes the historical context to be explained to the listener.
- C. It emphasizes the obstacles that lie ahead to be discussed.
- D. It emphasizes the acknowledgment of past experiences.

*The student is asked to determine how the speech form influences the meaning of the passage. A speech is often given to motivate people to support a cause. In this example, the speech is given by President Kennedy to rally support from the citizens of the U.S. to support the space exploration program. Therefore, option A reflects this purpose. Options B, C, and D do not relate directly to the speech form.*

**L.N.2.3.6**

**16.** What is the impact of the first person plural point of view in the speech?

- \* A. It promotes a sense of unity with the audience.
- B. It demonstrates an understanding of the audience.
- C. It expresses a feeling of responsibility.
- D. It emphasizes a difference of opinion.

*The student is asked to determine what impact of the first person plural point of view has in the speech. The use of the first person plural point of view by President Kennedy allows the reader to feel a sense of solidarity with him. Therefore, option A, which is the only option that involves a sense of unity, is correct. Options B, C, and D do not reflect the correct impact of the point of view used in the speech.*

## L.N.2.5.5

17. Read the sentence from the speech.

“Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space.”

Why is the propaganda technique used in the sentence effective?

- A. It persuades the reader to ask for more help from other countries in future space exploration programs.
- \* B. It convinces the reader to support this country’s continued efforts in being a forerunner in all scientific endeavors.
- C. It persuades the reader to want to save money on future scientific projects in this country.
- D. It convinces the reader to support other countries’ efforts toward space exploration.

*The student is asked to determine the effectiveness of the propaganda technique used in the sentence from the speech. The use of emotional appeal attempts to persuade the reader that the U.S. must continue to strive to be number one in the race for space exploration, just as the country was first in previous historical efforts. Therefore, option B reflects why the use of this propaganda technique is effective. Options A, C, and D are not accurate interpretations of why the propaganda technique used is effective.*



**ITEM-SPECIFIC SCORING GUIDELINE****ITEM # 18**

This item is reported under L.N.2, Analyzing and Interpreting Literature—Nonfiction

**Assessment Anchor:**

L.N.2.5—Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

**Specific Eligible Content addressed by this item:**

L.F.2.5.2—Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.

**Scoring Guide:**

Score	Description
3	The response is a clear, complete, and accurate analysis of how the facts used in the speech contribute to President Kennedy’s objective. The response includes relevant and specific information from the speech.
2	The response is a partial analysis of how the facts used in the speech contribute to President Kennedy’s objective. The response includes limited information from the speech and may include inaccuracies.
1	The response is a minimal analysis of how the facts used in the speech contribute to President Kennedy’s objective. The response includes little or no information from the speech and may include inaccuracies. OR The response relates minimally to the task.
0	The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

**Example—Top Scoring Response (3 Points):**

President Kennedy’s objective is to persuade the American people to support his space exploration program. In his speech, Kennedy uses many facts to achieve this objective. For example, he cites the founding of Plymouth Bay Colony in 1630 as a great but difficult achievement, which required courage. This is an appeal to Americans’ feelings of patriotism. Similarly, the space exploration program will require courage on the part of the United States in order to achieve, but it will be a great accomplishment as well. In addition, he cites various historical achievements of the United States, such as the industrial revolution, in which the United States led the world. Similarly, Kennedy states that the United States will and must lead the world in the exploration of space. Finally, Kennedy describes the new equipment and facilities in a way that makes them grand and awe inspiring. For instance, he describes the Saturn C-1 booster rocket, which has power equal to 10,000 cars. In addition, he describes the building at Cape Canaveral where the Saturn missile is assembled as being 48 stories high.

## STUDENT RESPONSES

## L.N.2.5.2 Response Score: 3 points

18. Analyze how the facts used in the speech contribute to President Kennedy's objective. Use examples from the speech to support your analysis.

President Kennedy's objective is to gain support from the American people for the space exploration program. In his speech, Kennedy uses facts to support this goal. For example, he references our history in being first with nuclear power. In doing so, he tries to get the audience to feel competitive and to want to be first in space exploration as well. Also, Kennedy states that at least 45 satellites are circling the Earth, and that most of them were made in the United States. These satellites gave more knowledge to the world than those placed by the Soviet Union. This is another effort to try to incite the people to feel competitive with other countries in a desire to be number one in the space race.

*The student has given a clear, complete, and accurate analysis by explaining how the facts used in the speech contribute to President Kennedy's objective ("President Kennedy's objective is to gain support . . . for the space exploration program. In his speech, Kennedy uses facts to support this goal"). The student supports the analysis with relevant and specific information from the speech ("at least 45 satellites are circling the Earth," "most of them were made in the United States," and "These satellites gave more knowledge to the world than those placed by the Soviet Union").*

**L.N.2.5.2 Response Score: 2 points**

18. Analyze how the facts used in the speech contribute to President Kennedy's objective. Use examples from the speech to support your analysis.

President Kennedy tries to get the American people to support the space program. He uses historical events to show that the United States has always been a world leader. He discusses the rockets and Cape Canaveral as well. He believes that the space program will benefit all people.

*The student has given a partial analysis of how the facts used in the speech contribute to President Kennedy's objective ("President Kennedy tries to get the American people to support the space program"). The student supports the analysis with limited information from the speech ("He uses historical events," "He discusses the rockets and Cape Canaveral," and "He believes that the space program will benefit all people").*

## L.N.2.5.2 Response Score: 2 points

18. Analyze how the facts used in the speech contribute to President Kennedy's objective. Use examples from the speech to support your analysis.

President Kennedy wants the American people to believe in the space program. The United States had always led the world in inventions.

Kennedy believes that the space program will allow us to learn new things. We need to move ahead.

*The student has given a partial analysis of how the facts used in the speech contribute to President Kennedy's objective ("President Kennedy wants the American people to believe in the space program"). The student supports the analysis with limited information from the speech ("The United States had always led the world in inventions" and "the space program will allow us to learn new things").*

**L.N.2.5.2 Response Score: 1 point**

18. Analyze how the facts used in the speech contribute to President Kennedy's objective. Use examples from the speech to support your analysis.

The president believes that the United States needs to win the space race. Kennedy tries to get the people to support the race in his speech. He talks about events from history.

*The student has given a minimal analysis of how the facts used in the speech contribute to President Kennedy's objective ("The president believes that the United States needs to win the space race"). The student supports the analysis with little information from the speech ("He talks about events from history").*

**L.N.2.5.2 Response Score: 1 point**

18. Analyze how the facts used in the speech contribute to President Kennedy's objective. Use examples from the speech to support your analysis.

KENNEDY WANTS EVERYONE TO THINK WE SHOULD GET IN THE SPACE RACE. HE SAYS IT WILL COST A LOT, BUT IT WILL BE WORTH IT.

*The student has given a minimal analysis of how the facts used in the speech contribute to President Kennedy's objective ("Kennedy wants everyone to think we should get in the space race"). The student supports the analysis with little information from the speech ("He says it will cost a lot, but it will be worth it").*

## L.N.2.5.2 Response Score: 0

18. Analyze how the facts used in the speech contribute to President Kennedy's objective. Use examples from the speech to support your analysis.

I would love to go the moon.

*The student has given an irrelevant response to the task.*



**ACKNOWLEDGEMENTS**

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KEYSTONE EXAMS  
LITERATURE  
2011

ITEM AND SCORING SAMPLER

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