



DEPARTMENT OF EDUCATION

# **PAWS Reading Grade 4**

## **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.

## 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?

**MOTHER:** I'm afraid not, young man. Mary will use sharp scissors to cut the wicks, and the tallow gets very hot. Mary will have her hands busy without worrying about keeping you safe.

(EDWARD sighs, and the stage lights fade.)

## SCENE II

**(Setting: The following morning. MOTHER is preparing the kettle of tallow while MARY and EDWARD watch.)**

**MOTHER:** (places lumps of tallow in the kettle) 'Tis a fine day for candle making! Mary, please carry this kettle out and place it over the fire.

**MARY:** Yes, Mother. (opens the door and finds her friend RUTH standing there, ready to knock) Oh! Good morning, Ruth!

**RUTH:** (smiling at her friend and talking to MOTHER) Mrs. Smith, my parents have walked into town to buy a sheep to add to our herd. May I spend the day with you?

**MOTHER:** We are glad to have you, Ruth.

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

**MARY:** It is wonderful you are here today because we will be—

**EDWARD:** (interrupting) We are making candles! Mother, since Ruth is here, are there enough people to watch me?

**MOTHER:** Well, I suppose so, Edward. Let us get to work. Mary, show Edward how to tie the wicks to the sticks for dipping.

**MARY:** Now listen, Edward. I will try not to be bossy, but you truly must pay attention. With candle making, it is important to take your time.

(Stage lights fade.)

## SCENE III

**(Setting: The three children are dipping the wicks into the bubbling kettle of tallow while MOTHER watches.)**

**MARY:** (amused) Edward, you are quite a sight wearing Father's gloves and Mother's apron.

**EDWARD:** You are the one who said I have to wear them for safety! (dips and re-dips candles)

**RUTH:** Slow down, Edward. Let the candles cool between each dip. If you do not, the layers that have built up will melt away as you dip them again—

(EDWARD lifts the two wicks tied to a stick out of the kettle. Most of the wax slides off. He is left holding the stick with thinly covered wicks dangling over the kettle. He has a look of disappointment on his face, and the girls try hard not to laugh.)

**FATHER:** (entering the room) How is the progress on the candle making?

**MARY:** Very well. We have made enough candles for our family, and we can also send some home with Ruth.

**FATHER:** (noticing EDWARD's disappointed face) Are you having a good time, Son?

**EDWARD:** (trying to sound happy) Not as much as I thought, Father. My candles melt when I dip them. I will get better, though, and my candles will burn longer than Mary's.

**MARY:** No matter who makes them, candles always burn shorter, not longer.

(Everyone laughs.)

**EDWARD:** Maybe I need an easier project. I know! Soap does not need a wick. Are we almost out of soap?

**Curtain**

**00** Read these lines from Scene I.

**MOTHER: I'm afraid not, young man. Mary will use sharp scissors to cut the wicks, and the tallow gets very hot. Mary will have her hands busy without worrying about keeping you safe.**

**Which of these sentences best describes Edward's ability to help?**

- Ⓐ Edward is new to candle making and needs someone to teach him.
- Ⓑ Edward is more capable at making candles than his family realizes.
- Ⓒ Edward has the skills to make candles but would rather watch.
- Ⓓ Edward plans to be busy working on another project instead of making candles.

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WycPS Domain:	Key Ideas and Details
2012 WycPS Standard:	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Item Code:	VF496940

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	3	713	0.798

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	79.804	7.013	4.067	9.116	0

**00** Read these lines from Scene II.

**MARY:** It is wonderful you are here today because we will be—

**EDWARD:** (interrupting) We are making candles!

Which of the following words best describes how Edward feels at this moment?

- Ⓐ Relieved
- Ⓑ Peaceful
- Ⓒ Eager
- Ⓓ Pleased

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Item Code:	VF496899

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	713	0.689

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	11.22	3.787	68.864	16.129	0

**00** What is most likely the reason the author set the play on a late March evening with a light snow falling?

- (A) The author thought candles would look better on stage at night.
- (B) The author wanted the weather to give the characters a reason to knit.
- (C) The author wanted to highlight the need for candles in the cold and dark.
- (D) The author thought it would support interesting scenery and costumes.

Item Information					
Title:	Making Candles				
Passage/Text Type:	Literary/Narrative				
2012 WyCPS Domain:	Key Ideas and Details				
2012 WyCPS Standard:	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
Item Code:	VF496883				
Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	713	0.533

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	15.989	14.446	53.296	16.129	0.14

**00** Which important event happens in Scene II that allows Edward to help make candles?

- (A) Mary has trimmed the wicks.
- (B) Ruth comes to the house.
- (C) Mother prepares the tallow.
- (D) Father gets the sticks.

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Item Code:	VF496219

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	1	718	0.777

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	9.889	77.716	8.914	3.203	0.279

**00** In Scene III, what is most likely the reason Edward says his candles will burn longer than Mary's?

- (A) Edward would like to have light throughout the night.
- (B) Edward wants to give himself a big challenge.
- (C) Edward thinks his parents will be pleased.
- (D) Edward wants to prove he can be successful.

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Item Code:	VF496270

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	2	718	0.735

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	8.078	8.078	9.749	73.538	0.557

**00** Read this line.

**MARY: Now listen, Edward. I will try not to be bossy, but you truly must pay attention. With candle making, it is important to take your time.**

**Which of the following sentences best describes what Mary is saying about Edward?**

- (A) Edward is careful.
- (B) Edward is humorous.
- (C) Edward is impatient.
- (D) Edward is smart.

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WycPS Domain:	Key Ideas and Details
2012 WycPS Standard:	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Item Code:	VF496864

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	718	0.752

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	12.674	7.66	75.209	4.039	0.418

**00** Which of the following sentences provides the best summary of the play?

- Ⓐ A boy learns that tallow is used in making candles and soap.
- Ⓑ A family must be friendly while making candles.
- Ⓒ A friend comes to visit while a family is making candles.
- Ⓓ A family makes candles during colonial times.

Item Information					
Title:	Making Candles				
Passage/Text Type:	Literary/Narrative				
2012 WyCPS Domain:	Key Ideas and Details				
2012 WyCPS Standard:	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
Item Code:	VF496917				
Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	2	718	0.421

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	22.563	16.713	17.688	42.061	0.975

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.

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

**00** According to the passage, what was one of Mr. Naismith's basketball rules?

- (A) Players could not receive more than one point.
- (B) Players could not hit one another.
- (C) Players must wait before passing the ball.
- (D) Players must run with the ball.

Item Information					
<b>Title:</b>	Peach-Basket Ball Game				
<b>Passage/Text Type:</b>	Informational/Expository				
<b>2012 WyCPS Domain:</b>	Key Ideas and Details				
<b>2012 WyCPS Standard:</b>	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
<b>Item Code:</b>	VF862890				
<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 2014	MC	B	1	761	0.909

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	2.102	90.933	4.205	2.76	0

**00** Why did Mr. Naismith most likely invent a new game?

- (A) He wanted his students to get up and exercise more.
- (B) He wanted his students to learn how to work as a team.
- (C) His students were unhappy and bored during the winter.
- (D) His students were tired of playing other sports.

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Item Code:	VF862893

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	699	0.71

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	10.73	14.163	70.959	3.433	0.715

**00 Why did Mr. Naismith keep blowing his whistle at the students?**

- Ⓐ The students were not scoring any points.
- Ⓑ The students could not remember to pass the ball.
- Ⓒ The students kept pushing each other.
- Ⓓ The students were aiming for the wrong basket.

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 Wycps Domain:	Key Ideas and Details
2012 Wycps Standard:	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Item Code:	VF862897

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	1	699	0.91

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	1.717	90.987	4.721	1.574	1.001

**00** Which sentence from the passage best describes the main idea?

- (A) It's time to think of something fun to do indoors.
- (B) James Naismith was teaching gym class at a men's school in Springfield, Massachusetts.
- (C) Mr. Naismith didn't give the game a name, but he did have rules for it.
- (D) A teacher's idea became the beginning of a popular sport.

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Item Code:	VF862909

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	761	0.635

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	22.47	7.49	6.57	63.469	0

**00 Why did Mr. Naismith use peach baskets in the earliest games?**

- Ⓐ The peach baskets were the only objects the janitor could find.
- Ⓑ The peach baskets prevented the ball from going through the bottom.
- Ⓒ The peach baskets could be nailed to the balcony of the gym.
- Ⓓ The peach baskets could be seen from across the gym.

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Item Code:	VF862927

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	2	761	0.812

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	81.209	7.49	8.673	2.628	0

**00** Based on the passage, what would happen to a player who tripped another player?

- (A) The player would receive a foul.
- (B) The player would be taken out of the game.
- (C) The player would have to give the ball to the other team.
- (D) The player would have to pass the ball to a teammate.

Item Information	
Title:	Peach-Basket Ball Game
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Item Code:	VF862946

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	1	699	0.904

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	90.415	3.147	2.146	3.29	1.001

Passage Acnum:	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!"

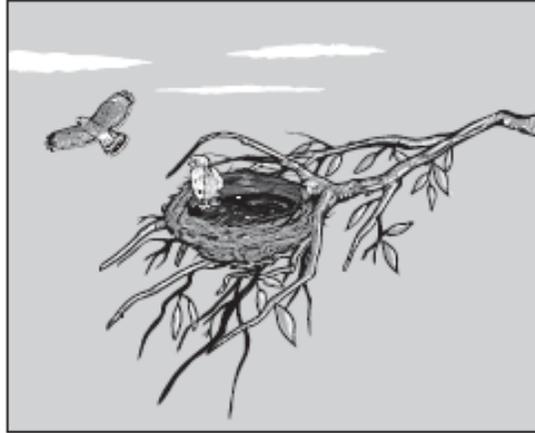
12 Lizard looked at Hare and her ears thoughtfully. "I'm sorry I made fun of your ears. They are great ears—ears that are perfect for you."

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** Read this sentence from Paragraph 13 of “Beautiful Ears.”

**Hare smiled with her chin up, and her ears stretched toward the sky.**

**What can the reader tell about Hare from her actions?**

- (A) She is listening to determine if more snakes are in the area.
- (B) She is showing that she is proud of her long ears.
- (C) She is trying to hide Lizard under her long ears.
- (D) She is proving to Lizard how tall she is.

Item Information	
Title:	Beautiful Ears
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Item Code:	VH129434

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	734	0.871

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	8.992	87.057	1.907	1.771	0.272

**00** In the beginning of “Beautiful Ears,” why does Hare most likely look down when Lizard talks about her ears?

- (A) Hare is not comfortable talking about her long ears.
- (B) Hare hopes that her ears will look smaller.
- (C) Hare is sad because her ears cannot touch the sky.
- (D) Hare hopes to see the shadow of her ears.

Item Information	
Title:	Beautiful Ears
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Item Code:	VH129443

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	A	3	782	0.738

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	73.785	14.706	6.266	5.115	0.128

**00** When does the baby hawk fly in “What if I Fall?”

- (A) After he eats a meal
- (B) Before bedtime one evening
- (C) Early one morning
- (D) While watching his sister

Item Information	
Title:	What if I Fall?
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Item Code:	VH129493

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	C	2	782	0.824

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	6.65	3.836	82.353	7.033	0.128

**00** Which of these is the main problem in “What if I Fall?”

- (A) The baby hawk is not good at flying.
- (B) The baby hawk is afraid to fly for the first time.
- (C) The baby hawk is nervous to go out into the world alone.
- (D) The baby hawk is hungry and cannot find food.

Item Information					
Title:	What if I Fall?				
Passage/Text Type:	Literary/Narrative				
2012 WyCPS Domain:	Key Ideas and Details				
2012 WyCPS Standard:	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).				
Item Code:	VH129505				
Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	734	0.778

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	6.403	77.793	13.624	1.635	0.545