



DEPARTMENT OF EDUCATION

# **PAWS**

## **Reading**

### **Grade 4**

# **Released Items**

## **With Data**

**Craft and Structure**

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## 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:	VF496060	Title:	Making Candles	Passage Ext. ID:	WYR14P15
Passage/Text Type:	Literary/Narrative				

## Making Candles

### Characters:

**MARY**, daughter, age 10

**MOTHER**

**EDWARD**, son, age 5

**FATHER**

**RUTH**, Mary's friend, age 10

### SCENE I

**(Setting: New England, colonial times. It is a late March evening, and a light snow is falling.)**

(MARY and MOTHER sit knitting by the fireplace. EDWARD sits on FATHER's lap and plays with a wooden horse.)

**MARY:** (reaches to light a candle) My, it is getting dark.

**MOTHER:** Mary, dear! Move your chair to use the light from the fire. We do not need candlelight for our knitting. Besides, that is our last candle.

**MARY:** I'm sorry, Mother. Of course, you're right. I thought we had more candles. Shall we make some tomorrow?

**EDWARD:** Oh, yes, please! Let's do!

**MARY:** (teasing her brother) You have never even made candles before!

**FATHER:** (looking at MOTHER) Have we enough tallow?

**EDWARD:** (leaning forward) What is tallow?

**MARY:** (giving her brother's cheek a friendly pinch) It is the fat used to make candles and soap!

**MOTHER:** There were twenty pounds of tallow left after Mrs. Brown and I last made soap.

**FATHER:** That will be plenty. Mary, let's prepare for tomorrow; please measure and cut the candlewicks to the proper length. I will get the sticks. In the morning when it is light, you can tie the wicks for dipping.

**MARY:** Certainly, Father.

**EDWARD:** What are wicks? Can I help with them?

**00** How can a reader know that this passage is a drama?

- Ⓐ The passage has stanzas.
- Ⓑ The passage is divided into scenes.
- Ⓒ The passage teaches a valuable lesson.
- Ⓓ The passage contains facts about history.

Item Information					
Title:	Making Candles				
Passage/Text Type:	Literary/Narrative				
2012 WyCPS Domain:	Craft and Structure				
2012 WyCPS Standard:	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.				
Item Code:	VF496934				
Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	1	713	0.453

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	23.983	45.302	21.739	8.836	0.14

**00** Read this line from Scene II.

**RUTH: Father said I should not be a nuisance and that I should help you in any way I can!**

**Which of the following words best describes what a “nuisance” is?**

- Ⓐ annoying
- Ⓑ cruel
- Ⓒ popular
- Ⓓ bashful

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Item Code:	VF496202

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	3	718	0.578

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	57.799	20.334	2.786	19.081	0

Passage Accnum:	VF657173	Title:	Peach-Basket Ball Game	Passage Ext. ID:	WYR24P20
Passage/Text Type:	Informational/Expository				

## Peach-Basket Ball Game

by Mary Petersen



- 1 A cold winter wind blows hard. It stings your face and bites your fingertips. It's time to think of something fun to do indoors.
  - 2 It was the winter of 1891. James Naismith was teaching gym class at a men's school in Springfield, Massachusetts. The students were tired of winter. They groaned while doing their exercises. They picked on one another. They talked too loudly to hear the directions they were given. Mr. Naismith had to find a way to get their attention.
  - 3 Mr. Naismith asked the school's janitor for two boxes. He would use them as goals in a game he had made up. The janitor could only find two peach baskets.
  - 4 Mr. Naismith nailed the peach baskets to the balcony above the school's gym floor. The height was 10 feet. He divided his students into two teams. One team would try to get the ball into the basket on one side of the gym. The other team would use the other basket.
- Playing Fair**
- 5 Mr. Naismith didn't give the game a name, but he did have rules for it.

Players could not run with the ball. When a player got the ball, he had to pass it to a teammate right away. Players could not push, trip, or hit one another. Those who did received a foul. If a team made three fouls in a row, the other team got a point.

6        There were no holes in the bottoms of the peach baskets. So when a ball went into the basket, it stayed there. Someone had to climb a ladder to get the ball out. The first time the game was played, only one point was scored.

7        Mr. Naismith used a whistle to remind his students to pass the ball. They kept forgetting that part of the game, so he blew his whistle a lot!

### **A Popular Sport**

8        The students liked the game. They wanted to play it again and again. They showed other people how to play it too. People made changes to the original game. For example, the bottoms were cut out of the peach baskets. After the ball went through, the game kept going.

9        Does this game sound familiar? A few years after it was invented, James Naismith's game became known as *basketball*.

10       A teacher's idea became the beginning of a popular sport. Now basketball can be played indoors or outdoors, in summer or winter, by both boys and girls, and by children and grown-ups everywhere.

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- 00** Read this journal entry written by one of Mr. Naismith’s students.

**Today was amazing! We played a new game Mr. Naismith invented for us. We had to toss a ball into a peach basket! Can you believe it? I had a great time and cannot wait to play again tomorrow!**

**How is the journal entry different from the passage?**

- (A) The journal entry provides specific details about the game.
- (B) The journal entry shows that the game is easy to learn.
- (C) The journal entry proves that the game is popular.
- (D) The journal entry gives personal opinions about the game.

Item Information					
Title:	Peach-Basket Ball Game				
Passage/Text Type:	Informational/Expository				
2012 WyCPS Domain:	Craft and Structure				
2012 WyCPS Standard:	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				
Item Code:	VF862952				
Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	3	699	0.637

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	14.735	8.87	12.017	63.662	0.715

Passage Accnum:	VH079553	Title:	Beautiful Ears	Passage Ext. ID:	WYR34P41
Passage/Text Type:	Literary/Narrative				

## Beautiful Ears



- 1 "What is on your head?" Lizard asked Hare with a chuckle. Lizard had never seen a desert hare before.
- 2 Hare felt around on top of her head, but she did not feel anything strange.
- 3 "What are those things sticking out of the top of your head?" Lizard asked again. "They look like they could touch the sky!"
- 4 Hare realized Lizard was talking about her ears. Desert hares have long ears, and Hare knew hers were especially long. "They are my ears," Hare said quietly, looking down.
- 5 "I have ears too, but mine do not stretch up to the sky. See?" Lizard turned, showing off her barely visible ears.
- 6 Hare wanted to hurry back to her burrow and hide forever. She did not want to talk anymore. Lizard watched as Hare sadly started to walk away.
- 7 Then Hare stood completely still. Her long, slender ears twisted and turned toward a strange rattle. Without hesitating, Hare ordered Lizard to run and quickly hopped toward her.

8 Lizard looked around nervously. She could not hear anything, but she knew Hare had sensed danger. Lizard ran fast, trying to keep up with her new friend. Finally, they both scrambled to safety in a nearby burrow.

9 "What happened? What was it?" Lizard asked, trying to catch her breath.

10 "It was a snake. I could hear it moving in the grass," said Hare.

11 "It was? I didn't hear anything!" Lizard said. "You saved me. I could not hear it, but you could!"

12 Lizard looked at Hare and her ears thoughtfully. "I'm sorry I made fun of your ears. They are great ears—ears that are perfect for you."

13 Hare smiled with her chin up, and her ears stretched toward the sky. She was proud to have such beautiful, helpful ears on top of her head.

Passage Accnum:	VH079554	Title:	What if I Fall?	Passage Ext. ID:	WYR34P42
Passage/Text Type:	Literary/Narrative				

## What if I Fall?

- 1 "Peep! Peep!" I knew if I peeped just the right way, my mother would go find something for me to eat. She looked at me with loving eyes and then spread her big, strong wings and flew off in search of food. I could see the beautiful red color of her tail feathers as the light of the sun shone on them just right.
- 2 I watched my mother, admiring how perfectly she flew. My sister had already flown out into the world. She flew effortlessly, just like my mother did. I did not ever want to leave the nest. My wings were nothing like my sister's wings. Mine were brown and small, and I just knew they were too weak to fly. What if I flapped my wings and nothing happened? What if I fell? Our nest was high above the ground in a giant tree, and it would be a very long way down!
- 3 My mother returned and fed me. After I ate, she looked at me and said, "You are old enough now, and it is time for you to be on your own."
- 4 I told her my stomach hurt. She said that I could wait until morning, but then I would have to go. I stayed close to her in the nest and tried to go to sleep.
- 5 When the sun came up the next day, I curled up, trying to look small. I knew that young red-tailed hawks were supposed to fly away and leave the nest, but that did not mean I could do it. That did not mean my wings were going to be able to fly.
- 6 My mother told me to watch as she stood on the edge of the nest. I had watched her take flight so many times before, but I watched again. She bent her legs and pushed away from the nest. She stretched her wings wide and soared across the blue sky. I stood on the edge of the nest, watching her, but I was terrified.



- 7        Then something incredible happened. I slipped off the edge and fell out of the nest! I stretched my wings out wide and, just like that, I flew! I screeched as loudly as I could. I made big circles across the sky. My wings worked! They were strong enough to fly after all. They were wonderful, and they were just perfect for me. My mother landed back in the nest and proudly watched me fly and screech.

**00** Which statement best shows that “Beautiful Ears” is fiction?

- Ⓐ A hare speaks with a lizard.
- Ⓑ There are animals in the story.
- Ⓒ There is a rattlesnake in the desert.
- Ⓓ A hare has very long ears.

Item Information	
Title:	Beautiful Ears
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Item Code:	VH129450

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	A	2	734	0.856

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	85.559	2.044	2.18	9.946	0.272

**00** How would “What if I Fall?” be different if it were told from the mother hawk’s point of view?

- Ⓐ The passage would concentrate on the mother hawk’s ability to fly.
- Ⓑ The passage would focus on the sister hawk’s thoughts.
- Ⓒ The passage would express the mother hawk’s thoughts.
- Ⓓ The passage would explain the sister hawk’s actions.

Item Information					
<b>Title:</b>	What if I Fall?				
<b>Passage/Text Type:</b>	Literary/Narrative				
<b>2012 WycPS Domain:</b>	Craft and Structure				
<b>2012 WycPS Standard:</b>	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.				
<b>Item Code:</b>	VH129508				
<b>Admin:</b>	<b>Item Type:</b>	<b>Correct Answer:</b>	<b>Item Dok:</b>	<b>Total N-count:</b>	<b>Pvalue/Mean Score:</b>
Spring 2015	MC	C	3	782	0.666

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	26.726	3.325	66.624	3.069	0.256