INVESTIGATING THE QUESTIONS

2014

RELEASED TEST

ALIGNED TO THE STANDARDS

ENGLISH II

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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**

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

2014 – Q34 Passages #5A and #5B

34 Like the Tehuelche in "Tehuelche," the Inughuit in "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice" are native people —

F in South America, with a small, aging population

G whose traditional land has become a popular tourist spot

H facing the end of their linguistic and cultural heritage

J whose way of life is threatened by climate change

*** Correct answer (H)**

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		

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

2014 – Q35 Passages #5A and #5B

35 Unlike Stephen Leonard in "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice," Alejandro in "Tehuelche" is at first concerned with a little-known language only because he —

A doesn't want an ancient culture to be lost

B is trying to gain a deeper understanding of a culture

C is committed to doing his job properly

D has trouble communicating with a patient

*** Correct answer (D)**

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

2014 – Q36 Passages #5A and #5B

36 Unlike Alejandro in "Tehuelche," Stephen Leonard in "Linguist on Mission to Save Inuit 'Fossil Language' Disappearing with the Ice" travels to a remote region primarily to —

F conduct original research

G earn money

H pursue a professional opportunity

J save lives

*** 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		

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

2014 – Q37 Passages #5A and #5B

37 In these selections, the Tehuelche people and the Inughuits are portrayed as —

A jaded

B isolated

C dangerous

D depressed

*** 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 II	English
SE: E.8A, E.9B, E.9C, E.11A		Units:	

E.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2014 – Q31 Passage #5B

31 What does Leonard predict will cause the Inughuits to move south?

A The end of their distinctive cultural heritage

B The desire to move into modern housing

C The loss of their traditional language

D The effects of climate change on their environment

*** 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		

E.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2014 – Q32 Passage #5B

32 Which of these best describes the author's purpose for writing this article?

F To criticize the failure of linguists to document a language before it was nearly extinct

G To analyze the linguistic elements of one of the oldest and most pure Inuit dialects

H To inform the public of a researcher's effort to document a disappearing language

J To argue that the Inuktun dialect will inevitably be lost in the next 10 to 15 years

*** Correct answer (H)**

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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E.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts

2014 - Q30 Passage #5B

30 Which sentence supports the idea that the life of the Inughuits now is not very different from how it has always been?

F *Leonard, an anthropological linguist, is to spend a year living with the Inughuit people of northwest Greenland. . . .*

G *Many of the men spend weeks away from home hunting seals, narwhal, walruses, whales and other mammals.*

H *"One thing I have been told is that they are tired of journalists popping in and reporting how awful it is. . . ."*

J *"Then they'll have to move south and in all probability move in to modern flats."*

*** Correct answer (G)**

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		

E.9B distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts

2013 - Q1 Passage #1

1 In paragraph 1, the author quotes William Chang to show that —

A typical internships are boring

B Teevan was given the freedom to experiment

C Teevan caused problems as an intern

D supervisors are required to have strict oversight

*** Correct answer (B)**

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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E.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2014 - Q29 Passage #5B

29 Read paragraph 7.

> *The Inughuits thought they were the world's only inhabitants until an expedition led by the Scottish explorer John Ross came across them in 1818.*

The author's purpose for including this information in the selection is most likely to —

A describe the history of Europeans traveling to Greenland in order to study the Inughuits

B suggest that Ross's expedition indirectly caused the destruction of Inughuit culture

C support the claim that the Inughuits have a strong cultural heritage

D emphasize how geographically and culturally isolated the Inughuits once were

*** 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		

E.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2013 - Q4 Passage #1

4 The author organizes the article by —

F describing the work of several young software experts

G providing a chronological summary of Teevan's career

H reviewing the history of search engine technology

J profiling Teevan's current and future projects

*** 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 ☐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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E.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2013 - Q6 Passage #1

6 Why does the author end the article with a quotation?

F To imply that Microsoft prefers to keep its research secret

G To hint that Teevan is preparing to change careers

H To interest the reader in following Teevan's contributions

J To show the reader that Microsoft employs many talented people

*** Correct answer (H)**

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		

E.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2013 - Q25 Passage #4

25 The author begins and ends the selection with references to successful battles in order to —

A remind readers of the human toll caused by war

B indicate that the war would have been lost without the Code Talkers

C emphasize the Code Talkers' contribution to the war effort

D examine the strengths and weaknesses of different military strategies

*** 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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E.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2013 - Q27 Passage #4

27 In paragraph 1, the author mentions "guttural noises and complex intonations" in order to —

A describe the difficulties of communicating during wartime

B highlight an important victory during World War II

C illustrate how frustrated the Japanese were in their attempts to break the code

D give an idea of what the Navajo code sounded like

*** 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	
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		

E.9C make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns

2013 - Q28 Passage #4

28 Which of these best illustrates how much the general public knew about the Navajo code immediately following World War II?

F *Its application in World War II as a clandestine system of communication was one of the twentieth century's best-kept secrets.*

G *A hand grenade was "potato," and plain old bombs were "eggs."*

H *That was the situation in 1942 when the Pentagon authorized one of the boldest gambits of the war.*

J *Each Talker was so valuable, he traveled everywhere with a personal bodyguard.*

*** 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	
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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E.11A evaluate text for the clarity of its graphics and its visual appeal

2014 – Q33 Passage #5B

33 Which of the following statements best characterizes the objective of the boxed information titled "Did You Know?"

A To provide multiple theories for why languages disappear

B To highlight the effects of climate change described in the article

C To provide facts about languages that are disappearing

D To suggest that it is possible to prevent languages from disappearing

*** Correct answer (C)**

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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IQ Analysis | Investigating the Question	Genre: Fiction	English II	English
SE: E.1B, E.5A, E.5C, E.5 Fig 19B, E.7 Fig 19B		Units:	

E.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 In paragraph 36, the word *inured* means —

A frightened

B accustomed

C sensitive

D reminded

*** Correct answer (B)**

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		

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

2013 - Q32 Passage #5

32 In paragraph 3, the word *apprised* means —

F denied

G warned

H told

J relieved

*** Correct answer (H)**

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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E.5A analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction

2014 - Q24 Passage #5A

24 Why does Alejandro allow the old woman to stay in the clinic?

F He wants to be present when the old woman's granddaughter arrives.

G He doesn't want to release her until the results of her blood test arrive.

H He assumes that the nursing home director has political connections.

J He doesn't trust the nursing home staff to know how to care for her.

*** 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	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		

E.5C evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction

2014 - Q26 Passage #5A

26 Read paragraph 33.

> *No recognition shone in the grandmother's eyes, and the smile was the same as the one she'd given the doctor. There was little time left to her, and nothing outwardly wrong that he could detect. Perhaps the bloodwork would show something, but it would be two days before that came back from Bariloche.*

The tone of this paragraph can best be described as —

F outraged

G admiring

H resigned

J hopeful

*** 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	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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E.5 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q25 Passage #5A

25 Which line suggests that Alejandro is sensitive to the feelings of others?

A And she looks a lot worse than she did yesterday, *he didn't say.*

B *Why an old lady would come to ski or practice extreme sports was beyond him.*

C *Dr. Alejandro Benetti shook his head in frustration.*

D *"Well, I know what kills them, and how to keep that from happening."*

*** 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		

E.5 Fig 19B make complex inferences about text and use textual evidence to support understanding

2013 - Q37 Passage #5

37 From the description of Mr. Moffatt's library, the reader can infer that he —

A has many intellectual interests and a strong hunger for knowledge

B is more interested in displaying his wealth than in reading or writing

C earns his living working in his library and rarely ventures out of it

D is proud of his ancestors' contributions to science and literature

*** Correct answer (B)**

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

2014 - Q27 Passage #5A

27 In paragraph 26, the description of Jimena's laugh suggests that she is —

A horrified that a doctor could ask such a ridiculous question

B pretending to enjoy the doctor's attempt to be witty

C scornfully mocking the doctor for his stupidity

D genuinely amused by a question she finds a bit naive

*** 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		

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

2014 - Q28 Passage #5A

28 In paragraph 32, the author uses a metaphor to convey —

F Jimena's emotions

G the grandmother's confusion

H Alejandro's professionalism

J the feeling in the room

*** Correct answer (F)**

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

2013 - Q34 Passage #5

34 In paragraph 8, the author uses a metaphor that suggests both —

F material wealth and a lack of freedom

G natural beauty and a sense of order

H perpetual loneliness and a desire for knowledge

J intellectual passion and a feeling of regret

*** Correct answer (F)**

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	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		

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

2013 - Q36 Passage #5

36 In paragraph 4, the author uses personification to emphasize how —

F uncomfortable Paul is in his surroundings

G much Paul misses his books and toys

H lonely Paul felt while eating his lunch

J unhappy Paul is with his new stepfather

*** Correct answer (F)**

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

2013 - Q38 Passage #5

38 Which of these best helps the reader visualize the setting?

F *From these rooms Paul wandered downstairs again.*

G *Against the walls were sideboards with great pieces of gold and silver, ewers and urns and branching candelabra, which sprinkled the green marble walls with starlike reflections.*

H *The dining room beyond was more amusing, because busy servants were already laying the long table.*

J *This seemed to make the library as strange as the rest of the house, and he passed on to the ballroom at the back.*

*** 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		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Persuasive	English II	English
SE: E.8A, E.10A, E.10 Fig 19B, E.11 Fig 19B		Units:	

E.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2014 - Q45 Passage #7

45 What is the primary purpose of the selection?

A To encourage readers to write reviews rather than criticism

B To offer readers a new perspective on criticism

C To document the harm suffered by the author because of criticism

D To suggest that good parenting requires criticism

*** Correct answer (B)**

Analysis of Assessed Standards
Genre: Poetry

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		

E.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2014 - Q47 Passage #7

47 Read the following sentence from paragraph 14.

Your room could double for the city dump.

The author's purpose in including this statement is to —

A provide an example of unconstructive criticism

B indicate how harsh parents can be

C show that his mother was as critical as his brother

D demonstrate the importance of clear, direct statements

*** Correct answer (A)**

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		

So What?	
Now What?	

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E.8A analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details

2014 - Q49 Passage #7

49 The author refers to *Charlie and the Chocolate Factory* in order to —

A clarify the difference between reviewing and criticizing

B call attention to his favorite book

C offer a suggestion on how the book could have been improved

D provide an example of a good plot

*** Correct answer (D)**

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		

E.10A explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments

2014 - Q50 Passage #7

50 Why does the author directly address the reader in paragraphs 21 through 27?

F He is offering praise for well-written books.

G He is scolding the reader for thinking too critically.

H He wants to engage and instruct the reader.

J He has changed his opinion about the purpose of criticism.

*** 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		

So What?	
Now What?	

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

2014 - Q46 Passage #7

46 The author mentions the movie *E.T.* in order to —

F support his opinion that good movies provoke good debates

G explain his inability to view movies with a critical eye

H provide context for his early experience handling criticism

J indicate that the events in his article took place long ago

*** 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		

E.11 Fig. 19(B) make complex inferences about text and use textual evidence to support understanding

2014 - Q48 Passage #7

48 What does the boxed information on constructive criticism have in common with the reading selection?

F It emphasizes the importance of defending yourself when you have been criticized.

G It reminds readers that different kinds of people respond differently to criticism.

H It offers specific pieces of advice for the reader to use.

J It employs the viewpoint of a sympathetic first-person narrator.

*** 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		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Poetry	English II	English
SE: E.1E, E.2 Fig 19B, E.3A, E.3 Fig. 19B, E.7A, E.7 Fig 19B		Units:	

E.1E use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology

2014 – Q38 Passage #6

38 Read the following dictionary entry.

> **trust** \'trəst\ *v*
> **1.** to believe **2.** to place in the care of another **3.** to permit to do something without fear of consequences **4.** to extend financial credit to

Which definition best matches the use of the word *trust* in line 1?

F Definition 1

G Definition 2

H Definition 3

J Definition 4

*** Correct answer (F)**

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		

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

2014 - Q41 Passage #6

41 In line 14, it is significant to the theme of the poem that the birds are at the feeder because this shows that they are —

A migratory animals

B dependent on humans

C symbols of freedom

D resistant to change

*** Correct answer (B)**

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

2013 - Q19 Passage #3

19 Which of these best states the poem's theme?

A Although children may disagree with their elders, family bonds remain strong.

B Sentiment is a waste of time and energy.

C Progress can be judged only by an impartial observer.

D Even in the midst of historic change, some things remain constant.

*** 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
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		

E.3A analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry

2014 - Q44 Passage #6

44 In the last three lines, the tone of the poem shifts from —

F strident to optimistic

G bleak to playful

H objective to moralistic

J hopeful to apprehensive

*** 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
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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E.3 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q39 Passage #6

39 Which quotation can best be described as conveying the idea of freedom?

A thirty thousand sword-/fish will never near a ship,

B elephant herds live/long elephant lives.

C Through vast canyons, horses run

D the few birds at my feeder watch the window

*** Correct answer (C)**

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		

E.3 Fig 19B make complex inferences about text and use textual evidence to support understanding

2014 - Q43 Passage #6

43 Read this sentence from lines 7 through 9.

> Believe that bees
> by the billions find unidentified flowers
> on unmapped marshes and mountains.

The reader can conclude that the speaker is —

A awestruck by nature

B fearful of nature

C confused by nature

D intimidated by nature

*** 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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E.3 Fig 19B make complex inferences about text and use textual evidence to support understanding

2013 - Q20 Passage #3

20 Read these lines from the poem.

> I am four in this photograph, standing
> on a wide strip of Mississippi beach,
> my hands on the flowered hips
>
> of a bright bikini. . . .

In these lines, the poet's tone can best be described as —

F nostalgic

G strident

H apologetic

J reverent

*** Correct answer (F)**

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		

E.3 Fig 19B make complex inferences about text and use textual evidence to support understanding

2013 - Q22 Passage #3

22 In line 12, the reader can infer that the speaker uses the pronoun "us" to refer to —

F African Americans

G the general public

H her extended family

J young women

*** Correct answer (F)**

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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E.7A explain the function of symbolism, allegory, and allusions in literary works

2014 - Q42 Passage #6

42 In lines 1 through 4, the tiger is a symbol for the speaker's —

F love of wildlife in its natural habitat

G fear of facing mortality

H belief in realities beyond the reach of experience or proof

J desire to escape the confines and complexities of modern urban life

*** 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		

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

2014 - Q40 Passage #6

40 In the first 12 lines, the poet uses imagery to describe —

F a world apart from human culture

G a hostile environment of predators and prey

H an ancient pre-human landscape

J a community of anthropomorphic animals

*** Correct answer (F)**

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?	

© 2014 lead4ward

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

2013 - Q21 Passage #3

21 In lines 14 and 15, the "narrow plot/of sand" can be best interpreted as symbolic of —

A the speaker's lack of empathy for her grandmother's situation

B the grandmother's restricted opportunities

C the grandmother's limited perspective

D the speaker's refusal to be bound to the past

*** Correct answer (B)**

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 II	English
SE: E.13C, E.13D, E.15A, E.16A, E.16D, E.17A, E.17C, E.18A, E.18B, E.19A		Units:	

E.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 - Q1 Passage #1

1 What is the most effective revision to make in sentence 3?

A But it wasn't often that a news story about a cow was so remarkable that it made national headlines for a week, so the problem-solving skills of people all over the country were engaged.

B But it wasn't often that a news story about a cow was so remarkable that when engaged, it made national headlines for a week with the problem-solving skills of people all over the country.

C But it wasn't often that a news story about a cow was so remarkable that it made national headlines for a week and engaged the problem-solving skills of people all over the country.

D No revision is needed in sentence 3.

*** Correct answer (C)**

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		

E.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 7 and 8?

F Afterward Grady became upset and ran toward the nearest source of light, probably thinking it was an exit from the barn.

G Afterward Grady, who became upset and ran toward the nearest source of light, probably thought it was an exit from the barn.

H Afterward Grady became upset because she probably thought it was an exit from the barn and ran toward the nearest source of light.

J Afterward Grady became upset and ran toward the nearest source of light, she probably thought it was an exit from the barn.

*** 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		

So What?	
Now What?	

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E.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 Sentence 12 lacks clarity. What is the best way to improve this sentence?

A Change ***When they*** to **When Mach and the veterinarian**

B Change ***peered*** to **glanced**

C Change ***they saw*** to **he saw**

D Change ***looking out*** to **staring**

*** Correct answer (A)**

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		

E.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 - Q8 Passage #2

8 Brianna has not used the most effective transition in sentence 10. Read the second paragraph (sentences 4–13) again. Which transition should replace the word ***Instead*** in sentence 10?

F Incidentally

G However

H Finally

J Additionally

*** 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		

So What?	
Now What?	

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E.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 What is the most effective revision to make in sentence 24?

F Although few moles actually develop into melanoma, only an expert can determine whether a person is at risk and is carefully examining cells from the suspicious mole under a microscope.

G Although few moles actually develop into melanoma, only an expert can determine whether a person is at risk by carefully examining cells from the suspicious mole under a microscope.

H Although few moles actually develop into melanoma, only an expert under a microscope can determine whether a person is at risk by carefully examining cells from the suspicious mole.

J No revision is needed in sentence 24.

*** 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		

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

2014 - Q14 Passage #3

14 What change should be made in sentence 15?

F Insert a comma after ***Buntline***

G Change ***made*** to **making**

H Change ***their*** to **his**

J No change should be made.

*** Correct answer (H)**

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

2014 - Q17 Passage #4

17 What change should be made in sentence 3?

A Change ***years*** to **year's**

B Change ***good*** to **well**

C Change ***achieve*** to **acheive**

D No change should be made in sentence 3.

*** 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	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		

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

2014 - Q21 Passage #4

21 What change needs to be made in sentence 27?

A Change ***I decided*** to **Deciding**

B Change ***had*** to **hadn't**

C Change ***loose*** to **lose**

D Change ***an*** to **a**

*** 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	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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E.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 thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement	**Analysis of Assessed Standards** **Genre: Writing**

2014 - Q4 Passage #1

4 Xavier would like to add some sentences to help transition from the third paragraph (sentences 14–17) to the fourth paragraph (sentences 18–26). Which of the following could Xavier add after sentence 17?

F A helicopter could be dangerous. Obviously, it would be costly.

G Should they tear it down? Should they use a helicopter?

H People from all around the country had ideas that they wanted to share. Some were good; others not so much.

J Each suggestion had its own problems. And in the meantime Grady remained stuck.

*** Correct answer (J)**

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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E.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 thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement	**Analysis of Assessed Standards** **Genre: Writing**

2014 - Q5 Passage #1

5 Xavier realizes that he should have added the following sentence to the fourth paragraph (sentences 18–26).

> *One newspaper highlighted Partridge's arrival, claiming that he was coming with "secret cow-freeing equipment."*

Where is the most effective place to insert this sentence?

A After sentence 18

B After sentence 19

C After sentence 22

D After sentence 24

*** Correct answer (B)**

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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E.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 thesis or controlling idea (iv) an organizing structure appropriate to purpose, audience, and context (v) relevant evidence and well-chosen details (vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement

Analysis of Assessed Standards
Genre: Writing

2014 - Q6 Passage #1

6 Xavier would like to improve the closing paragraph (sentences 27–32) by replacing sentence 32. Which of the following could best replace sentence 32 and help strengthen this paper's closing?

F Grady the cow had been such an unassuming animal.

G In fact, as you can tell, I'm telling the story of this magnificent and unusual cow even now!

H For the rest of her life, Grady lived on Mach's farm.

J It was the unique tale of a cow's rescue, but it was also an inspiring story of American ingenuity and determination.

*** Correct answer (J)**

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		

E.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

Analysis of Assessed Standards
Genre: Writing

2014 - Q7 Passage #2

7 Brianna realizes that she did not include a position statement in this paper. Which sentence could follow sentence 3 and serve as the position statement for her paper?

A Teenagers must stop lying in the sun, or they will be sure to experience grave consequences.

B Overexposure to tanning beds and natural sunlight has caused huge problems for men and women.

C There are many ways that people can begin to learn more about protecting their skin.

D Skin cancer is on the rise among young people, and teens should make some basic lifestyle changes to help slow this trend.

*** Correct answer (D)**

RC 5	**Content**	Readiness & 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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E.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 - Q9 Passage #2

9 Which sentence below would best follow and support sentence 15?

A Adequate protection is vital because just one blistering sunburn in childhood or adolescence greatly increases a person's risk of developing melanoma later in life.

B So teens must learn to avoid tanning beds, but they must also learn to stay out of the sun during the summer.

C Sun exposure can be life threatening to people who have lighter skin, but everyone should learn to be cautious in the sun.

D There are many ways to achieve this goal that teens will surely want to investigate.

*** Correct answer (A)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness & 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		

E.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 - Q51

*** Correct answer (?????)**

Analysis of Assessed Standards
Genre: Writing

RC 4	**Content**	Readiness & 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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E.16D write an argumentative essay to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context

2014 - Q11 Passage #2

11 Brianna is not pleased with the way she has closed her paper. Which of the following could replace sentence 28 and more effectively close this paper?

A It's time to reduce your exposure, even if you don't want to.

B In closing, it's important that you make changes so that you won't get melanoma.

C Everyone is doing it now, so join the crowd and protect yourself.

D Take action now to protect your skin and avoid this life-threatening disease later.

*** Correct answer (D)**

Analysis of Assessed Standards
Genre: Writing

RC 5	**Content**	Readiness & 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		

E.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 - Q20 Passage #4

20 What change should be made in sentence 18?

F Change ***days*** to **day's**

G Change the comma to a semicolon

H Change ***calls*** to **called**

J No change should be made.

*** 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		

So What?	
Now What?	

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

2014 - Q16 Passage #3

16 What is the correct way to write sentences 30 and 31?

F When the Wild West Show disbanded just before World War I, it was declared the most successful traveling show of all time.

G The Wild West Show disbanded just before World War I. Having been declared the most successful traveling show of all time.

H The Wild West Show disbanded just before World War I, at that time it was declared the most successful traveling show of all time.

J The sentences are written correctly in the paper.

*** 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		

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

2014 - Q18 Passage #4

18 What change should be made in sentence 7?

F Change the comma to a period

G Change ***set*** to **setted**

H Change ***determined*** to **determinned**

J No change should be made in sentence 7.

*** 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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E.18A use conventions of capitalization

2014 - Q13 Passage #3

13 How should sentence 9 be changed?

A Change ***noticed*** to **notices**

B Change ***for*** to **it was for**

C Change ***pony express*** to **Pony Express**

D Sentence 9 does not need to 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		

E.18B use correct punctuation marks

2014 - Q12 Passage #3

12 What change should be made in sentence 6?

F Insert **he was** after ***Cody***

G Insert a comma after ***Cody***

H Change ***renowned*** to **renownned**

J No change should be made.

*** 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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E.18B use correct punctuation marks

2014 - Q15 Passage #3

15 What change should be made in sentence 17?

A Change ***Part*** to **It was part**

B Delete the comma

C Change ***pageant*** to **pagent**

D Change ***Americas'*** to **America's**

*** 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	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		

E.19A spell correctly, including using various resources to determine and check correct spellings

2014 - Q19 Passage #4

19 How should sentence 16 be changed?

A Change ***completed*** to **completted**

B Delete the comma after ***handwriting***

C Change ***carefully prepared*** to **I carefully prepared**

D Change ***recomendation*** to **recommendation**

*** 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	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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E.19A spell correctly, including using various resources to determine and check correct spellings	**Analysis of Assessed Standards Genre: Writing**		
2014 - Q22 Passage #4	**RC 6**	**Content**	Readiness
	PLC for PLC Analysis	**Stimulus**	
		Thinking	
	Related SEs		

22 What change needs to be made in sentence 40?

F Change ***Occasionaly*** to **Occasionally**

G Delete the comma after ***want***

H Change ***even better*** to **even more better**

J No change needs to be made.

*** Correct answer (F)**

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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