DEPARTMENT OF EDUCATION

PAWS
Reading
Grade 4

Released Items With Data

Integration of Knowledge and Ideas

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

Peach-Basket Ball Game

by Mary Petersen

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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.

© 2005 Highlights for Children, Inc. Columbus, Ohio.

00 **What does the picture in the passage help the reader understand?**

Ⓐ How Mr. Naismith felt about playing basketball

Ⓑ Why the students had fun playing basketball

Ⓒ What equipment was used in basketball

Ⓓ Why Mr. Naismith invented basketball

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Item Code:	VF862957

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	761	0.619

Score Analysis					
MC	**A**	**B**	**C***	**D**	**Omit**
%Choosing	8.016	7.49	61.892	21.945	0.657

00 **Which sentence from the passage best shows how the game of basketball began to spread?**

Ⓐ Mr. Naismith had to find a way to get their attention.

Ⓑ He divided his students into two teams.

Ⓒ They wanted to play it again and again.

Ⓓ They showed other people how to play it too.

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
Item Code:	VF862965

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	699	0.754

Score Analysis					
MC	**A**	**B**	**C**	**D***	**Omit**
%Choosing	7.439	3.72	12.589	75.393	0.858

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 **What is a difference between Lizard in "Beautiful Ears" and the mother hawk in "What if I Fall?"**

Ⓐ Lizard wants to play with Hare, while the mother hawk thinks the baby hawk should practice flying.

Ⓑ Lizard is worried about Hare, while the mother hawk is disappointed with the baby hawk.

Ⓒ Lizard makes fun of Hare, while the mother hawk encourages the baby hawk.

Ⓓ Lizard feels nervous around Hare, while the mother hawk is excited about the baby hawk flying.

Item Information	
Title:	Beautiful Ears / What if I Fall?
Passage/Text Type:	Literary/Narrative / Literary/Narrative
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Item Code:	VH129517

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	C	3	734	0.8

Score Analysis					
MC	**A**	**B**	**C***	**D**	**Omit**
%Choosing	9.128	4.087	79.973	6.403	0.409

00 **How are Hare in "Beautiful Ears" and the baby hawk in "What if I Fall?" alike?**

Ⓐ They both learn something new about their homes.

Ⓑ They both become worried about a friend.

Ⓒ They both are afraid to be away from home.

Ⓓ They both become confident in themselves.

Item Information	
Title:	Beautiful Ears / What if I Fall?
Passage/Text Type:	Literary/Narrative / Literary/Narrative
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Item Code:	VH129521

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	D	3	782	0.801

Score Analysis					
MC	**A**	**B**	**C**	**D***	**Omit**
%Choosing	3.069	4.731	11.253	80.051	0.895

00 **Which theme do both passages share?**

Ⓐ Show courage in your abilities.

Ⓑ Happiness is found with your friends.

Ⓒ Look to your family for support.

Ⓓ Honesty is the best policy.

Item Information	
Title:	Beautiful Ears / What if I Fall?
Passage/Text Type:	Literary/Narrative / Literary/Narrative
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Item Code:	VH129527

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	A	3	734	0.796

Score Analysis					
MC	**A***	**B**	**C**	**D**	**Omit**
%Choosing	79.564	7.766	5.995	6.403	0.272

00 From which point of view are "Beautiful Ears" and "What if I Fall?" told?

Ⓐ Both passages are told from first-person point of view.

Ⓑ Both passages are told from third-person point of view.

Ⓒ "Beautiful Ears" is told from first-person point of view, and "What if I Fall?" is told from third-person point of view.

Ⓓ "Beautiful Ears" is told from third-person point of view, and "What if I Fall?" is told from first-person point of view.

Item Information	
Title:	Beautiful Ears / What if I Fall?
Passage/Text Type:	Literary/Narrative / Literary/Narrative
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Item Code:	VH129530

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	D	3	782	0.373

Score Analysis					
MC	**A**	**B**	**C**	**D***	**Omit**
%Choosing	29.54	13.171	19.309	37.34	0.639