



DEPARTMENT OF EDUCATION

# **PAWS Reading Grade 7**

## **Released Items With Data**

**Key Ideas and Details**

Copyright © **2016** by the Wyoming Department of Education.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the Wyoming Department of Education.

Portions of this work were previously published.

Printed in the United States of America.

|                           |                          |               |  |                         |          |
|---------------------------|--------------------------|---------------|--|-------------------------|----------|
| <b>Passage Acnum:</b>     | VH090724                 | <b>Title:</b> | Do We Rely on Search Engines Too Much? YES | <b>Passage Ext. ID:</b> | WYR37P34 |
| <b>Passage/Text Type:</b> | Informational/Expository |               |  |                         |          |

## Do We Rely on Search Engines Too Much?

Our reliance on search engines and the Internet is changing the way we process information. The question is whether that is a good thing or a bad thing.



### YES

*by Nicholas Carr, The Shallows: What the Internet is Doing to Our Brains*

- 1 Who doesn't love Google?<sup>1</sup> In the blink of an eye, the search engine delivers useful information about pretty much any subject imaginable. I use it all the time, and I'm guessing you do too.
- 2 But I worry about what Google is doing to our brains. What really makes us intelligent isn't our ability to find lots of information quickly. It's our ability to think deeply about that information. And deep thinking, brain scientists have discovered, happens only when our minds are calm and attentive. The greater our concentration, the richer our thoughts.
- 3 If we're distracted, we understand less, remember less, and learn less.
- 4 That's the problem with Google—and with the Internet in general. When we use our computers and our cellphones all the time, we're always distracted.
- 5 The Net bombards us with messages and other bits of data, and every one of those interruptions breaks our train of thought. We end up scatterbrained. The fact is, you'll never think deeply if you're always Googling, texting, and surfing.
- 6 Google doesn't want us to slow down. The faster we zip across the Web,

---

<sup>1</sup> Google: a popular Internet search engine

clicking links and skimming words and pictures, the more ads Google is able to show us and the more money it makes. So even as Google is giving us all that useful information, it's also encouraging us to think superficially. It's making us shallow.

- 7 If you're really interested in developing your mind, you should turn off your computer and your cellphone—and start thinking. Really thinking. You can Google all the facts you want, but you'll never Google your way to brilliance.

From The New York Times Upfront, October 4, 2010 © 2010 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

|                           |                          |               |   |                         |          |
|---------------------------|--------------------------|---------------|---|-------------------------|----------|
| <b>Passage Accnum:</b>    | VH090725                 | <b>Title:</b> | Do we Rely on Search Engines Too Much? NO | <b>Passage Ext. ID:</b> | WYR37P35 |
| <b>Passage/Text Type:</b> | Informational/Expository |               |   |                         |          |

## NO

*by Peter Norvig, Director of Research, Google Inc.*

- 1 Any new information technology has both advocates and critics. More than 2,000 years ago, the classical Greek philosopher Socrates complained that the new technology of writing “will create forgetfulness in the learners’ souls because they will not use their memories.”
- 2 Today, Google is the new technology. The Internet contains the world’s best writing, images, and ideas; Google lets us find the relevant pieces instantly.
- 3 Suppose I’m interested in the guidance computers on Apollo spacecraft in the 1960s. My local library has no books on that specific subject—just 18 books about the Apollo missions in general. I could hunt through those or turn to Google, which returns 45,000 pages, including a definitive encyclopedia article and instructions for building a unit.
- 4 Just as a car allows us to move faster and a telescope lets us see farther, access to the Internet’s information lets us think better and faster. By considering a wide range of information, we can arrive at more creative and informed solutions. Internet users are more likely to be exposed to a diversity of ideas. In politics, for example, they are likely to see ideas from left and right, and see how news is reported in other countries.
- 5 There’s no doubt the Internet can create distractions. But 81 percent of experts polled by the Pew Internet Research Project say the opportunities outweigh the distractions.
- 6 Socrates was wrong to fear the coming of the written word: Writing has improved our law, science, arts, culture, and our memory. When the history of our current age is written, it will say that Google has made us smarter—both individually and collectively—because we have ready and free access to information.

From The New York Times Upfront, October 4, 2010 © 2010 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

**00** How does Paragraph 2 in “Yes” support the main idea of the article?

- A) By introducing expert evidence
- B) By describing specific examples
- C) By providing relevant details
- D) By explaining a complicated argument

| Item Information            |   |
|-----------------------------|---|
| <b>Title:</b>               | Do We Rely on Search Engines Too Much? YES  |
| <b>Passage/Text Type:</b>   | Informational/Expository  |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details   |
| <b>2012 WyCPS Standard:</b> | RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| <b>Item Code:</b>           | VH145438  |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2015 | MC         | A               | 2         | 672            | 0.266              |

| Score Analysis |        |        |        |        |      |
|----------------|--------|--------|--------|--------|------|
| MC             | A*     | B      | C      | D      | Omit |
| %Choosing      | 26.637 | 25.298 | 23.958 | 24.107 | 0    |

| Item Notes |
|------------|
|            |

**00** According to the information in Paragraphs 3 through 5 of “Yes,” how does technology most affect people?

- A) Technology causes people to remember ineffectively.
- B) Technology provides people with a choice of data-gathering tools.
- C) Technology prevents people from focusing intently on one concept.
- D) Technology allows people to process data from various sources.

| Item Information            |   |
|-----------------------------|---|
| <b>Title:</b>               | Do We Rely on Search Engines Too Much? YES  |
| <b>Passage/Text Type:</b>   | Informational/Expository  |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details   |
| <b>2012 WyCPS Standard:</b> | RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| <b>Item Code:</b>           | VH145444  |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2015 | MC         | C               | 2         | 672            | 0.574              |

| Score Analysis |        |       |       |       |      |
|----------------|--------|-------|-------|-------|------|
| MC             | A      | B     | C*    | D     | Omit |
| %Choosing      | 28.274 | 4.911 | 57.44 | 9.375 | 0    |

| Item Notes |
|------------|
|            |

**00** Which sentence best describes the main idea of Paragraph 3 in "No"?

- A) Google is an efficient tool for finding specific information.
- B) The library contains several books about space missions.
- C) Finding information about guidance computers is a difficult task.
- D) Google can help people find encyclopedia articles on different topics.

| Item Information            |   |
|-----------------------------|---|
| <b>Title:</b>               | Do we Rely on Search Engines Too Much? NO   |
| <b>Passage/Text Type:</b>   | Informational/Expository  |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details   |
| <b>2012 WyCPS Standard:</b> | RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. |
| <b>Item Code:</b>           | VH145478  |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2015 | MC         | A               | 2         | 659            | 0.707              |

| Score Analysis |        |       |       |        |      |
|----------------|--------|-------|-------|--------|------|
| MC             | A*     | B     | C     | D      | Omit |
| %Choosing      | 70.713 | 6.222 | 6.829 | 16.237 | 0    |

| Item Notes |
|------------|
|            |

**00** In Paragraph 4 of "No," why does the author compare cars and telescopes with the Internet?

- A) To show that the Internet works the same way as other technologies
- B) To describe the differences between the Internet and other discoveries
- C) To explain that the Internet is as beneficial as other inventions of the past
- D) To analyze the characteristics of the Internet and other technological advances

| Item Information            |  |
|-----------------------------|--|
| <b>Title:</b>               | Do we Rely on Search Engines Too Much? NO  |
| <b>Passage/Text Type:</b>   | Informational/Expository   |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details  |
| <b>2012 WyCPS Standard:</b> | RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| <b>Item Code:</b>           | VH145485   |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2015 | MC         | C               | 3         | 672            | 0.476              |

| Score Analysis |        |        |        |        |      |
|----------------|--------|--------|--------|--------|------|
| MC             | A      | B      | C*     | D      | Omit |
| %Choosing      | 27.381 | 10.268 | 47.619 | 14.732 | 0    |

| Item Notes |
|------------|
|            |

|  |                                   |                                  |
|--|-----------------------------------|----------------------------------|
| <b>Passage Accnum:</b> VF656853              | <b>Title:</b> The Children's Room | <b>Passage Ext. ID:</b> WYR27P15 |
| <b>Passage/Text Type:</b> Literary/Narrative |                                   |                                  |

## The Children's Room

### CHARACTERS:

**LINDSEY**, an eighth-grade girl

**BRANDON**, an eighth-grade boy

**DAVE**, an eighth-grade boy

### Scene I

**(Setting: Children's Room, Morse Public Library, on a Saturday afternoon in July. Battered bookcases without any books stand around the room. Three brightly painted bookcases are against one wall. BRANDON and LINDSEY enter carrying a red bookcase.)**

**LINDSEY:** Four down, ten to go!

**BRANDON:** (Tired, but smiling.) I'm glad we picked the library restoration project for our volunteer hours.

**LINDSEY:** Me, too. This room is starting to look like it did when we were little kids. Too bad it got worn down and kids stopped using it. Remember all the great art projects we worked on in here after school?

**BRANDON:** (Laughing.) After the finger painting catastrophe that took place when we were in kindergarten, I'm surprised Mrs. Muldoon allowed us to even touch these bookcases!

**LINDSEY:** I know someone who hasn't touched them—Dave. It's not fair.

**BRANDON:** Lindsey, Dave isn't as excited about this project as we are. You're right; it's unfair. But what's more unfair is that kids don't use this room anymore. Let's just get it restored in time for the opening-day party next month, okay?

**DAVE:** (Entering while fanning himself.) Wow, it's sweltering outside!

**LINDSEY:** You were sitting under a tree. The shade should've kept you cool.

**DAVE:** I deserved a break after taking the books off the shelves, didn't I?

**LINDSEY:** Brandon and I sanded the bookshelves, painted them, arranged the . . .

**DAVE:** (Interrupting.) I can't stay. I have . . . things to do.

**LINDSEY:** Dave, you practically just got here. We've been here for hours. Can't you help us out?

**DAVE:** Lindsey, I want to have some fun this summer before school starts up again. I don't even know if it's possible to finish this project in only one month. I'll see you later.

**(DAVE walks out of the Children's Room as LINDSEY shakes her head in frustration.)**

## Scene II

**(Setting: Children's Room, Morse Public Library, the following Saturday. LINDSEY enters.)**

**BRANDON:** (Alphabetizing books on a shelf.) Lindsey, you're thirty minutes late!

**LINDSEY:** So?

**BRANDON:** So you were late yesterday. And the day before, you made an excuse to Mrs. Muldoon about leaving early.

**LINDSEY:** Well, Dave isn't helping either.

**BRANDON:** I haven't seen Dave since last weekend. I don't think he's coming back.

**LINDSEY:** Brandon, we've been coming here for weeks and missing out on other summer activities. Dave hasn't been missing out.

**BRANDON:** Lindsey, this is a worthwhile project. We have a responsibility to Mrs. Muldoon and to ourselves. We can't worry about Dave. Can you help me bring the tables outside to paint?

**LINDSEY:** Sure. I see your point. I'm sorry that I've been slacking off. I guess I was just feeling sorry for myself. You can count on me from now on!

## Scene III

**(Setting: Children's Room, Morse Public Library, a Saturday afternoon in August. The room has been completely remodeled and is decorated for the opening-day party. BRANDON and LINDSEY are setting up snacks on the newly painted tables.)**

**DAVE:** (Enters slowly and gazes around the room, astonished.) Wow! This place looks great!

**BRANDON:** (Surprised.) Thanks. (Turns away quickly.)

**DAVE:** How did you get everything done in time?

**LINDSEY:** Brandon and I worked really hard.

**DAVE:** The work must have taken a long time.

**BRANDON:** It would have been quicker if we'd had some help.

**DAVE:** (Admiring the room.) It really does look like it did when we were little. Maybe even better. The kids will love it.

**LINDSEY:** Mrs. Muldoon's going to start afterschool craft classes soon.

**DAVE:** That's fantastic! (Pauses.) Look, I'm sorry. It wasn't fair for me to abandon the project. And now that I see everything finished . . . I'm even sorrier. It's amazing. You should be really proud of yourselves. I wish I had more to do with this transformation.

**BRANDON:** You can help now, if you want. We need to set up the rest of the snacks.

**(DAVE smiles, nods, and follows BRANDON to help with snacks.)**

**CURTAIN**

**00** Which sentence from Scene I best supports the inference that being at the library is a type of assignment for Lindsey, Brandon, and Dave?

- A) "I'm glad we picked the library restoration project for our volunteer hours."
- B) "This room is starting to look like it did when we were little kids."
- C) "Remember all the great art projects we worked on in here after school?"
- D) "I deserved a break after taking the books off the shelves, didn't I?"

| Item Information            |  |
|-----------------------------|--|
| <b>Title:</b>               | The Children's Room  |
| <b>Passage/Text Type:</b>   | Literary/Narrative   |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details  |
| <b>2012 WyCPS Standard:</b> | RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <b>Item Code:</b>           | VF814742   |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2014 | MC         | A               | 2         | 679            | 0.683              |

| Score Analysis |        |        |        |       |       |
|----------------|--------|--------|--------|-------|-------|
| MC             | A*     | B      | C      | D     | Omit  |
| %Choosing      | 68.336 | 12.518 | 13.108 | 5.891 | 0.147 |

| Item Notes |
|------------|
|            |

**00** Read this line from Scene I of the drama.

**BRANDON: . . . But what's more unfair is that kids don't use this room anymore.**

**Which inference can be made from the line?**

- A) Brandon thinks the kids are unreasonable.
- B) Brandon considers the project valuable.
- C) Brandon is unhappy with the project.
- D) Brandon wants to talk to the kids.

| Item Information            |  |
|-----------------------------|--|
| <b>Title:</b>               | The Children's Room  |
| <b>Passage/Text Type:</b>   | Literary/Narrative   |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details  |
| <b>2012 WyCPS Standard:</b> | RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <b>Item Code:</b>           | VF814759   |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2014 | MC         | B               | 3         | 679            | 0.585              |

| Score Analysis |        |        |       |       |       |
|----------------|--------|--------|-------|-------|-------|
| MC             | A      | B*     | C     | D     | Omit  |
| %Choosing      | 28.571 | 58.468 | 9.426 | 3.387 | 0.147 |

| Item Notes |
|------------|
|            |

**00** Which detail from the drama leads to Lindsey's renewed enthusiasm for the library project?

- A) Lindsey observes her friend hard at work.
- B) Lindsey is reminded of the value of the task.
- C) Lindsey realizes that there is still time to have fun.
- D) Lindsey is thinking about her childhood experiences.

| Item Information            |  |
|-----------------------------|--|
| <b>Title:</b>               | The Children's Room  |
| <b>Passage/Text Type:</b>   | Literary/Narrative   |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details  |
| <b>2012 WyCPS Standard:</b> | RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <b>Item Code:</b>           | VF814766   |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2014 | MC         | B               | 2         | 651            | 0.605              |

| Score Analysis |        |        |        |        |       |
|----------------|--------|--------|--------|--------|-------|
| MC             | A      | B*     | C      | D      | Omit  |
| %Choosing      | 12.289 | 60.522 | 11.828 | 15.207 | 0.154 |

| Item Notes |
|------------|
|            |

**00** Which sentence provides the best summary of the drama?

- A) A party takes place to celebrate a new room for children at the library.
- B) A student leaves a job unfinished to pursue summer activities.
- C) A group of students remembers childhood experiences at the library.
- D) A library project tests the commitment of three young students.

| Item Information            |   |
|-----------------------------|---|
| <b>Title:</b>               | The Children's Room   |
| <b>Passage/Text Type:</b>   | Literary/Narrative  |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details   |
| <b>2012 WyCPS Standard:</b> | RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| <b>Item Code:</b>           | VF814770  |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2014 | MC         | D               | 2         | 679            | 0.495              |

| Score Analysis |        |        |        |        |       |
|----------------|--------|--------|--------|--------|-------|
| MC             | A      | B      | C      | D*     | Omit  |
| %Choosing      | 11.046 | 20.766 | 18.557 | 49.485 | 0.147 |

| Item Notes |
|------------|
|            |

**00** The characters in the drama and the choices they make best develop which theme?

- A) Misery loves company.
- B) Hard work offers rewards.
- C) Experience is the best teacher.
- D) The best things in life are free.

| Item Information            |   |
|-----------------------------|---|
| <b>Title:</b>               | The Children's Room   |
| <b>Passage/Text Type:</b>   | Literary/Narrative  |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details   |
| <b>2012 WyCPS Standard:</b> | RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| <b>Item Code:</b>           | VF814781  |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2014 | MC         | B               | 3         | 651            | 0.796              |

| Score Analysis |       |       |       |       |       |
|----------------|-------|-------|-------|-------|-------|
| MC             | A     | B*    | C     | D     | Omit  |
| %Choosing      | 4.455 | 79.57 | 9.677 | 6.144 | 0.154 |

| Item Notes |
|------------|
|            |

**00** How is the setting of the library important to the drama?

- A) The setting establishes the plot.
- B) The setting reflects a quiet mood.
- C) The setting places the events in recent history.
- D) The setting shows the backgrounds of the characters.

| Item Information            |  |
|-----------------------------|--|
| <b>Title:</b>               | The Children's Room  |
| <b>Passage/Text Type:</b>   | Literary/Narrative   |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details  |
| <b>2012 WyCPS Standard:</b> | RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| <b>Item Code:</b>           | VF814788   |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2014 | MC         | A               | 3         | 679            | 0.368              |

| Score Analysis |        |        |        |        |       |
|----------------|--------|--------|--------|--------|-------|
| MC             | A*     | B      | C      | D      | Omit  |
| %Choosing      | 36.819 | 12.813 | 17.084 | 33.137 | 0.147 |

| Item Notes |
|------------|
|            |

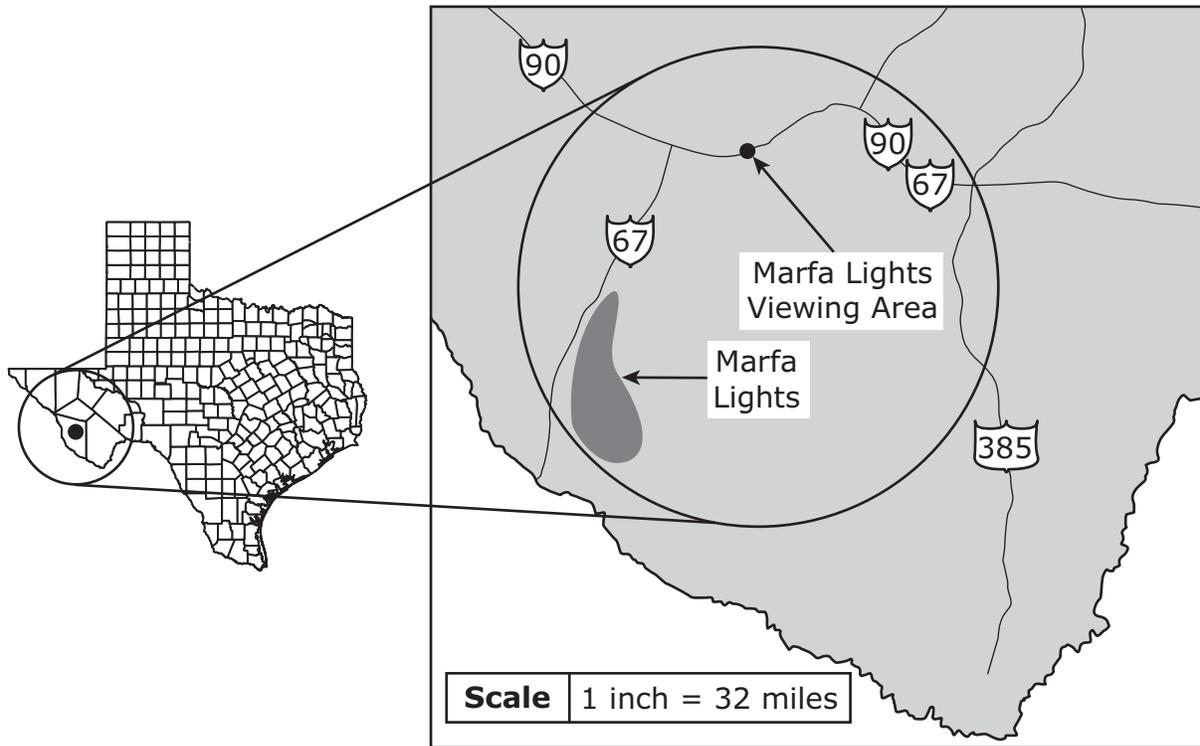
|                           |                          |               |                             |                         |          |
|---------------------------|--------------------------|---------------|-----------------------------|-------------------------|----------|
| <b>Passage Accnum:</b>    | VF497449                 | <b>Title:</b> | The Mysterious Marfa Lights | <b>Passage Ext. ID:</b> | WYR17P07 |
| <b>Passage/Text Type:</b> | Informational/Expository |               |                             |                         |          |

## The Mysterious Marfa Lights

- 1 The desert plains near the tiny town of Marfa are known for their distant, lonely splendor. Javelina,<sup>1</sup> prickly pear cacti, tarantulas, and even odd-looking roadrunners are not unusual in the vast, dusty landscape of West Texas. Although visitors might find these sights to be unusual, most residents of this region would not even blink at seeing a wild boar or a hairy spider. However, one occurrence in this part of the Lone Star State captivates residents and visitors alike: the mysterious Marfa lights.
- 2 The phenomenon was first documented in 1883. Robert Ellison, a cowboy who was driving cattle in the Chihuahuan Desert of West Texas, first thought the strange lights in the distance might be Apache campfires. He never found the source of the lights twinkling in the distance, even after hours of searching. Ellison had to give up; the cattle he was herding began to stampede!
- 3 The lights appear today just as Ellison described them more than a century ago, as lights that vary in size. Sometimes, the Marfa lights softly glow. At other times, they suddenly intensify into bright points of light. Observed as white, red, green, blue, yellow, or orange, the lights randomly divide and move quickly away from one another, flitting about like fireflies on the desert horizon. People can see them from thirty to forty miles away.
- 4 During the years, researchers have documented more than seventy-five different explanations for the harmless but eerie Marfa lights. Investigators have attributed the lights to reflected light from headlamps of cars and trucks on local highways, but this theory does not explain how the lights appeared before any roads were ever built. It has been suggested that the lights are from the coats of rabbits that are being chased by predators. These coats are covered in a luminescent dust, which would explain why the lights are so random and unpredictable, but not how high they ascend—or even where the glowing dust might come from. Some scientists suggest that the lights are reflections from mica, a reflective rock common in the region, but this theory does not identify the source of the reflected lights. The lights could be caused by swamp gas, but the land is arid, not damp and humid. Another explanation involves electrostatic charges in the atmosphere, but the lights last too long for that theory to be valid.
- 5 So far, one of the most widely accepted explanations is that warm and cool layers of the atmosphere mix, which bends light across a large distance. This is one theory that does not seem to have any explanations to the contrary.

---

<sup>1</sup> javelina: wild, hooved mammals that resemble pigs



- 6 For more than a hundred years, Texans have enjoyed speculating about the source of the lights. Whatever their cause, the lights are now a popular tourist attraction. The Texas Department of Transportation recently established a public viewing site for the Marfa lights on Highway 90 about eight miles east of the town of Marfa. There, on dark Texas nights, tourists can park their cars and delight in watching the lights for hours. Whether the mystery is ever solved, one thing seems certain: the Marfa lights will continue to generate more theories about the source of these lights and fascinate curious tourists for many years to come.

**00** How has the Texas Department of Transportation responded to the public's increased interest in the lights?

- A) It has confined tourist traffic to a specific area near Marfa.
- B) It has encouraged tourists to visit Marfa and watch the show.
- C) It has established an official viewing site for tourists east of Marfa.
- D) It has limited tourists to visiting Marfa during scheduled viewing times.

| Item Information            |  |
|-----------------------------|--|
| <b>Title:</b>               | The Mysterious Marfa Lights  |
| <b>Passage/Text Type:</b>   | Informational/Expository   |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details  |
| <b>2012 WyCPS Standard:</b> | RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| <b>Item Code:</b>           | VF497803   |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2013 | MC         | C               | 2         | 670            | 0.639              |

| Score Analysis |        |        |        |       |       |
|----------------|--------|--------|--------|-------|-------|
| MC             | A      | B      | C*     | D     | Omit  |
| %Choosing      | 11.343 | 19.403 | 63.881 | 4.328 | 1.045 |

| Item Notes |
|------------|
|            |

**00** How does the author support the idea that many people are interested in the Marfa lights?

- A) By telling about the first recorded sighting of them
- B) By sharing the location where the lights have been sighted
- C) By explaining that a viewing area has been established
- D) By offering a description of their colors and patterns of movement

| Item Information            |   |
|-----------------------------|---|
| <b>Title:</b>               | The Mysterious Marfa Lights   |
| <b>Passage/Text Type:</b>   | Informational/Expository  |
| <b>2012 WyCPS Domain:</b>   | Key Ideas and Details   |
| <b>2012 WyCPS Standard:</b> | RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| <b>Item Code:</b>           | VF497732  |

| Admin:      | Item Type: | Correct Answer: | Item Dok: | Total N-count: | Pvalue/Mean Score: |
|-------------|------------|-----------------|-----------|----------------|--------------------|
| Spring 2013 | MC         | C               | 3         | 668            | 0.594              |

| Score Analysis |       |        |        |        |      |
|----------------|-------|--------|--------|--------|------|
| MC             | A     | B      | C*     | D      | Omit |
| %Choosing      | 9.581 | 11.826 | 59.431 | 19.012 | 0.15 |

| Item Notes |
|------------|
|            |