



DEPARTMENT OF EDUCATION

PAWS Reading Grade 8

Released Items With Data

Key Ideas and Details

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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:	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 Which question is answered in the section “Elephants”?

- A) How many elephants make up a family?
- B) What is the role of the oldest male elephant?
- C) What qualities make a good leader in an elephant family?
- D) Why are male lions a threat to elephants?

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VH140451

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	C	2	656	0.607

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	2.287	23.171	60.671	13.72	0.152

Item Notes

00 Which statement best identifies the main idea of the passage?

- A) When the oldest member of the group assumes leadership, animals are better able to react quickly to danger.
- B) Animals collectively or individually make decisions for survival, depending upon the circumstances and species.
- C) Communication between old and young members of a group is essential for animals to maintain a stable environment.
- D) Information is most effectively gathered and shared among groups of animals in order to make decisions that benefit all.

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Item Code:	VH140453

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	706	0.482

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	9.632	48.159	20.397	21.813	0

Item Notes

00 According to the information in the section "Baboons," what is the difference between the rank structures of male and female baboons?

- A) The oldest male baboon makes the majority of decisions in his group, whereas the youngest female baboon makes the majority of decisions in her group.
- B) The alpha male baboon does not need the support of other males, whereas the head female baboon needs the support of other females.
- C) The male baboon status within the group can change, whereas the female baboon status within the group is more stable.
- D) The top male baboons eat the tastiest food, whereas the leading female baboons eat only what is left behind by the males.

Item Information	
Title:	Baboon for President! Long Live the Queen Bee!
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Item Code:	VH140455

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	C	2	706	0.761

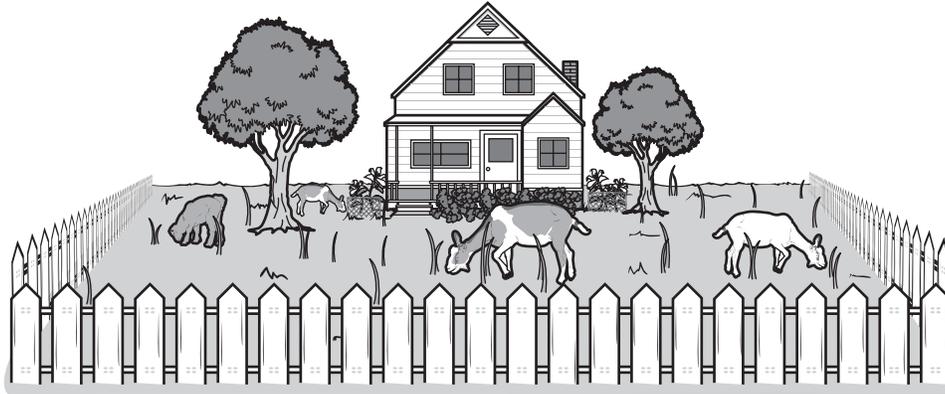
Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	9.207	7.224	76.062	7.507	0

Item Notes

Passage Accnum:	VF656630	Title:	Weed Eaters on Hooves	Passage Ext. ID:	WYR28P22
Passage/Text Type:	Literary/Narrative				

Weed Eaters on Hooves

- 1 My dad is an outstanding father—considerate, loving, and lots of fun. He genuinely believes that having good business sense is a critical life skill and the earlier someone develops that ability, the easier life will be. So every now and then he comes up with a plan for starting a business for my sister Amy and me to own and operate. He does not seem concerned that Amy is in sixth grade, and I am in eighth grade.
- 2 When Dad announced his latest idea, starting a mowing business using goats to eat the grass, Amy’s eyes revealed her doubts. I could see she was holding her breath, and her yellow, corkscrew curly hair seemed to pop out even farther than usual. Mom started to giggle.
- 3 I had terrible visions of smelly goats kicking everything within their reach. I like cats and dogs, but the idea of going into business with goats as our partners was making me very uncomfortable. Dad’s plan sounded like a recipe for disaster.
- 4 “But Dad,” I protested, “I don’t know anything about goats. And don’t forget that I already have band practice after school, soccer, lots of homework, and chores.” I could hear my voice getting squeaky as I recited my list of responsibilities.
- 5 “This is an extraordinary opportunity, any businessperson’s dream!” Dad responded. “This is a relatively new idea that’s growing in popularity. Instead of lawn mowers or huge tractor-pulled mowers, the county and the state are using herds of goats to clear overgrown fields and trim grass in public places; townspeople are using them; farmers are using them. There are several goat-mowing businesses already operating in Cheyenne. With summer only three months away, you’ll have time to develop your strategy and be ready to accept your first customers when they need mowers.”
- 6 By the second week in May, we had acquired several goats that spent their days roaming around our property. I was beginning to get comfortable with Dad’s business plan. However, we still had one major problem: no customers.
- 7 The following week, we had our first customer. Mrs. Jonasen, who lives just down the road, wanted some land cleared to prevent grass fires from starting. With goats loaded on the trailer, Dad drove us to Mrs. Jonasen’s property. He helped Amy and me set up the portable fence and unloaded the goats. We all watched them happily chomp away on the brush, weeds, and shrubs inside the fenced area. Amy challenged me to a foot race around the fence as we checked to make sure it was secure. Once Dad was confident the fence was sturdy and no goats could escape, we headed back to our house.



- 8 We had only been home a few minutes when the phone rang. Dad solemnly announced that our Mrs. Jonasen was very unhappy because a goat had managed to slip through the fence and consumed every one of Mrs. Jonasen's prized lilies. Since we had to buy new lilies and plant them for Mrs. Jonasen, we were worried that we would not make a profit.
- 9 During our family business meeting the following week, Amy and I stood tall and held our heads high as we reported that we had earned a profit of \$298.32 after all expenses, including the lilies. We shook hands all around. Then Dad completely shocked us. "I have a buyer for your business. You will have even more money to put aside. Do you want to sell?" Amy's eyes once again widened, and she was holding her breath as her curls seemed to be leaping straight out from her head! Amy and I stared at each other, and I thought, "Goats aren't so smelly, after all." We weren't sure we were ready to give up our new business.
- 10 "Thanks for the offer, Dad, but I think we're going to hang on to this business for a while," Amy said. As they both looked at me for a response, I stared at the goats through our back window. "Sorry, Dad, 'Weed Eaters on Hooves' is not for sale at any price."

00 What does the narrator do to try to convince Dad that starting a business is a poor idea?

- A) The narrator reveals a dislike of goats.
- B) The narrator recites a list of current responsibilities.
- C) The narrator explains why the plan will end in disaster.
- D) The narrator mentions discomfort with having goats as business partners.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF813639

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	2	667	0.615

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	9.295	61.469	11.094	17.841	0.3

Item Notes

00 Read this sentence from Paragraph 8.

Dad solemnly announced that our Mrs. Jonasen was very unhappy because a goat had managed to slip through the fence and consumed every one of Mrs. Jonasen's prized lilies.

What does the sentence imply about goats?

- A) They can be destructive.
- B) They can solve problems.
- C) They do not like eating grass.
- D) They are not playful animals.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF813654

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	3	657	0.936

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	93.607	3.044	1.218	1.979	0.152

Item Notes

00 Read this sentence from Paragraph 4.

I could hear my voice getting squeaky as I recited my list of responsibilities.

What does the sentence reveal about how the narrator feels at this particular moment?

- A) The narrator is anxious.
- B) The narrator is angry.
- C) The narrator is tired.
- D) The narrator is confused.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF813664

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	3	657	0.694

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	69.406	14.916	7.915	7.61	0.152

Item Notes

00 In Paragraph 9, why does the family shake “hands all around”?

- A) It is a formal meeting.
- B) It is a family tradition.
- C) They are celebrating their success.
- D) The parents have high expectations of the children.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF813842

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	3	667	0.775

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	15.592	3.898	77.511	2.849	0.15

Item Notes

00 What lesson does the narrator learn from this business experience?

- A) Keep an open mind about new opportunities.
- B) Be prepared for unexpected trouble.
- C) Parents know what is best for their children.
- D) Rely on experience to help with difficulties.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Item Code:	VF864943

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	3	667	0.826

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	82.609	7.796	3.748	5.697	0.15

Item Notes

00 Which sentence best summarizes the passage?

- A) Two children raise money to open an unusual business.
- B) Two children believe that starting an unusual business is a poor idea.
- C) Two children discover that starting an unusual business is hard work.
- D) Two children learn that operating an unusual business can be rewarding.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Item Code:	VF813874

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	3	657	0.813

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	5.479	3.957	9.132	81.279	0.152

Item Notes

00 How does making a profit affect the narrator's opinion toward the new goat-mowing business?

- A) Making a profit causes the narrator to feel guilty about doubting the possibilities of the business.
- B) Making a profit influences the narrator to explore other business opportunities.
- C) The narrator's opinion remains the same throughout the passage.
- D) The narrator's opinion changes from reluctant to motivated.

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Item Code:	VF813879

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	667	0.628

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	20.69	10.945	5.247	62.819	0.3

Item Notes

00 Read this sentence from Paragraph 3.

I like cats and dogs, but the idea of going into business with goats as our partners was making me very uncomfortable.

Why does the author include the sentence?

- A) To show that the narrator really likes animals
- B) To characterize Dad as being too optimistic about the goat business
- C) To describe the idea that the narrator and Dad are effective communicators
- D) To reveal the differences of opinions between the narrator and Dad about having a business that uses goats

Item Information	
Title:	Weed Eaters on Hooves
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Item Code:	VF813900

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	657	0.737

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	3.349	18.265	4.566	73.668	0.152

Item Notes

Passage Accnum:	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 What does Helen Clifton mean when she says that “no one speaks of spirit bears at the dinner table”?

- A) Talking about spirit bears when eating is disrespectful to the bears.
- B) Discussing the spirit bear is confined to within the local tribe.
- C) Not mentioning the spirit bear is a way to protect it from outsiders.
- D) Sighting a spirit bear is only broadcast through radio.

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Item Code:	VF497339

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	669	0.632

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	17.19	16.143	63.229	3.438	0

Item Notes

00

Why was a spirit bear selected to serve as a mascot at the Winter Olympic Games?

- A) The Kermode bear is a great source of pride for northern tribes.
- B) Fur traders heard about the Kermode bears over the shortwave radio.
- C) The Canadian government declared the rainforest a national preserve.
- D) The bear population expanded and now includes Terrace, British Columbia.

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Item Code:	VF497342

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	2	669	0.746

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	74.589	1.943	10.613	12.706	0.149

Item Notes

00 Which evidence best supports the claim that the Great Bear Rainforest is unspoiled?

- A) It includes glacier-capped mountains.
- B) It provides shelter for a large number of wild animals.
- C) It contains a dense forest of trees thousands of years old.
- D) It spans hundreds of miles along a mist-covered coastline.

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF497347

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	3	669	0.474

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	10.912	23.916	47.384	17.339	0.448

Item Notes

00 Which conclusion about the Kermode bear is supported by information in the passage?

- A) Kermode bears are easily located on the islands.
- B) The Gitga'at people continue to protect the Kermode bears.
- C) Survival of the Kermode bears depends on a healthier diet.
- D) Fur traders no longer hunt Kermode bears in the forest.

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF497352

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	3	669	0.828

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	5.979	82.81	3.587	7.623	0

Item Notes

00 Which sentence from the passage provides the best evidence that Kermode bears are highly regarded?

- A) Inhabiting the rainforest are wild animals, such as cougars, wolves, eagles, grizzly bears, and black bears.
- B) Helen Clifton, a leader among the Gitga'at, explains how her clan has shown respect toward spirit bears for generations.
- C) Thus, the potential threat to the species from fur traders hunting black bears in the area was reduced.
- D) Even within the rainforest, spirit bear sightings are unusual and unforgettable.

Item Information	
Title:	Spirit Bears of the Northwest
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.
Item Code:	VF497351

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	3	649	0.394

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	6.626	39.445	16.179	37.442	0.308

Item Notes