



pennsylvania
DEPARTMENT OF EDUCATION



LITERATURE
ITEM AND SCORING SAMPLER

2011

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 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

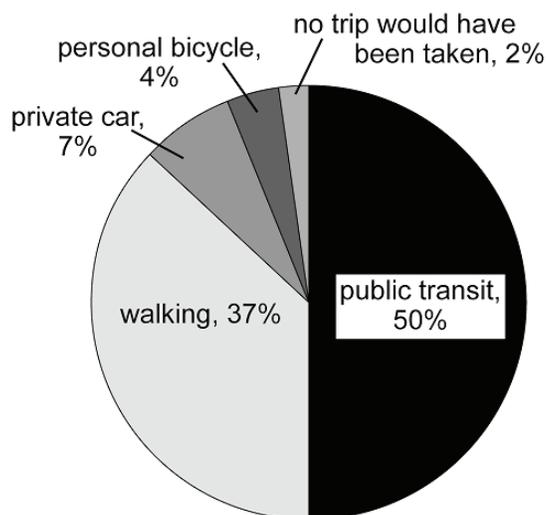
Bike-share systems create new options for short trips, enhance mobility around the city and increase access to the city's existing transit services. In a survey of bike-share users in Paris, 89% said that Vélib' allowed them to move around Paris more easily, and 54% said that they traveled more in Paris 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 borough¹, suggesting that many commuting trips could be within bicycling range.

¹ 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'V² 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.

² 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.

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KEYSTONE EXAMS
LITERATURE
2011

ITEM AND SCORING SAMPLER

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