INVESTIGATING THE QUESTIONS

2014

RELEASED TEST

ALIGNED TO THE STANDARDS

ENGLISH I

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Student Expectation and Reporting Category
All questions for a Student Expectation clustered together

DISCUSS: How many questions were asked for this SE over the past two years?

Student Expectation description.

DISCUSS: Which parts of the student expectations (SE) have been tested?

IQ Analysis | Investigating the Question	SE #	RC #
SE# Student Expectation	**Units:**	

COMPLETE: List units in the district curriculum in which this SE is included.

TO DO: Review Items prior to that unit.

SE #	Analysis of Assessed Standards		
[Year] [Question #]	**Dual Coding**	**Content**	
		Process	
	PLC for PLC Analysis	**Stimulus**	
		Thinking	
	Related SEs		
	Data Analysis		
	SE Level Data	**State**	**Local**
	Item / **State** / **Local**	**Error Type**	
	A/F	☐ Procedural	
	B/G	☐ Application	
	C/H	☐ Conceptual	
	D/J	☐ Guessing	
	Instructional Analysis		
	Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
	Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
*** Correct answer**	**Concept**		

Year of test and question number

Item

Dual coding and standard type assessed

COMPLETE: Stimulus (if any)

DISCUSS and NOTE: Level of thinking required (refer to content or process standard). Note any associated SEs also assessed by the item.

State level SE data and item analysis

COMPLETE: Local data for SE and item analysis

DISCUSS and NOTE: Error pattern (highly selected or evenly distributed) and error type(s) - see below

DISCUSS and NOTE:

- Was the item similar to one used in instruction or one which required the student to transfer learning?
- What is the level of the question using Depth of Knowledge or other taxonomy? – see below
- What concepts were assessed in the question? (refer to district curriculum or other support materials)

So What?	So what did we learn? What are the big take-aways? What are the major issues?
Now What?	How do adapt instruction? Select materials? Structure intervention? What do we formatively assess?

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Error Types
A highly chosen incorrect response indicates students may have made one or more of these error types:

- **Procedural Errors** Students cannot complete content specific procedures accurately. Make low-level mistake/careless error.
- **Application Errors** Students cannot transfer learning between contexts (item doesn't look like samples used in class) or stop too early in problem solving.
- **Conceptual Errors** Students have misunderstanding about the underlying concepts. Mix up concepts.

Evenly distributed incorrect responses suggests **Guessing Error**

Fig19B make complex inferences about text and use textual evidence to support understanding

2014 – Q34 Passages #5A and #5B

34 While "A Crystal-Clear Love Affair" focuses on a man who is a celebrity, "Jim at Bat" focuses on a boy who is —

F lazy

G ordinary

H selfish

J proud

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Connections

RC 1	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G*		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

Fig19B make complex inferences about text and use textual evidence to support understanding

2014 – Q35 Passages #5A and #5B

35 Read these quotations.

Jim at Bat

The boy cannot hit the baseball to his satisfaction. Though he makes contact almost every time he swings the bat, he does not strike the mighty blow he sees in his mind.

A Crystal-Clear Love Affair

That was the day the future actor, comedian, and director attended his first game at Yankee Stadium, and Mickey Mantle wound up making quite an impression on the eight-year-old boy and the copper facade hanging from the right-field roof.

Which of these best describes the difference in tone between the two quotations?

A The tone of the first quotation is impassioned, while the tone of the second quotation is indifferent.

B The tone of the first quotation is discouraged, while the tone of the second quotation is celebratory.

C The tone of the first quotation is admiring, while the tone of the second quotation is playful.

D The tone of the first quotation is informative, while the tone of the second quotation is impartial.

*** Correct answer (B)**

Analysis of Assessed Standards
Genre: Connections

RC 1	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
***B/G**		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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Fig19B make complex inferences about text and use textual evidence to support understanding

2014 – Q36 Passages #5A and #5B

36 Both selections explore the theme of baseball —

F being an important means of family bonding in American culture

G no longer being the innocent American pastime it once was

H providing children with famous role models to idolize

J helping many children escape a bleak home life

*** Correct answer (F)**

Analysis of Assessed Standards Genre: Connections		
RC 1	Content	Readiness
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F*		
B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

Fig19B make complex inferences about text and use textual evidence to support understanding

2014 – Q37 Passages #5A and #5B

37 Which element is the same for both selections?

A The genre

B The subject matter

C The tone

D The writing style

*** Correct answer (B)**

Analysis of Assessed Standards Genre: Connections		
RC 1	Content	Readiness
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
*B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Expository	English I	English
SE: D8.A, D.9B, D.9C, D12 Fig19 B		Units:	

D.8A explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose

2014 - Q29 Passage #5B

29 The author's purpose for writing this selection is to —

A explain the effect Yankee Stadium had on Billy Crystal

B recognize Billy Crystal's achievements as an actor

C illustrate Mickey Mantle's importance to baseball

D promote the public's increased interest in baseball

*** Correct answer (A)**

Analysis of Assessed Standards
Genre: Expository

RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
***A/F**		
B/G		
C/H		
D/J		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.9B differentiate between opinions that are substantiated and unsubstantiated in the text

2014 - Q30 Passage #5B

30 The author includes the quotation in paragraph 16 primarily to substantiate the opinion that —

F renovations made to Yankee Stadium in the 1970s were necessary

G baseball can no longer legitimately be considered the national pastime

H Crystal has matured since his first visit to Yankee Stadium

J Yankee Stadium remains a magical place even after major changes

*** Correct answer (J)**

Analysis of Assessed Standards
Genre: Expository

RC 3	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H		
D/J*		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.9C make subtle inferences and draw complex conclusions about the ideas

2014 - Q31 Passage #5B

31 From paragraph 9, the reader can infer that Crystal was —

A not interested in a career as an actor when he was a teenager

B determined to be a professional baseball player

C an incredibly dedicated baseball fan

D interested in baseball primarily as a way to please his father

*** Correct answer (C)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
*C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.9C make subtle inferences and draw complex conclusions about the ideas

2014 - Q32 Passage #5B

32 Which line provides the strongest evidence that Crystal gained the trust of his childhood hero?

F *"I remember saying, 'Who's pitching today, Casey?' and he looked at me and said, 'You are, kid, suit up.'"*

G *The Mick's looooooong home run capped an extraordinary day for young Billy—a day that would change his life forever.*

H *Nearly a half-century after his first trip there, Yankee Stadium remains one of the most special places in Crystal's world.*

J *The Mick said on several occasions if anyone ever did produce a movie about him, he'd want it to be Crystal.*

*** Correct answer (J)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
C/H		
D/J*		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q2 Passage #1

2 Why does the author use sentence fragments to begin the article?

F To make the reader believe that car travel is better than air travel

G To frighten the reader by issuing warnings about air travel

H To offer the reader a description of a foreign airport

J To interest the reader by connecting with a common flight experience

*** Correct answer (J)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
C/H		
D/J*		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q3 Passage #1

3 The author includes quotations from Gupta primarily to —

A show how long it took Gupta to modify his airplane

B describe the condition of the Indian airline industry

C explain Gupta's motivation for taking on the project

D highlight the importance of training in airline safety

*** Correct answer (C)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
*C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q4 Passage #1

4 In which line does the author use figurative language to explain why people participate in the simulation?

F *In a nod to a more innocent time, passengers are free to visit the pilots in the cockpit.*

G *Still, for many passengers, the experience is mainly about letting dreams take wing.*

H *The perky attendant runs through various drills, ending with life-vest use.*

J *Because space is limited, the plane has been cut down to about two-thirds its normal length and is held in place by thick concrete pillars.*

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	**State**	**Local**	**Error Type**
A/F			☐Procedural
B/G*			☐Application
C/H			☐Conceptual
D/J			☐Guessing

Instructional Analysis		
Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q5 Passage #1

5 The first and last paragraphs offer which contradictory opinions?

A Flying is no fun; flying is something to look forward to.

B Oxygen masks are hard to use; airplane safety is important.

C Airplane food tastes awful; passengers enjoy meals on airplanes.

D Plastic deck chairs are ugly; the airplane cabin is pretty.

*** Correct answer (A)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	**State**	**Local**	**Error Type**
***A/F**			☐Procedural
B/G			☐Application
C/H			☐Conceptual
D/J			☐Guessing

Instructional Analysis		
Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q15 Passage #3

15 Why does the author include details about the "scissors" style of high jumping?

A To help the reader visualize the Fosbury Flop

B To demonstrate that track-and-field competitors like to use descriptive terminology

C To emphasize that the high jump can be dangerous for young athletes

D To describe a technique that was common before the Fosbury Flop

*** Correct answer (D)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local	Error Type
A/F			☐Procedural ☐Application ☐Conceptual ☐Guessing
B/G			
C/H			
*D/J			

Instructional Analysis		
Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q16 Passage #3

16 What can the reader conclude from paragraph 5?

F When Fosbury competed at the 1968 Olympics, he was the center of attention.

G Olympic spectators are more interested in high jumpers than in marathon runners.

H Fosbury didn't face much competition at the 1968 Olympics.

J The Olympics used to produce more record-setting performances.

*** Correct answer (F)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local	Error Type
A/F*			☐Procedural ☐Application ☐Conceptual ☐Guessing
B/G			
C/H			
D/J			

Instructional Analysis		
Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q19 Passage #3

19 The author organizes the selection by —

A discussing only Fosbury's successes in high jumping

B showing what Fosbury's coaches taught him

C presenting a chronological account of Fosbury's high jumping career

D comparing Fosbury's life to the lives of other track-and-field athletes

*** Correct answer (C)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
*C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.9C make subtle inferences and draw complex conclusions about the ideas

2013 - Q20 Passage #3

20 The author ends the selection with information about Fosbury's later life in order to show —

F what an athlete can expect when he or she gets older

G Fosbury's continued commitment to the sport and the honors he has received

H an example of what it takes to be elected to the United States Olympic Hall of Fame

J why it is important for famous athletes to serve as role models for others

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G*		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.12 Fig19 B make complex inferences about text and use textual evidence to support understanding

2014 – Q33 Passage #5B

33 What is the purpose of the photo diagram of Mickey Mantle's two home runs?

A To highlight how differently the game of baseball was played in the past

B To show where Crystal was sitting when Mantle hit the home runs

C To represent a typical home run

D To compare the paths the home runs took

*** Correct answer (D)**

Analysis of Assessed Standards Genre: Expository		
RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H		
*D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Fiction	English I	English
SE: D.1B, D.2C, D.5B, D.7 Fig 19B		Units:	

D.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

2014 - Q23 Passage #5A

23 Which words best help the reader understand the meaning of the word *indistinct* in paragraph 4?

A *man the field*

B *behind their brother*

C *in the coming darkness*

D *wears a baseball glove*

*** Correct answer (C)**

Analysis of Assessed Standards
Genre: Fiction

RC 1	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
***C/H**		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.1B analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words

2013 - Q10 Passage #2

10 Which words from paragraph 7 best help the reader understand the use of the word *arresting*?

F *it sobers everyone*

G *frighten the cobra*

H *he knows the commotion*

J *He speaks quickly*

*** Correct answer (F)**

Analysis of Assessed Standards
Genre: Fiction

RC 1	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F*		
B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.2C relate the figurative language of a literary work to its historical and cultural setting

2014 - Q24 Passage #5A

24 One of baseball's long-established traditions is best exemplified in the description of —

F how Jim swings in paragraph 8

G Uncle Zeno on the pitcher's mound in paragraph 6

H how the uncles chant in paragraphs 10 and 11

J the woods on the far side of the pasture in paragraph 8

*** Correct answer (H)**

Analysis of Assessed Standards Genre: Fiction		
RC 2	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H*		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

2014 - Q25 Passage #5A

25 Which sentence provides the strongest evidence that Jim appreciates what his uncles are doing for him?

A *The boy cannot hit the baseball to his satisfaction.*

B *The boy is arm-weary; he swings as hard as he is able.*

C *"I hit it just about every time," the boy says.*

D *He has never heard anything so beautiful.*

*** Correct answer (D)**

Analysis of Assessed Standards Genre: Fiction		
RC 2	Content	Readiness
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H		
*D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

2014 - Q27 Passage #5A

27 Which line provides the best evidence that Jim has high expectations for himself?

A *He does not strike the mighty blow he sees in his mind.*

B *He blames himself for the boy's lack of success.*

C *He does not want it to stop.*

D *He silently chides himself for being cheap.*

*** Correct answer (A)**

Analysis of Assessed Standards
Genre: Fiction

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
***A/F**		
B/G		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

2014 - Q28 Passage #5A

28 From paragraph 5, the reader can infer that the three uncles —

F think that winning is important

G prefer baseball to all other games

H miss the days of their youth

J used to play baseball professionally

*** Correct answer (H)**

Analysis of Assessed Standards
Genre: Fiction

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	**Analysis of Assessed Standards** **Genre: Fiction**

2013 - Q8 Passage #2

8 The hostess can best be described as —

F elitist

G talkative

H composed

J generous

*** Correct answer (H)**

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils	**Analysis of Assessed Standards** **Genre: Fiction**

2013 - Q9 Passage #2

9 The American faces the challenge of —

A making sure the hostess doesn't stay quiet longer than he does

B keeping the guests quiet until the cobra leaves the room

C calming his fear of snakes in order to capture the cobra

D learning Indian social etiquette so that he will be respected by the other guests

*** Correct answer (B)**

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
***B/G**		
C/H		
D/J		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

2013 - Q30 Passage #5

30 Which sentence best supports the idea that the old couple is still in love after many years?

F *No, they were white, and you've never seen such a couple in your life—a man and his wife, and they must have been in their seventies.*

G *Marge, he was lookin' at her like every woman on earth dreams of bein' looked at, and her eyes were doin' the same thing back at him.*

H *They started over toward the elevator and then the old lady turned away from the man and made her way over to the receptionist's desk.*

J *The couple smiled in such a dignified way, and it seemed like they hadn't noticed a thing.*

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Fiction

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G*		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.5B analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

2013 - Q31 Passage #5

31 The narrator faces a major conflict over how to —

A capture the beauty and essence of the story she is relating

B communicate effectively with Marge

C succeed in becoming a writer

D find happiness like that shared by the old couple

*** Correct answer (A)**

Analysis of Assessed Standards
Genre: Fiction

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
***A/F**		
B/G		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.7 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q26 Passage #5A

26 Read the following from paragraph 8.

> *The ball drops to the ground at the boy's feet. It lies there stunned, quivering, containing flight beneath its smooth skin.*

Why does the author use personification in this quotation?

F The baseball game symbolizes the love of the family.

G The description mimics the boy's disappointment.

H The author is comparing the ball to a bird.

J The author is showing the distance the ball has traveled.

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Fiction		
RC 2	Content	Readiness
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G*		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.7 Fig 19B make complex inferences about text and use textual evidence to support understanding

2013 - Q29 Passage #5

29 In paragraph 6, what is the effect of the author's use of figurative language?

A It highlights the old couple's naiveté.

B It reveals the clerk's confusion.

C It shows how reluctant the old man is to pay.

D It emphasizes the tension of the scene.

*** Correct answer (D)**

Analysis of Assessed Standards Genre: Fiction		
RC 2	Content	Readiness
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H		
*D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Persuasive	English I	English
SE: D.8A, D.10A, D.10 Fig 19B		Units:	

D.8A explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose

2014 - Q48 Passage #7

48 In which line from the article does the author reveal how she would like others to respond to her lack of hearing?

F *I had always hated to be seen as inferior, so I never mentioned my lack of hearing.*

G *If I tell, people may see only my disability.*

H *Unlike a wheelchair or a white cane, my disability doesn't announce itself.*

J *It's a tender part, and you should handle it with care.*

*** Correct answer (J)**

Analysis of Assessed Standards
Genre: Persuasive

RC 3	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H		
D/J*		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience

2014 - Q47 Passage #7

47 Read this sentence from paragraph 15.

> *We're all just temporarily abled, and every one of us, if we live long enough, will become disabled in some way.*

The author makes this statement to suggest that —

A she really isn't very different from other people

B disabilities are affecting people with increasing frequency

C she was fortunate to have developed her disability at a young age

D people should prepare themselves for becoming deaf

*** Correct answer (A)**

Analysis of Assessed Standards
Genre: Persuasive

RC 3	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	State	Local

Item	State	Local
*A/F		
B/G		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.10A analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience

2014 - Q49 Passage #7

49 In paragraph 9, the author suggests that when she started using a hearing aid, she —

A felt better prepared for job interviews

B was able to enjoy watching television

C experienced a sense of loss

D was embarrassed about wearing it

*** Correct answer (C)**

Analysis of Assessed Standards Genre: Persuasive		
RC 3	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
*C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.10 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q45 Passage #7

45 Why does the author use sensory images in paragraph 3?

A To illustrate that hearing so well was disturbing

B To describe her irrational fear of sound

C To prove that she really didn't need a hearing aid

D To communicate that she was frequently interrupted

*** Correct answer (A)**

Analysis of Assessed Standards Genre: Persuasive		
RC 3	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
*A/F		
B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.10 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q46 Passage #7

46 In which line does the author use alliteration to support the primary message of the selection?

F *For the first time, I felt unequal, disadvantaged and disabled.*

G *I listened hard until I heard a faint, unbirdlike, croaking sound.*

H *Songs imagined are as sweet as songs heard, and songs shared are sweeter still.*

J *I imagined capering bullmen and I was disappointed to learn that all we had in the garden were overgrown "baby tears."*

*** Correct answer (H)**

Analysis of Assessed Standards
Genre: Persuasive

RC 3	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.10 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q50 Passage #7

50 Why does the author conclude the article by addressing the reader directly?

F To include the reader in a personal joke

G To highlight the most important aspects of a conversation

H To suggest that most non-hearing people do not need hearing aids

J To instruct the reader how to treat people with hearing difficulties

*** Correct answer (J)**

Analysis of Assessed Standards
Genre: Persuasive

RC 3	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H		
D/J*		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Poetry	English I	English
SE: D.1B, D.2 Fig 19B, D.4A, D.4 Fig 19B		Units:	

D.1B analyze textual context (within a sentence and in larger sections of text)to distinguish between the denotative and connotative meanings of words

2014 – Q39 Passage #6

39 In paragraph 17, the word *contorts* means —

A twists

B shakes

C pauses

D drops

*** Correct answer (A)**

Analysis of Assessed Standards
Genre: Poetry

RC 1	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
***A/F**		
B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.2 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 – Q38 Passage #6

38 A major theme explored in this play is —

F the struggle for racial equality

G the dream of economic self-sufficiency

H the desire for a return to a better time

J the need for social etiquette

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Poetry

RC 2	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G*		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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Source: Texas Education Agency STAAR™ Released Test Questions

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D.4A explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text

2014 - Q40 Passage #6

40 The dialogue in paragraphs 1 and 2 establishes that the relationship between George and Lennie is most similar to —

F a partnership between equals

G the relationship between a teacher and a student

H a partnership of strategic convenience

J the relationship between a parent and a child

*** Correct answer (J)**

Analysis of Assessed Standards Genre: Poetry		
RC 2	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis				
SE Level Data			State	Local
Item	State	Local	Error Type	
A/F			☐Procedural	
B/G			☐Application	
C/H			☐Conceptual	
D/J*			☐Guessing	

Instructional Analysis		
Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.4A explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text

2014 - Q41 Passage #6

41 Which line of dialogue provides the best evidence that Lennie has low self-esteem?

A Go on, George! Tell about what we're gonna have in the garden.

B Furry ones, George. Like I seen at the fair in Sacramento.

C That's it, that's it! Now tell how it is with us.

D 'Cause I can jus' as well go away, George, and live in a cave.

*** Correct answer (D)**

Analysis of Assessed Standards Genre: Poetry		
RC 2	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis				
SE Level Data			State	Local
Item	State	Local	Error Type	
A/F			☐Procedural	
B/G			☐Application	
C/H			☐Conceptual	
*D/J			☐Guessing	

Instructional Analysis		
Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.4A explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text

2014 - Q42 Passage #6

42 The stage directions in paragraphs 3 and 6 provide evidence that for George, his speech about the future has become —

F unbelievable

G a ritual

H a joke

J pointless

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Poetry		
RC 2	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G*		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.4A explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text

2014 - Q44 Passage #6

44 The stage directions in paragraphs 5 and 7 emphasize Lennie's —

F aggressive nature

G consistent thoughtfulness

H child-like enthusiasm

J irrational fear

*** Correct answer (H)**

Analysis of Assessed Standards Genre: Poetry		
RC 2	Content	Supporting
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H*		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.4 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q43 Passage #6

43 The reader can infer that George is using the promise of letting Lennie "tend the rabbits" —

A as an incentive in order to manage Lennie's behavior

B to cheat Lennie out of his pay

C to trick Lennie into doing all the work

D as a way to convince Lennie of his sincerity

*** Correct answer (A)**

Analysis of Assessed Standards Genre: Poetry		
RC 2	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
***A/F**		
B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Writing	English I	English
SE: D.13C, D.13D, D.15A, D.16A, D.16D, D.17A, D.17C, D.18A, D.18B, D.19A		Units:	

D.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2014 - Q2 Passage #1

2 What is the most effective way to combine sentences 10 and 11?

F This idea of taxation without representation is part of the reason our forefathers were determined, who wanted to separate from Great Britain and form their own nation.

G This idea of taxation without representation is part of the reason our forefathers were determined to separate from Great Britain and form their own nation.

H This idea of taxation without representation is part of the reason our forefathers were determined because they separated from Great Britain and formed their own nation.

J This idea of taxation without representation is part of the reason our forefathers were determined separating from Great Britain and forming their own nation.

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	State	Local

Item	State	Local
A/F		
B/G*		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2014 - Q3 Passage #1

3 Damian would like to use a more appropriate transition in sentence 14. Which of the following is the best replacement for ***Therefore***?

A Furthermore

B Meanwhile

C However

D For example

*** Correct answer (D)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H		
*D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2014 - Q4 Passage #1

4 What is the most effective way to revise sentence 21?

F Because it's astounding to me, Texas has one of the lowest voter turnout rates in the United States.

G It's astounding to me what Texas has being one of the lowest voter turnout rates in the United States.

H It's astounding to me that Texas has one of the lowest voter turnout rates in the United States.

J As astounding as it is, it's also shocking that Texas has one of the lowest voter turnout rates in the United States.

*** Correct answer (H)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2014 - Q5 Passage #1

5 The meaning of sentence 23 is unclear. What is the most effective way to clarify the meaning of this sentence?

A Change ***sometimes*** to **there are times when**

B Change ***population*** to **citizenry**

C Change ***chooses*** to **selects**

D Change ***them*** to **those important decisions**

*** Correct answer (D)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H		
***D/J**		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed

2014 - Q10 Passage #2

10 Katy wants to use a more appropriate word than ***questions*** in sentence 23. Which of these could best replace the word ***questions***?

F challenges

G curiosities

H landmarks

J points

*** Correct answer (F)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F*		
B/G		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.13D edit drafts for grammar, mechanics, and spelling

2014 - Q13 Passage #3

13 What change is needed in sentence 9?

A Delete ***Although***

B Change ***to old*** to **too old**

C Delete the comma

D Change ***cheeks*** to **cheek's**

*** Correct answer (B)**

Analysis of Assessed Standards
Genre: Writing

RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
***B/G**		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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Source: Texas Education Agency STAAR™ Released Test Questions

D.13D edit drafts for grammar, mechanics, and spelling

2014 - Q20 Passage #4

20 What change needs to be made in sentence 15?

F Change ***become*** to **became**

G Change ***they're*** to **their**

H Delete ***so***

J Change ***it*** to **them**

*** Correct answer (J)**

Analysis of Assessed Standards Genre: Writing		
RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
C/H		
D/J*		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.13D edit drafts for grammar, mechanics, and spelling

2014 - Q22 Passage #4

22 What change needs to be made in sentence 21?

F Change ***affects*** to **effects**

G Change ***is dangerous*** to **are dangerous**

H Delete the comma after ***work***

J Change ***lives*** to **lifes**

*** Correct answer (F)**

Analysis of Assessed Standards Genre: Writing		
RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F*		
B/G		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.15A write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	**Analysis of Assessed Standards** **Genre: Writing**

2014 - Q7 Passage #2

7 Katy wants to create a more effective thesis statement for her paper. Which of the following could replace sentence 4 and more accurately convey the thesis of this paper?

A Fearing life in the city, they chose a more rural existence in a big yellow school bus.

B This couple didn't have to, but they decided that a bus is what they wanted to have.

C This young couple lives in a uniquely converted school bus that they have affectionately named Rosie.

D Instead of a normal dwelling, they have chosen a vehicle—something quite rare, strange, and out of the norm.

*** Correct answer (C)**

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
***C/H**		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.15A write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	**Analysis of Assessed Standards** **Genre: Writing**

2014 - Q8 Passage #2

8 Katy's transition from the second paragraph (sentences 5–9) to the third paragraph (sentences 10–14) is weak. Which of the following could best replace sentence 10 and provide a more effective transition between these two paragraphs?

F It was time to begin all the hard work.

G Finding the bus on an Internet site had seemed like a miracle.

H Then the couple faced the task of turning the school bus into a home.

J What a joy it was to begin an eco-friendly project!

*** Correct answer (H)**

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.15A write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences	**Analysis of Assessed Standards** **Genre: Writing**

2014 - Q9 Passage #2

9 Katy realizes that she left the following detail out of the fourth paragraph (sentences 15–22).

> *While the Youngs had fun decorating their new home, they knew they had to be wise about what they brought into such a small space.*

Where is the most effective place to insert this sentence?

A At the beginning of the paragraph

B After sentence 21

C After sentence 22

D This sentence is not relevant to the main idea of the paragraph and should not be inserted.

*** Correct answer (B)**

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
***B/G**		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.15A write an [analytical] essay of sufficient length that includes (i) effective introductory and concluding paragraphs and a variety of sentence structures (ii) rhetorical devices, and transitions between paragraphs (iii) a controlling idea or thesis (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant information and valid inferences

Analysis of Assessed Standards
Genre: Writing

2014 - Q11 Passage #2

11 Katy would like to add a quotation to the end of her paper to directly support the idea expressed in sentence 28. Which of the following could best follow and support sentence 28?

A "We both struggle with putting things where they go," Natalie said. "It's easy to find space to dump stuff on. I think every home has that."

B "We can cook full meals and people migrate between inside the bus, the backyard, and the campfire," commented Mike. "We've been blessed with this space and the chance to exercise this experiment."

C "Unfortunately, I do get attached to vehicles, so I think we do have to figure out what to do with it for about the next 30 years," Mike added.

D "And, honestly, between the hours of 11 A.M. and 6 P.M., we weren't able to live in here comfortably even with the AC," Natalie once admitted. "We burned one out, it was so hot."

*** Correct answer (B)**

RC 5	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
***B/G**		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.16A write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence

2014 - Q1 Passage #1

1 Damian has not effectively stated the position he is taking in this paper. Which of the following could best replace sentence 7 and provide a stronger position statement for Damian's paper?

A Can you believe this outrageous statistic?

B This low voter turnout is appalling, and all Americans should exercise their right to vote.

C I plan to vote in both national and local elections.

D There are groups that review human rights violations in this country as well as in other countries around the world.

*** Correct answer (B)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
***B/G**		
C/H		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.16A write an argumentative essay to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence

2014 - Q6 Passage #1

6 Damian needs a stronger closing for his paper. Which sentences should he add after sentence 28 to bring his paper to a more effective conclusion?

F You must be the one who changes this. It isn't fair to make others think they have all the rights.

G Don't be lazy. Get off the couch and do something that matters.

H When Election Day comes, go to the polls and cast your vote. It's not only your right but also your responsibility.

J You'll feel better if you persuade people to vote. You can help make your community more vibrant.

*** Correct answer (H)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
☐ Procedural
☐ Application
☐ Conceptual
☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.17A use and understand the function of the following parts of speech in the context of reading, writing, [and speaking]: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles) (ii) restrictive and nonrestrictive relative clauses (iii) reciprocal pronouns (e.g., each other, one another)

2014 - Q16 Passage #3

16 What change should be made in sentence 31?

F Change ***We*** to **Because we**

G Insert a comma after ***surprised***

H Change ***became*** to **become**

J Sentence 31 should not be changed.

*** Correct answer (H)**

Analysis of Assessed Standards
Genre: Writing

RC 6	**Content**	Supporting
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H*		
D/J		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

2014 - Q14 Passage #3

14 What is the correct way to write sentence 13?

F For the rest of the day, neither of us spoke, and it was obvious. That she was no happier about the arrangement than I was.

G For the rest of the day, neither of us spoke it was obvious that she was no happier about the arrangement than I was.

H For the rest of the day, neither of us spoke. Which made it obvious that she was no happier about the arrangement than I was.

J For the rest of the day, neither of us spoke. It was obvious that she was no happier about the arrangement than I was.

*** Correct answer (J)**

Analysis of Assessed Standards
Genre: Writing

RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
C/H		
D/J*		

Error Type
☐Procedural
☐Application
☐Conceptual
☐Guessing

Instructional Analysis

Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.17C use a variety of correctly structured sentences (e.g., compound, complex, compound-complex)

2014 - Q21 Passage #4

21 What is the correct way to write sentences 18 and 19?

A For example, the venom of the Brazilian pit viper is the source of a drug used to treat high blood pressure, a component found in copperhead snake venom may soon be used to treat breast cancer.

B For example, the venom of the Brazilian pit viper is the source of a drug used to treat high blood pressure, and there is a component found in copperhead snake venom. Which may soon be used to treat breast cancer.

C For example, the venom of the Brazilian pit viper is the source of a drug used to treat high blood pressure, while a component found in copperhead snake venom may soon be used to treat breast cancer.

D For example, the venom of the Brazilian pit viper. It is the source of a drug used to treat high blood pressure, while a component found in copperhead snake venom may soon be used to treat breast cancer.

*** Correct answer (C)**

Analysis of Assessed Standards
Genre: Writing

RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
***C/H**		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.18A use conventions of capitalization

2014 - Q17 Passage #4

17 How should sentence 4 be changed?

A Change ***is*** to **was**

B Change ***found*** to **it is found**

C Change ***Coral Reefs*** to **coral reefs**

D Sentence 4 should not be changed.

*** Correct answer (C)**

Analysis of Assessed Standards
Genre: Writing

RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis

SE Level Data	**State**	**Local**

Item	**State**	**Local**
A/F		
B/G		
***C/H**		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.18B use correct punctuation marks

2014 - Q15 Passage #3

15 What change, if any, needs to be made in sentence 27?

A Delete the comma

B Change ***Kaitlyn and I*** to **Kaitlyn and me**

C Change ***a lot*** to **alot**

D No change needs to be made.

*** Correct answer (D)**

Analysis of Assessed Standards Genre: Writing		
RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G		
C/H		
*D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.18B use correct punctuation marks

2014 - Q18 Passage #4

18 What change needs to be made in sentence 7?

F Change ***than*** to **then**

G Insert a comma after ***hold***

H Change ***is*** to **are**

J No change needs to be made in this sentence.

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Writing		
RC 6	**Content**	Readiness
PLC for PLC Analysis	**Stimulus**	
	Thinking	
Related SEs		

Data Analysis		
SE Level Data	**State**	**Local**

Item	State	Local
A/F		
B/G*		
C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis		
Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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D.19A spell correctly, including using various resources to determine and check correct spellings	**Analysis of Assessed Standards Genre: Writing**		
2014 - Q12 Passage #3	**RC 6**	**Content**	Readiness
	PLC for PLC Analysis	**Stimulus**	
		Thinking	
	Related SEs		

12 How should sentence 4 be changed?

F Delete ***so***

G Change ***was*** to **am**

H Change ***estatic*** to **ecstatic**

J Sentence 4 should not be changed.

*** Correct answer (H)**

Data Analysis

SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
C/H*		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

D.19A spell correctly, including using various resources to determine and check correct spellings	**Analysis of Assessed Standards Genre: Writing**		
2014 - Q19 Passage #4	**RC 6**	**Content**	Readiness
	PLC for PLC Analysis	**Stimulus**	
		Thinking	
	Related SEs		

19 What change needs to be made in sentence 9?

A Change ***Although far*** to **It is far**

B Delete the comma

C Change ***venomus*** to **venomous**

D No change needs to be made.

*** Correct answer (C)**

Data Analysis

SE Level Data	State	Local

Item	State	Local
A/F		
B/G		
*C/H		
D/J		

Error Type
- ☐ Procedural
- ☐ Application
- ☐ Conceptual
- ☐ Guessing

Instructional Analysis

Evidence of Transfer	☐ Similar to examples (taught) ☐ Requires application (learned)	
Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
Concept		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	SE	RC:
	Units:	

	Analysis of Assessed Standards		
	Dual Coding	Content	
		Process	
	PLC for PLC Analysis	Stimulus	
		Thinking	
	Related SEs		
	Data Analysis		
	SE Level Data	State	Local
	Item / State / Local: A/F; B/G; C/H; D/J	Error Type: ☐Procedural ☐Application ☐Conceptual ☐Guessing	
	Instructional Analysis		
	Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
* Correct answer	Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
	Concept		

	Analysis of Assessed Standards		
	Dual Coding	Content	
		Process	
	PLC for PLC Analysis	Stimulus	
		Thinking	
	Related SEs		
	Data Analysis		
	SE Level Data	State	Local
	Item / State / Local: A/F; B/G; C/H; D/J	Error Type: ☐Procedural ☐Application ☐Conceptual ☐Guessing	
	Instructional Analysis		
	Evidence of Transfer	☐Similar to examples (taught) ☐Requires application (learned)	
* Correct answer	Depth of Knowledge	☐ Level 1 ☐ Level 2	☐ Level 3 ☐ Level 4
	Concept		

	Analysis of Assessed Standards
So What?	
Now What?	

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