



DEPARTMENT OF EDUCATION

PAWS

Reading

Grade 8

Released Items

With Data

Craft and Structure

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Portions of this work were previously published.

Printed in the United States of America.

Reading Released Items with Data Introduction Page / Data Definitions

This Released Items with Data document provides a subset of items from the 2015 administration of the PAWS test. The data for an item is on the page that follows that item. The following provides definitions for the data fields on the data page.

Passage Information:

Passage Accnum: Vendor identification code assigned to the passage

Title: Title of the passage/stimulus

Passage Ext. ID: Identification code assigned to the passage

Passage/Text Type: Mode or genre of passage (i.e.: informational/expository)

Item Information

Title: Title of the passage/stimulus the item belongs to

Passage/Text Type: Mode or genre of passage

2012 WyCPS Domain: Reporting category of the state content standards

2012 WyCPS Standard: State content standard

Item Code: Identification code assigned to the item

Admin: The year an item is administered

Item Type: The mode in which a student responds (MC means multiple-choice)

Correct Answer: The option letter (A, B, C, or D) that corresponds to the correct answer

Item Dok: The item's Depth of Knowledge designation, also called Cognitive Complexity;

- 1 - Recall and reproduction
- 2 - Skills and concepts
- 3 - Strategic and extended thinking

Total N-count: Number of students counted as taking the test in which the item appears during the listed administration (Includes item omissions)

Pvalue/Mean Score: For a multiple-choice item, the percent of students choosing the correct answer

Score Analysis

MC Row: Answer options available for students to choose from (including those who do not choose any option); an asterisk designates the correct answer

%Choosing Row: Percent of students choosing an option (or omitting)

Item Notes: Area where user can make notes

Passage Accnum:	VH074592	Title:	Baboon for President! Long Live the Queen Bee!	Passage Ext. ID:	WYR38P30
Passage/Text Type:	Informational/Expository				

BABOON FOR PRESIDENT! LONG LIVE THE QUEEN BEE!

by Kathryn Hulick

- 1 When people need leaders, we elect presidents, crown kings, or hire CEOs. What do animals do? Groups of animals can't vote, but they still need to make important decisions about where to go to find food or what to do in the face of danger. Sometimes a leader helps make that decision, and other times, the group uses clever strategies to find a solution without a leader taking charge. . . .

Baboons



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- 2 Being the biggest, baddest boy baboon comes with some perks. The *alpha male* gets the tastiest food. . . . But is he the leader? Not really. "The alpha male is not going to make all of the decisions for the group," says Laurence Gesquiere of Princeton University. Also, he doesn't stay on top very long. A male has to fight to become alpha, and a younger, stronger baboon can always come and try to take that rank away.
- 3 Female baboons have their own, separate rank structure based on family relationships, and this rank lasts a lifetime. "The daughter, once she reaches maturity, is usually going to rank right below her mom," says Gesquiere. But just as in males, high rank doesn't make you "president" of the baboons. You may lead in some situations but not all.

- 4 Imagine that it's almost night time in Kenya,¹ and some baboons need a place to sleep. But there's a leopard at their sleeping site! Everybody stops. The baboons need a leader. Jeanne Altmann of Princeton University explains what might happen next. "Suddenly, an elderly adult female, who probably has some of the greatest knowledge of different places to go, will get up, walk through the group, and move toward a grove," says Altmann. She'll make sounds called group cohesion grunts. Other baboons echo the grunts, then follow her.
- 5 Hans Kummer writes about this type of leadership by older, more experienced Hamadryas² baboons in his book *In Quest of the Sacred Baboon*. He watched a young alpha male baboon try to lead his group north, but the old male at the back of the group kept stopping and wouldn't move until the younger one turned southwest. "The younger male, now a family leader, still pays attention to the scrawny oldster," Kummer says in his book. . . .

Bees



© Andrey Davidenko/Dreamstime #28848469

- 6 Bees have a queen, and she's the leader, right? Wrong! The queen is an important part of the hive, but she can't tell anyone else what to do. When it comes to making decisions like where to find food or where to live, the workers follow a fascinating, collective decision-making process. Collective decision making happens when no one in a group has perfect information, but you have to make a

¹ Kenya: a country in East Africa noted for its wildlife such as lions, zebras, elephants, baboons, crocodiles, and others

² Hamadryas: a species of baboon found in parts of Africa, Saudi Arabia, and Yemen

decision anyway. When bees are trying to decide where to find the best food, each worker only visits one patch of flowers. Back at the hive, the worker bees dance to tell the others about what they found. The better the food is, the longer and more energetically the worker will dance.

7 "It's kind of like bee democracy," says [Gro Amdam, a researcher at Arizona State University]. "The colony makes the decision to follow the bees that are in the largest numbers [and] advocating the most strongly."

8 How does the queen fit into all of this? She lays all of the eggs for the colony, and without a queen, the colony is doomed. If the current queen is getting old or if the colony is overcrowded, some worker bees will start building special cells, like cribs, meant to hold a baby queen. Again, bee democracy kicks (or buzzes) in—if other worker bees are still happy with the current queen, they'll tear down those cribs. New queens are only born when a majority of the hive is unhappy. . . .

Elephants

9 The elephant matriarch is the leader of her family. Typically, the oldest mother or grandmother in a group of relatives takes on this role. . . .

10 Age, experience, and knowledge mean better leadership. A 2011 study by Karen McComb of the University of Sussex (UK) showed that older matriarchs make the best decisions when faced with the threat of lions. Researchers played back roars of either male or female lions alone or in groups of three. Male lions in a group present the biggest threat, and the oldest matriarchs in the study responded most strongly to these roars, while younger matriarchs were not nearly as consistent.

11 Like baboons, elephants follow a dominance hierarchy.³ But it's not the young, strong males who make it to the top. "The older you are, the more dominant you're likely to be," explains Patrick Chiyo of the University of Notre Dame. If a group with an older matriarch runs into another group, the less dominant group will likely move aside.

The Art of Leadership

12 Being a leader comes with great benefits, like the tastiest food, but it's also risky being at the top. A true leader, whether he's president of the United States or she's an elder elephant, must make good decisions that will benefit the group, or everyone suffers. Making a good decision requires good information, and most of the time the leader doesn't know everything. The group itself often knows more and can make decisions without a leader through collective decision making or "group think."

"Baboon for President! Long Live the Queen Bee!" by Kathryn Hulick, *Odyssey Magazine*, October 2012

³ hierarchy: people, animals, or things in a group organized by rank, class, or order

00 In Paragraph 7, which of these is the most likely reason the phrase “bee democracy” is used?

- A) To describe a type of leadership within a bee colony that is different from the baboon or elephant groups
- B) To help readers recognize a similarity between the social group structures of the human and animal worlds
- C) To explain to readers that bees are more intelligent than once originally thought
- D) To reinforce the idea that decisions within a bee colony are made by the number of bees that support a decision

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Item Code:	VH140457

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	D	3	656	0.331

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	21.189	39.329	6.098	33.079	0.305

Item Notes

00 In Paragraph 8, what does the word “doomed” suggest about the colony of bees?

- A) The colony will move to another location.
- B) The colony will not survive without the queen.
- C) The colony will force the queen to leave the hive.
- D) The colony will replace the queen.

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Item Code:	VH140461

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	706	0.82

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	3.399	82.011	4.533	10.057	0

Item Notes

00 Read these sentences from Paragraph 6.

Bees have a queen, and she's the leader, right? Wrong!

Why does the author most likely begin the paragraph with the sentences?

- A) To correct a false assumption
- B) To build interest in the queen bees
- C) To answer a commonly asked question
- D) To provide an example of leadership

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Item Code:	VH140466

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	A	2	656	0.567

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	56.707	22.713	15.244	5.183	0.152

Item Notes

00 Why does the author include information on the study conducted by the University of Sussex in Paragraph 10?

- A) To explain why male lions are more threatening to elephants than female lions
- B) To demonstrate how older female elephants teach younger female elephants
- C) To prove that experienced members are more valuable to the group than members with less experience
- D) To support the claim that older animals are sometimes more capable leaders than younger animals

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Item Code:	VH140468

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	D	2	706	0.494

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	13.314	9.632	27.479	49.433	0.142

Item Notes

00 In the section "The Art of Leadership," which words does the author use to show her opinion of strong leadership?

- A) Great, risky
- B) Benefit, group
- C) Suffers, information
- D) Know, think

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Item Code:	VH140471

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	656	0.335

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	48.018	33.537	5.793	12.5	0.152

Item Notes

Passage Acnum:	VF385485	Title:	Spirit Bears of the Northwest	Passage Ext. ID:	WYR18P12
Passage/Text Type:	Informational/Expository				

Spirit Bears of the Northwest



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- 1 The Great Bear Rainforest of the Canadian Northwest is the largest unspoiled coastal rainforest in the world. It spans 250 miles of glacier-capped mountains and mist-covered, dense forest along Canada's Pacific coastline and neighboring islands. Deep within the exotic confines of the rainforest are towering trees that have stood for well over a thousand years. Inhabiting the rainforest are wild animals, such as cougars, wolves, eagles, grizzly bears, and black bears. Also in this secluded environment is a species that is exclusive to the region: the rare Kermode bears. Native inhabitants call them spirit bears. They are a subspecies of black bears that features a highly distinctive genetic characteristic. They have a coat of thick, white fur, much like that of a polar bear. Their coats are not pure white but more off-white, like the color of oatmeal.
- 2 The Kermode bear is named after Francis Kermode, a Canadian friend of W.T. Hornaday. Hornaday, a New York zoologist who conducted the first studies into the origins of the white bears, discovered that white bears are not albinos¹. They are actually black bears that carry a recessive² gene. The offspring of any two black bears that carry the recessive gene may potentially be Kermode bears.

¹ albino: any living being of light color and pinkish eyes, with an absence of the gene that allows for pigmentation, or darkening, of skin or hair

² recessive: being secondary, hidden, masked, or in the background

- 3 Of approximately 1,200 black bears that live in the Great Bear Rainforest, only about 200 are white. On the mainland, about one out of every seventy black bears gives birth to a white cub. On the islands, however, the number of white cubs born is significantly higher—as many as one in three. Scientists speculate that the spirit bear population is higher on the islands because a larger number of black bears residing there carry the recessive gene.
- 4 Located in the heart of this rainforest, Hartley Bay, British Columbia, is home to approximately 180 members of the Gitga’at First Nation, one of 14 ancestral tribes that have lived in the coastal regions of Canada and Alaska for thousands of years. Helen Clifton, a leader among the Gitga’at, explains how her clan has shown respect toward spirit bears for generations. As Clifton recalls, “Our people never hunted the white bear.” When fur traders moved into the territory in the late eighteenth century, the Gitga’at tribe protected spirit bears by never speaking of their existence. Thus, the potential threat to the species from fur traders hunting black bears in the area was reduced.
- 5 Even today, local tribe members keep watch over the bears. Clifton says no one speaks of spirit bears at the dinner table. She cautions the younger people in the tribe not to broadcast any sighting of spirit bears over the shortwave radios unless they use the native word for spirit bear, moksgm’ol, which outsiders will not understand.
- 6 By contrast, Terrace, British Columbia, about sixty miles northeast of Hartley Bay, has publicly adopted the spirit bear as a mascot and features the white bear on its city flag. Local artists participated in decorating life-sized statues of spirit bears throughout the community. The province of British Columbia has declared the spirit bear as its official mammal. Moreover, Canada celebrated the spirit bear as one of the three mascots of the 2010 Winter Olympic Games.
- 7 Life-sized replicas may represent the only spirit bears that people living in the rainforest ever see. Even within the rainforest, spirit bear sightings are unusual and unforgettable. Full-grown spirit bears weigh between 150 and 300 pounds and may stand to a height of seven feet. The combination of their striking appearance and extreme rarity has marked the spirit bear as a special animal in this part of the world. Over time, these creatures have become representative of both the people who live here and, to some degree, even the delicate rainforest itself. Today, spirit bears serve as a symbol for the many unique qualities that distinguish this extraordinary region.

00 Read this sentence from Paragraph 1 of the passage.

Also in this secluded environment is a species that is exclusive to the region: the rare Kermode bears.

What does the word “secluded” mean in this sentence?

- A) genial
- B) limited
- C) privileged
- D) remote

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Item Code:	VF497333

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	1	669	0.662

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	4.634	22.272	6.876	66.218	0

Item Notes

00 Read this sentence from Paragraph 7 of the passage.

Life-sized replicas may represent the only spirit bears that people living in the rainforest ever see.

What does “replicas” mean?

- A) twins
- B) sources
- C) portraits
- D) models

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Item Code:	VF497341

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	1	649	0.787

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	12.173	3.852	5.239	78.737	0

Item Notes

00 How does the author organize the passage?

- A) By providing a main idea with supporting details
- B) By posing a problem and providing a solution
- C) By comparing and contrasting several topics
- D) By exploring the reason an event happens

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Item Code:	VF497345

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	3	649	0.641

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	64.099	7.858	13.713	13.405	0.924

Item Notes