INVESTIGATING THE QUESTIONS

2014

RELEASED TEST

ALIGNED TO THE STANDARDS

READING
GRADE 8
ENGLISH

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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**

IQ Analysis | Investigating the Question	Genre: Connections	8th Grade	English
SE: 8.19F		Units:	

8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2014 - Q26 Passages #3A and #3B

26 Read these lines from the poem.

> What a treasure to own!
> My own flesh, my own feelings.

Which sentence from the story relates a similar idea?

F *Janis had seemed so confident, but she was just as self-conscious as me.*

G *This was because I had never been part of any particular group.*

H *Behind my drum set was the one place I felt completely like myself.*

J *It was the perfect place to practice my drumming without anyone bothering me or judging me.*

*** 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		

8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2014 - Q27 Passages #3A and #3B

27 Unlike the speaker in "Thumbprint," Cassie in "Finally Home" expresses —

A pride in her physical appearance

B a desire for personal change

C a strong sense of self-worth

D a fear of being judged

*** 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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Source: Texas Education Agency STAAR™ Released Test Questions

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8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2014 - Q28 Passages #3A and #3B

28 Cassie in "Finally Home" and the speaker in "Thumbprint" both —

F expect to achieve greatness

G recognize their own uniqueness

H want to be accepted by others

J feel disconnected from the world

*** 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	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		

8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2014 - Q29 Passages #3A and #3B

29 Which line from the poem best expresses Cassie's feelings at the end of the story?

A I am myself,

B my own sun and rain.

C My signature,

D Impress, implant,

*** Correct answer (A)**

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	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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8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2014 - Q30 Passages #3A and #3B

30 One difference between Cassie in the story and the speaker in the poem is that the speaker —

F is uncomfortable letting others know who she really is

G embraces the qualities that make her different from everyone else

H is aware of her feelings

J questions the importance of her contribution

*** 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		

8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2013 - Q38 Passage #4

38 Both the author of the letter and the speaker in the poem would most likely consider a blank page to be a —

F distraction

G challenge

H mystery

J commitment

*** 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		

So What?	
Now What?	

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8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2013 - Q39 Passage #4

39 Read lines 6 through 10 from the poem.

> Fill my lines. Crowd me with words,
> all kinds of words—
> happy, joyous words,
> angry, jangled words,
> burdened words, sad words,

Which sentences from the letter express the same idea as these lines from the poem?

A *We don't just talk about writing. We sit by ourselves inside or outside, writing at airports or on kitchen tables, even on napkins.*

B *I've learned that some writers are quiet and shy, others noisy, others just plain obnoxious. Some like enchiladas and others like sushi; some like rap and others like* rancheras.

C *When I was in grade school in El Paso, Texas (where I was born), I read comic books and mysteries and magazines and library books. I was soaking up language.*

D *Living hurts, so sometimes we write about a miserable date, a friend who betrayed us, the death of a parent. Some days, though, we're so full of joy we feel like a kite.*

*** 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		

8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2013 - Q40 Passage #4

40 How does the author's purpose for writing in "Dear Fellow Writer" differ from the poet's purpose in "What the Page Says"?

F Mora persuades people to start writing, while the poet describes a writer's effort.

G Mora provides information about writing strategies, while the poet encourages a writer to use a specific strategy.

H Mora describes the writing process for readers, while the poet does not.

J Mora entertains readers with a story about writing, while the poet does not.

*** 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		

So What?	
Now What?	

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8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2013 - Q41 Passage #4

41 Read these excerpts from the letter and the poem.

> *Writing is my way of knowing myself better, of hearing myself, of discovering what is important to me and what makes me sad, what makes me different, what makes me me—of discovering my own true name.*
>
> *— "Dear Fellow Writer," paragraph 12*
>
> *know how to find the key*
> *to unlock, inside me, that treasure chest*
> *chock full of brilliant words and thorny thoughts?*
>
> *— "What the Page Says," lines 33–35*

Based on these excerpts, the reader can conclude that both the author and the poet share a similar belief that —

A searching for ideas in various places improves writing

B expressing thoughts orally is easier than writing

C writing develops a person's sense of self

D writing helps others resolve their conflicts

*** Correct answer (C)**

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	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		

8.19F make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence

2013 - Q42 Passage #4

42 What is one difference between the author of the letter and the speaker in the poem?

F The author gets her inspiration to write from her feelings, while the speaker is inspired by others.

G The author expresses a willingness to begin writing, while the speaker has difficulty transforming thoughts into words.

H The author is content with her first attempt at writing, while the speaker continuously edits and revises.

J The author prefers reading more than writing, while the speaker enjoys both reading and writing.

*** 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	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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IQ Analysis | Investigating the Question	Genre: Expository	8th Grade	English
SE: 8.2A, 8.2B, 8.9 Fig 19D, 8.10A, 8.10B, 8.10C, 8.10D, 8.10 Fig 19D, 8.10 Fig 19E, 8.13C		Units:	

8.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes

2014 – Q38 Passage #5

38 Because the Latin root *tangere* means "to touch," the reader can tell that the word intangible in paragraph 7 refers to something that —

F is passed on from one person to another

G does not consist of a physical substance

H is not physically strong

J is handled often

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Expository

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		

8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2014 - Q12 Passage #2

12 What do the words came to fruition mean in paragraph 2?

F Became a reality

G Grew in importance

H Influenced others

J Drew attention

*** Correct answer (F)**

Analysis of Assessed Standards
Genre: Expository

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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8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2013 - Q19 Passage #3

19 In paragraph 11, the word logistics means the —

A raising of funds

B supervising of details

C recruiting of members

D scheduling of practices

*** Correct answer (B)**

Analysis of Assessed Standards
Genre: Expository

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		

8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2013 - Q44 Passage #5

44 Which words from paragraph 2 help the reader understand what opted means?

F *pitting forces frequently*

G *decided to change*

H *army was defeated*

J *times of attack*

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Expository

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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8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2013 - Q49 Passage #5

49 In paragraph 5, the word sophisticated means —

A risky

B expensive

C attractive

D elaborate

*** Correct answer (D)**

Analysis of Assessed Standards
Genre: Expository

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		

8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q13 Passage #2

13 What is the most likely reason the author wrote this selection?

A To inform readers about the importance of wetlands

B To advocate for more programs designed to preserve wetlands

C To encourage young people to learn more about wetlands

D To highlight a group of volunteers who help maintain wetlands

*** 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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8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q41 Passage #5

41 The author of the selection includes paragraphs 8 and 9 most likely to —

A illustrate the kind of work Peace Corps volunteers do in central Asia

B provide examples of how actual volunteers feel about the Peace Corps

C introduce volunteers who have completed various assignments in the Peace Corps

D describe what the Peace Corps expects from its volunteers

*** Correct answer (B)**

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		

8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q18 Passage #3

18 The author included paragraph 4 most likely to —

F emphasize that football players in Texas deserve more attention than they receive

G imply that football should not be the most popular sport in Texas

H suggest that marching bands are as important as football players

J show that marching in a band is as demanding as playing football

*** 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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8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q21 Passage #3

21 The author chose the title of this selection to highlight the idea that —

A Texas marching band members are talented

B there is variety among Texas marching bands

C Texas marching band members are dedicated

D there are a large number of Texas marching bands

*** Correct answer (B)**

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		

8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q28 Passage #3

28 Based on her letter, how has the author's Hispanic heritage influenced her message?

F She wants to encourage people to write about what makes their culture unique.

G She wants to communicate the idea that a person from any culture can become a writer.

H She wants to celebrate the accomplishments of Hispanic authors.

J She wants to emphasize the importance of storytelling in Hispanic culture.

*** 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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8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q43 Passage #5

43 The author wrote this article most likely to —

A reveal a little-known factor that influenced the outcome of the Revolutionary War

B argue that British people sympathized with Americans during the Revolutionary War

C teach readers how to prepare the invisible ink that members of the Continental army used

D question whether Washington was as honest as many Americans believe

*** 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		

8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order

2014 - Q11 Passage #2

11 What is paragraph 2 mostly about?

A How the Tantramar Wetlands were created

B Why preserving freshwater wetlands is important

C Why a nonprofit group works to conserve wetlands

D How the Tantramar Wetlands Centre was constructed

*** 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		

So What?	
Now What?	

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8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	**Analysis of Assessed Standards** **Genre: Expository**

2014 - Q39 Passage #5

39 A recent change in the kind of work done by Peace Corps volunteers is the result of —

A advances in technology

B new agricultural techniques

C greater cultural awareness

D increased health needs

*** Correct answer (A)**

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		

8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	**Analysis of Assessed Standards** **Genre: Expository**

2014 - Q40 Passage #5

40 In paragraphs 1 and 2, the author presents the idea that —

F people who volunteer for the Peace Corps must be skilled in several areas in order to help others

G the purpose of the Peace Corps is to identify problems faced by other countries

H the Peace Corps is focused on building mutual respect between the United States and other countries

J a Peace Corps volunteer must follow three important steps while working in a foreign country

*** Correct answer (H)**

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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8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order

Analysis of Assessed Standards
Genre: Expository

2014 - Q44 Passage #5

44 Paragraphs 3 and 4 are mainly about —

F Kennedy's popularity with students at the University of Michigan

G the creation of the Peace Corps in the early 1960s

H Kennedy's campaign stop at the University of Michigan

J the first group that committed to serving in the Peace Corps

*** Correct answer (G)**

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		

8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order

Analysis of Assessed Standards
Genre: Expository

2013 - Q24 Passage #3

24 What are paragraphs 6 and 7 mainly about?

F The results of studies about Texas high school marching bands

G The high quality of Texas high school marching bands

H The benefits of being in a high school marching band

J The popularity of being in a high school marching band

*** Correct answer (H)**

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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8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	**Analysis of Assessed Standards** **Genre: Expository**

2013 - Q26 Passage #3

26 What is the best summary of the section titled "Bands in All Sizes"?

F There are many marching bands in the state of Texas. Some of the bands are very small, consisting of as few as a dozen members. Kenneth Griffin's organization, the Texas Association of Small School Bands, represents some of these small high school bands at competitions.

G With 5,000 students, Allen High School is a very large school. Its marching band has 650 members, which makes it larger than the bands at the University of Texas and Texas A&M University. On the other hand, the Sundown High School marching band has only 117 members.

H Class 5A Allen High School has the largest marching band in the United States. It is larger than any other high school marching band or any college marching band. This band's 650 members fill an entire football field when they are playing. It takes 20 buses to transport the members to away games.

J Texas boasts the largest high school marching band in the nation, the Allen Eagle Escadrille, which has 650 members. There are also many small, award-winning marching bands in Texas, such as Sundown High School's 117-member marching band, which has won many marching band titles.

*** Correct answer (J)**

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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8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	**Analysis of Assessed Standards** **Genre: Expository**

2013 - Q45 Passage #5

45 The Culper Ring used Dr. Jay's invisible ink rather than lemon juice because Dr. Jay's ink was —

A more difficult for an enemy to discover

B Washington's preferred way to send a message

C suitable for writing between the lines of a letter

D a symbol of British support for the Americans

*** Correct answer (A)**

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		

8.10A summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order	**Analysis of Assessed Standards** **Genre: Expository**

2013 - Q52 Passage #5

52 According to the article, why did Washington want his own information-gathering agency?

F He trusted only friends to bring him accurate information.

G He was fascinated with the idea of spies and invisible ink.

H He thought the British were spying on his Continental forces.

J He was unable to defeat British forces by traditional methods.

*** Correct answer (J)**

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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8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text

2014 - Q17 Passage #2

17 Which sentence shows that the author believes that the Wetheads are doing exceptional work at the Tantramar Wetlands Centre?

A *Every year more than 100 high school volunteers, known as Wetheads, learn about the value of wetlands.*

B *They learn how to paddle canoes, give oral presentations, and identify the plants, birds, and mammals that make the wetlands their habitat.*

C *Through their enthusiasm and dedication, these high school students have done more to change how people think about wetlands than any other youth group in Canada.*

D *Wetheads are also trained how to place bands on the legs of birds.*

*** 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		

8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text

2014 - Q45 Passage #5

45 Which statement best expresses an opinion found in the section "Service to Others"?

A President Barack Obama issued a proclamation to honor volunteers on the fiftieth anniversary of the Peace Corps.

B Mike Roman serves in the Peace Corps as a teacher on an island in Kiribati.

C Christian Deitch volunteers as an English teacher in the Kyrgyz Republic in central Asia.

D Americans should ask what they can do for their country instead of asking what the country can do for them.

*** Correct answer (D)**

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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8.10B distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text

2013 - Q22 Passage #3

22 Which sentence from the selection is a commonplace assertion?

F *We all know that Texans are mad about football, and the players usually get the attention.*

G *Known as the Allen Eagle Escadrille (French for "squadron"), Allen's band is considered the largest in the country—high school or college.*

H *At some small schools, roughly half of the student body is in the band.*

J *Griffin's organization was formed in 1991 to better represent small schools at band competitions.*

*** Correct answer (F)**

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		

8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

2014 - Q10 Passage #2

10 Why does the author begin this selection by explaining what wetlands are?

F To describe the various aspects of a wetland area near a high school

G To offer reasons that readers should be committed to wetland conservation

H To give important background information about wetlands

J To encourage readers to become involved in wetland conservation

*** 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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8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

2013 - Q20 Passage #3

20 By presenting the ideas included in paragraphs 1 through 3, the author is able to —

F explain why students join marching bands in Texas

G describe the equipment required by Texas marching bands

H emphasize that marching bands in Texas are a common sight

J identify the most popular instruments in Texas marching bands

*** 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		

8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

2013 - Q23 Passage #3

23 Which of these supports the idea that band members form strong bonds with one another?

A *"We always called ourselves 'band nerds.' I don't think it's derogatory or anything. It doesn't bother me one bit."*

B *"It's like camaraderie," Harwell said. "For four years, it's your family."*

C *"In some places, being in the band is not the in thing; it's not cool. It's cool to be in the band in Sundown," he said.*

D *"You have your preps, your jocks and your band nerds," said Jolynn Harwell, 24, who played clarinet and served as drum major for two years at Stephenville High School.*

*** Correct answer (B)**

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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8.10C make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

2013 - Q48 Passage #5

48 The reader can conclude that the spies who made up the Culper Ring —

F were each assigned a specific job

G all fought in the Continental army

H all came from Culpeper County in Virginia

J were the first to use lemon juice for secret messages

*** 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**
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		

8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence

2014 - Q14 Passage #2

14 How does the author support the idea that Wetheads enjoy volunteering at the Tantramar Wetlands Centre?

F By describing the type of work students do at the center

G By including a quote from a student who works at the center

H By explaining the importance of the students' work at the center

J By mentioning an award that the students won for their work at the center

*** 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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8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence

Analysis of Assessed Standards
Genre: Expository

2014 - Q42 Passage #5

42 The author begins and ends the selection by bringing together the idea that —

F 2011 marked a milestone in the history of the Peace Corps

G President Kennedy's 1961 address was the foundation on which the Peace Corps was built

H the young people of America show good citizenship by joining the Peace Corps

J the Peace Corps is still a success 50 years after its founding

*** Correct answer (J)**

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		

8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence

Analysis of Assessed Standards
Genre: Expository

2013 - Q27 Passage #3

27 With which statement would the author most likely agree?

A More band members should pursue careers in music.

B It is possible for a school of any size to have a successful band program.

C Band camps would be more effective if they didn't occur during the summer.

D Large schools should consider including middle school students in marching band.

*** Correct answer (B)**

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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8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence

2013 - Q46 Passage #5

46 What can the reader conclude about the author's opinion of Washington's strategy for information-gathering?

F The author thinks Washington should have been more selective in choosing the Culper Ring.

G The author admires Washington's resourcefulness.

H The author believes that Washington should have been more careful about sending messages.

J The author believes that Washington's patience helped him perfect his methods.

*** 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		

8.10D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence

2013 - Q47 Passage #5

47 Which statement from the article describes a positive result of Washington's military strategy?

A *And in November 1780, based on information from Woodhull, Major Tallmadge led a successful raid on Fort St. George on Long Island.*

B *He regularly used such tricks as secret agents, double agents, and codes.*

C *The Culper Ring operated for six years in and around New York City.*

D *Sometimes the spies wrote their secret messages between the lines of a letter to a friend or business partner.*

*** 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		

So What?	
Now What?	

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8.10 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q15 Passage #2

15 Which of these is the best summary of the selection?

A Al Smith, a retired biologist, was concerned about the loss of freshwater wetlands. In 1997 he had the idea to turn an area of abandoned farmland into a man-made wetland. With the help of a nonprofit organization, he founded the Tantramar Wetlands Centre. High school students called Wetheads volunteer at the center and teach others about the importance of wetlands.

B The Tantramar Wetlands Centre was founded in 1997 and now educates more than 4,000 visitors each year. Wetheads, high school students who volunteer at the center, have received national and international awards for their work. These students are not paid for the time they spend at the center, but they gain valuable knowledge and experience through the work they do.

C In 1997 retired biologist Al Smith had the idea to create a man-made wetland and helped found the Tantramar Wetlands Centre. Today high school students who volunteer at the center help with research and lead educational programs for thousands of visitors. These students, who are known as Wetheads, have received recognition for their efforts to teach others why wetlands need to be preserved.

D Retired biologist Al Smith had the idea to create a man-made wetland when he noticed a piece of abandoned property near a high school. He worked with a nonprofit organization to turn 35 acres of unused farmland into a marsh. The Tantramar Wetlands Centre now welcomes more than 4,000 students each year to its educational programs. High school students who volunteer there are known as Wetheads.

*** 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		

8.10 Fig 19E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

2014 - Q16 Passage #2

16 The author emphasizes the idea that wetlands —

F are an important source of freshwater

G should be studied in high school

H require maintenance by nonprofit organizations

J will disappear if people don't work to preserve them

*** 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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8.10 Fig 19E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

2013 - Q50 Passage #5

50 What is the best summary of this article?

F Invisible ink, which helped George Washington win the Revolutionary War against the British, can be easily made out of lemon juice. Another way to write with invisible ink is to use chemicals called "stain" and "sympathetic stain."

G The Culper Ring was a group of American spies that operated around New York City during the Revolutionary War. The spies included Robert Townsend, Abraham Woodhull, Austin Roe, and Major Tallmadge.

H During the Revolutionary War, George Washington established a network of spies that provided him with information about the British forces. One group, the Culper Ring, sent him many valuable messages written in invisible ink, a technique that helped Washington defeat the British.

J Although many people believe that George Washington never lied, he did use deceptive tricks such as secret agents, double agents, and codes against the British during the Revolutionary War. He found that using invisible ink to send secret messages was especially useful.

*** 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		

8.13C evaluate various techniques used to create a point of view in media and the impact on audience

2014 - Q43 Passage #5

43 Why does the advertisement begin with a question?

A To provide readers with an example of an activity in which Peace Corps volunteers participate

B To cause readers to evaluate their own suitability for the Peace Corps

C To show readers the feelings of uncertainty experienced by Peace Corps volunteers

D To evaluate readers' knowledge of the Peace Corps' mission

*** 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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IQ Analysis | Investigating the Question	Genre: Fiction	8th Grade	English
SE: 8.2B, 8.3 Fig 19D, 8.6A, 8.6B, 8.6C, 8.6 Fig 19E, 8.8 Fig 19D		Units:	

8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2014 - Q3 Passage #1

3 In paragraph 41, the reader can tell that something that takes precedence is —

A pleasant

B more important

C accessible

D more interesting

*** 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		

8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2014 – Q18 Passage #3A

18 In paragraph 16, the word nonchalantly means —

F happily

G slightly

H casually

J thoughtfully

*** 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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8.3 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q5 Passage #1

5 Based on the story, what can the reader conclude about homestead laws in the early 1900s?

A Women could not file a homestead claim.

B Homestead laws favored men over women.

C Homestead claims could not be passed from one family member to another.

D Land officials had some freedom in interpreting homestead laws.

*** 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		

8.3 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q2 Passage #1

2 Which statement best expresses the main theme of the excerpt?

F It is important for people to accept their friends' decisions.

G People should be true to their own goals.

H It is best to avoid problems rather than try to solve them.

J Friends who have overcome obstacles give useful advice.

*** 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?	

© 2014 lead4ward

8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

Analysis of Assessed Standards
Genre: Fiction

2014 - Q4 Passage #1

4 Paragraphs 8 through 10 help build tension in the story by —

F showing Traft Martin's refusal to acknowledge Mr. Ebgard's authority

G suggesting that Mr. Ebgard is unfamiliar with the law

H contrasting Traft Martin's personality with Mr. Ebgard's

J revealing that Traft Martin believes the outcome of the meeting should be obvious

*** Correct answer (J)**

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		

8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

Analysis of Assessed Standards
Genre: Fiction

2014 - Q6 Passage #1

6 Paragraph 32 is important to the story because it —

F explains that Hattie does not understand why Mr. Ebgard is asking her questions

G illustrates that Mr. Ebgard is intentionally prolonging the hearing

H foreshadows Mr. Ebgard's decision to uphold Hattie's homestead claim

J conveys that Hattie is uncomfortable discussing the loss of her parents

*** 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		

So What?	
Now What?	

© 2014 lead4ward

8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

2014 - Q8 Passage #1

8 Which of these best demonstrates the moment when Traft Martin realizes he will lose the hearing?

F *"See!" Traft closed his eyes to do the math. "That makes her sixteen. Nowhere near old enough."*

G *He turned on his heel and slammed out the door.*

H *Traft jumped up. It looked as if he'd figured out where Mr. Ebgard was going too.*

J *Traft shifted in his chair and smirked at me.*

*** 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		

8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

2014 - Q20 Passage #3A

20 The story reaches its climax when —

F Cassie hears the sound of an electric guitar

G Matt asks whether Cassie plays drums

H Matt recognizes Cassie as a girl from his class

J Cassie sits against the wall and listens to the band

*** 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?	

© 2014 lead4ward

8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

2013 - Q4 Passage #1

4 The author included paragraph 15 in order to —

F explain why Lola has decided she does not want to perform in the play

G let the reader know that at one time Ella did not want Lola to act in the play

H show the reader that Lola is no longer interested in being in the play

J demonstrate that Ella is upset with Lola for not following her earlier advice about being in the play

*** 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		

8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

2013 - Q8 Passage #1

8 Which event triggers the main problem in the excerpt?

F Lola getting the role Carla Santini wanted in the play

G Lola moving to a new school in the suburbs

H Lola pretending to be sick on the day of the play

J Lola arguing with Ella about her decision

*** 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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8.6A analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved

2013 - Q10 Passage #1

10 Which statement best expresses the main conflict in the excerpt?

F Lola is upset that her best friend Ella has come to her house so early in the morning.

G Carla Santini, the most popular girl in school, wants the lead role in the school play.

H Ella respects Lola and wants her to talk to Carla Santini and her classmates.

J Lola tries to avoid performing in a play because of the negative reaction she has received at school.

*** Correct answer (J)**

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		

8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict

2014 - Q19 Passage #3A

19 Cassie's thoughts in paragraph 14 show that she —

A wants to take a risk to make new friends

B is trying too hard to impress the others

C has a false sense of pride

D is reluctant to let people get to know her

*** 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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8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict

2014 - Q21 Passage #3A

21 Which sentence from the story provides the best evidence that Cassie feels insecure?

A *Overwhelmed with curiosity, I followed the sound down a narrow cobblestone walkway.*

B *I slid my hands into my pockets and attempted to smile confidently.*

C *A green wooden door was slightly ajar, and I peeked inside.*

D *I glanced at Janis, who was quietly studying me.*

*** 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		

8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict

2013 - Q1 Passage #1

1 The reader can conclude that when Ella arrives at Lola's house, Ella is —

A envious of Lola for getting a role in the school play

B grateful to Lola for helping her become more confident

C timid about confronting Lola for pretending to be sick

D furious with Lola over her decision to quit

*** 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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8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict

2013 - Q3 Passage #1

3 Read these sentences from paragraph 34.

> *"Nothing," I shouted back through my sobs. "I've had a miraculous recovery."*

These sentences show that Lola —

A hopes her mother does not realize she is angry

B plans to continue to cry with Ella

C has decided to perform in the play

D has agreed to let Carla have the lead role in the play

*** Correct answer (C)**

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		

8.6B analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict

2013 - Q5 Passage #1

5 What effect does Ella's uncharacteristic behavior have on the resolution of the excerpt?

A It reminds Lola of what is most important to her.

B It makes Lola question her friendship with Ella.

C It forces Lola to think about revising her motto.

D It helps Lola accept the fact that she is not as talented as Carla.

*** 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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8.6C analyze different forms of point of view, including limited versus omniscient, subjective versus objective

2014 - Q2 Passage #1

2 Because the story is written from a first-person point of view, the reader is better able to understand —

F Hattie's assessment of Traft Martin

G Hattie's shift from being anxious to feeling relieved

H Traft Martin's motivation for trying to get Hattie's land

J Mr. Ebgard's intentions during the hearing

*** Correct answer (G)**

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		

8.6 Fig 19E summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts

2014 - Q7 Passage #1

7 Which of these is the best summary of the excerpt?

A Hattie Brooks is nervous before a hearing to determine her right to claim a homestead. However, in the end the land official decides that Hattie is entitled to keep her claim.

B Hattie Brooks holds a homestead claim inherited from her uncle, but Traft Martin would like to stake a claim to Hattie's property. A hearing is held to determine whether Hattie can continue working the homestead land left to her by her uncle.

C Hattie Brooks has inherited a homestead claim from her uncle, but Traft Martin would like to have it. The land official takes his time, asks Hattie many questions, and determines that she is unlike most other girls her age.

D Traft Martin would like to have Hattie Brooks's homestead claim and has filed a challenge to her ownership. In spite of Martin's interruptions, the land official maintains control of the proceedings and determines that Hattie has a legal right to the claim.

*** 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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8.8 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q1 Passage #1

1 The language in paragraph 42 is used to emphasize —

A the intensity of Hattie's anxiety about the hearing

B Hattie's physical strength

C Hattie's confusion about the decision

D the extent of Hattie's gratitude

*** 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		

8.8 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q9 Passage #1

9 In paragraph 10, which words does the author use to create a tense mood?

A *slammed, jerked*

B *admitted, witnesses*

C *empty, thumb*

D *down, toward*

*** 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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8.8 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q7 Passage #1

7 The author included paragraph 28 to —

A demonstrate how upset Lola is about quitting the play

B convey how hurt Lola is by Ella's words

C reveal how unhappy Lola is about living in the suburbs

D illustrate how sad Lola feels about the way her classmates are treating her

*** 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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IQ Analysis | Investigating the Question	Genre: Literary NF	8th Grade	English
SE: 8.3 Fig 19D, 8.7 Fig 19D		Units:	

8.3 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q48 Passage #6

48 The reader can best identify this selection as a memoir because it —

F focuses solely on the author's emotions

G describes meaningful events in the author's past

H contains a vivid description of the setting

J has a well-developed character that encounters a problem

*** Correct answer (G)**

Analysis of Assessed Standards
Genre: Literary NF

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		

8.7 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q46 Passage #6

46 What can the reader conclude about Bird's relationship with Wrangler?

F Wrangler was the only horse Bird will ever own.

G Bird wished that he had never sold Wrangler.

H Bird hoped to see Wrangler again.

J Wrangler made a lasting impression on Bird.

*** Correct answer (J)**

Analysis of Assessed Standards
Genre: Literary NF

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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8.7 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q47 Passage #6

47 Bird uses paragraph 10 to convey to the reader —

A the anger displayed by the sheriff's deputy

B the dangers Wrangler experienced on the highway

C the chaos Wrangler's actions caused

D the frustration felt by the neighbor

*** Correct answer (C)**

Analysis of Assessed Standards
Genre: Literary NF

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		

8.7 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q49 Passage #6

49 Bird was fortunate that the district attorney had horses of his own because the district attorney —

A was able to offer Bird advice on how to better understand horses

B recognized Bird's ability to handle Wrangler well

C understood how costly raising Wrangler was for Bird

D was sympathetic toward Bird's situation

*** Correct answer (D)**

Analysis of Assessed Standards
Genre: Literary NF

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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8.7 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q50 Passage #6

50 Bird includes paragraphs 11 and 12 in the selection most likely to illustrate that —

F people often try to shirk their responsibilities

G owners cannot always control their animals

H authority figures usually respond to crises in a positive manner

J horses cause more highway accidents than any other animal

*** Correct answer (G)**

Analysis of Assessed Standards Genre: Literary NF		
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		

8.7 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q51 Passage #6

51 Bird wrote this selection most likely to —

A explain why horses can be difficult to control

B express his regret about selling his horse

C celebrate the bond he shared with his horse

D provide useful advice to first-time horse owners

*** Correct answer (C)**

Analysis of Assessed Standards Genre: Literary NF		
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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8.7 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q52 Passage #6

52 The author organizes this selection by —

F listing the challenges that horse owners experience

G contrasting the actions of Wrangler with those of other animals

H describing episodes from the period of time he owned Wrangler

J comparing his experience of owning a horse with the experiences of others

*** Correct answer (H)**

Analysis of Assessed Standards Genre: Literary NF		
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: Persuasive	8th Grade	English
SE: 8.2B, 8.9 Fig 19D, 8.11 Fig 19D		Units:	

8.2B use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings

2014 - Q34 Passage #4

34 What does the word constructive mean in paragraph 7?

F Necessary for the future

G Useful for answering questions

H Effective for anticipating problems

J Beneficial for achieving an outcome

*** Correct answer (J)**

Analysis of Assessed Standards
Genre: Persuasive

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		

8.9 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q37 Passage #5

37 What is the most likely reason the author wrote this selection?

A To inform the reader about the history and work of the Peace Corps

B To provide information about an influential president

C To challenge the reader to create programs that are similar to the Peace Corps

D To explain the benefits of serving in the Peace Corps

*** 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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8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q31 Passage #4

31 How do paragraphs 4 through 6 support the author's position about online learning?

A By explaining how online classes have become part of the educational system

B By providing information about U.S. Education Secretary Arne Duncan

C By explaining why Bill Gates supports the development of online schools

D By providing evidence that online classes are valuable to students' education

*** Correct answer (D)**

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	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		

8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q32 Passage #4

32 Which sentence best refutes the critics' concerns about online education?

F *After viewing an interactive video about the electromagnetic spectrum, she joins a couple of her classmates in an online chat room to complete a virtual lab assignment that they will e-mail to the instructor.*

G *Enrollment in these courses also allows students access to virtual laboratories and the finest libraries in the country, no matter where they live.*

H *Thanks to current technology, Samantha is just one of many students who have benefited from online learning.*

J *In fact, Florida Virtual School, the nation's largest virtual high school, boasts higher scores in its advanced-placement courses than many traditional public schools.*

*** 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	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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8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q33 Passage #4

33 The author supports the article's premise by providing —

A testimonials from students who have had success with online education

B examples of how online classes are improving education

C statistics from various schools that offer online classes

D quotations from people who have been involved in organizing online classes

*** Correct answer (B)**

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		

8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q35 Passage #4

35 Which sentence supports the belief that online education will be more widespread in the future?

A *Students involved in extracurricular activities, those who have been hospitalized, or those who are behind in earning required credits can meet their educational needs through enrollment in online classes.*

B *U.S. Education Secretary Arne Duncan believes so strongly in virtual education that he helped budget $500 million for the development of online precollege and college courses over the next 10 years.*

C *A 2009 Department of Education report suggests that students enrolled in online classes performed better than those in traditional schools.*

D *This "classroom" experience is far different than anything they did in school.*

*** Correct answer (B)**

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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8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q36 Passage #4

36 The author includes the description of Samantha working on her laptop in paragraph 1 most likely to —

F provide an example for readers who are unfamiliar with online classes

G explain to readers the process of logging on to online classes

H illustrate the steps involved in completing an online assignment

J suggest that interactive videos are an important part of online assignments

*** Correct answer (F)**

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		

8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q29 Passage #3

29 How does the author organize paragraphs 8 through 10?

A By listing common practices used by writers

B By comparing strategies writers use to develop their ideas

C By stating reasons writers avoid trying different techniques

D By identifying problems writers encounter while revising their work

*** 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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8.11 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q31 Passage #3

31 Which sentence from the letter best supports the author's claim that reading helps writers develop their skills?

A *Without practice, you will never learn to hear and sing your own unique song.*

B *Revising is now one of my favorite parts of being a writer, though I didn't always feel that way.*

C *We're curious to see what others are doing with words, but—what is more important—we like what happens to us when we open a book, how we journey into the pages.*

D *In the last twenty years, I've spent more and more time writing my own books for children and adults.*

*** 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		

So What?	
Now What?	

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IQ Analysis | Investigating the Question	Genre: Poetry	8th Grade	English
SE: 8.4A, 8.4 Fig 19D, 8.8 Fig 19D		Units:	

8.4A compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry)

2014 - Q22 Passage #3B

22 The repetition of the words "my" and "my own" emphasizes the speaker's desire to —

F show appreciation for something that is personal and unique

G express opinions that challenge accepted wisdom

H argue that people share some similar characteristics

J make a distinction between scientific facts and personal beliefs

*** 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		

8.4A compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry)

2014 - Q23 Passage #3B

23 The poet chose an irregular and unpredictable rhyme scheme most likely to —

A highlight the speaker's actions

B provide a sense of playfulness

C emphasize the poem's message

D suggest that the speaker is confused

*** 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		

So What?	
Now What?	

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8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 - Q24 Passage #3B

24 What does line 6 suggest about the "whorls," "whirls," and "wheels" on the pad of the speaker's thumb?

F They are evidence of her intelligence and emotional depth.

G They represent more than physical identity.

H They reveal her genetic characteristics.

J They symbolize a link to the past.

*** 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		

8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q34 Passage #4

34 In the poem, the speaker's mood changes from —

F uncertain to discouraged

G frustrated to joyous

H lonely to peaceful

J relaxed to excited

*** 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		

So What?	
Now What?	

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8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q37 Passage #4

37 Based on the last stanza, the reader can conclude that the speaker —

A wants to write about winning a race

B hopes to finish writing soon

C has begun expressing ideas freely

D hopes to learn organizational skills

*** 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		

8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q11 Passage #2

11 How are the train and the speaker similar?

A Like the train that has a schedule to keep, the speaker has an approaching responsibility.

B Like the train that brays and boasts, the speaker acts in an overly proud manner.

C Like the train that travels at midnight, the speaker prefers to work during the night.

D Like the train that stays on a straight course, the speaker avoids change.

*** 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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8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q12 Passage #2

12 Which line from the poem best expresses the speaker's sense of dread?

F Line 2: and it's midnight,

G Line 7: and needed rest.

H Line 8: When I lie in wait

J Line 15: from so many miles away . . .

*** 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		

8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q15 Passage #2

15 Dividing the poem into two stanzas allows the poet to —

A compare the speaker's schedule with the train's schedule

B ask questions to keep the reader guessing about what will happen

C contrast the speaker's feelings about weekends and Mondays

D incorporate reminders for the reader about where the action takes place

*** 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		

So What?	
Now What?	

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8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q16 Passage #2

16 The train is important to the poem because it represents —

F reflecting on the past

G visiting distant places

H following a planned routine

J interrupting peaceful memories

*** 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		

8.4 Fig 19D make complex inferences about text and use textual evidence to support understanding

2013 - Q17 Passage #2

17 The poet likely intends for the last two lines to express the speaker's —

A regret over the experiences of the weekend

B concern about doing well in school

C fear of the arriving train

D anxiety about the coming day

*** 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		

So What?	
Now What?	

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8.8 Fig 19D make complex inferences about text and use textual evidence to support understanding

2014 – Q25 Passage #

25 The last two lines of the poem suggest that the thumbprint referred to in the title is a symbol for —

A a person's individuality

B an important clue to life's timeless mysteries

C a prediction about the future

D an anticipation of change

*** 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	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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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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