



DEPARTMENT OF EDUCATION

PAWS Reading Grade 6

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 Acnum:	VH080388	Title:	Whitebark Pine Winter Weekend	Passage Ext. ID:	WYR36P38
Passage/Text Type:	Informational/Functional				

Whitebark Pine Winter Weekend



The Whitebark Pine Winter Weekend is coming, and we need volunteers to staff this large and fun family event!

Background

Founded in 1946, Whitebark Pine Winter Weekend is an annual tradition at Whitebark Pine Campsite and Slopes. This event is held on the first weekend of January.

This weekend event celebrates the snow season with numerous activities such as sled races, games, and a snowman-building contest. Snacks, bottled water, and warm drinks will be sold at the lodge.

Volunteer Requirements

Volunteers for the Whitebark Pine Winter Weekend must:

- Be at least twelve years old
- Commit to a three-hour shift
- Dress warmly

NOTE: All students may receive community service hours for their work at this event.

Volunteer Booths

At least two volunteers are needed for each booth during each shift on Saturday and Sunday. There will be three shifts: 8 a.m. to 11 a.m., 11 a.m. to 2 p.m., and 2 p.m. to 5 p.m. The early-shift volunteers will help set up the booths. The late-shift volunteers will help with cleanup.

Booth	Volunteer Duties	Location
Entrance and Information Booth	<ul style="list-style-type: none"> • Collect entry fees • Stamp visitors' hands • Record total amount of money received at the end of the shift • Answer questions • Give directions • Provide general assistance to guests as needed 	Main Entrance
Concession Stand	<ul style="list-style-type: none"> • Serve food and drinks • Collect money for purchases • Record total amount of money received at the end of the shift 	Whitebark Pine Lodge Lobby Area
Sled-Race Booth	<ul style="list-style-type: none"> • Explain race rules • Announce start and finish times for each race • Award trophies to the first-, second-, and third-place winners • Award participation ribbons to all contestants 	Smooth Path Slope
Snowman-Building Contest Booth	<ul style="list-style-type: none"> • Explain contest rules • Announce start and finish times for each contest • Award trophies to first-, second-, and third-place winners • Award food and drink coupons to the top ten finalists • Award participation ribbons to all contestants 	Forest Glide Slope
Craft Booth	<ul style="list-style-type: none"> • Teach participants how to make a selected craft • Monitor the station and craft supplies • Answer questions • Provide help as needed 	Snow Mountain Room (located inside Whitebark Pine Lodge)
Game Booths (There will be three different game booths.)	<ul style="list-style-type: none"> • Explain game rules • Monitor participants as they play games • Keep game booth clean • Award prizes 	Campsite Area

How to Apply

Submit the volunteer application form by December 5. You may apply by standard mail or by email.

Frequently Asked Questions

1. Where is Whitebark Pine Campsite and Slopes?

Whitebark Pine Campsite and Slopes is located off of Highway 17. It is two miles north of the town of Ashworth. Volunteers should park in the campsite lot and enter through the front gate.

2. How will people know I am a volunteer?

Each volunteer will need to wear a badge. Badges will be mailed out two weeks before the event.

3. Do volunteers have to pay the entry fee?

No. All volunteers receive free entry. Volunteers are encouraged to enjoy the event before and after their shifts.

4. What time does the event start and end?

The official start and end times are 8 a.m. and 5 p.m. We ask volunteers to arrive at least ten minutes prior to their shifts to set up and to be prepared to stay at least ten minutes after their shifts in order to clean.

More Information

Learn more on the Whitebark Pine Winter Weekend webpage:
www.whitebark*pine.org/winter*weekend.

If you have other questions, please call Kate Henley at (800) 290-5992, or email her at khenley@whitebarkpine.org.

**Whitebark Pine Winter Weekend
Volunteer Application Form**

Application Instructions

1. Fill out the volunteer application form completely. Any incomplete applications will not be processed.
2. Email the completed application to khenley@whitebarkpine.org by December 5.

Or

Print the application, and mail the completed form to:

Whitebark Pine Campsite and Slopes
Winter Weekend Volunteer Services
71864 Cherry Street
Ashworth, Wyoming 87216

3. Once applications are received and processed, you will be contacted to discuss volunteer assignment(s).

Volunteer Application

Full Name: _____

Date of Birth: _____

If you are a student, please write the name of your school and your grade level:

Telephone Number: _____

Signature of Participant: _____

Signature of Parent or Guardian (for volunteers 18 and under):

00 Which of these is the most likely reason there are three different shifts for each booth?

- A) To provide volunteers with a choice of shifts to work
- B) To allow volunteers time outside of their shifts to help with cleanup
- C) To allow volunteers the opportunity to work at various booths
- D) To provide volunteers enough time to set up their booths

Item Information	
Title:	Whitebark Pine Winter Weekend
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VH134916

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	A	3	817	0.424

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	42.35	16.157	29.988	11.261	0.245

Item Notes

00 Which of these is the most likely reason volunteers are required to wear badges while working at the event?

- A) To ensure that volunteers receive free admission
- B) To allow volunteers to be easily identified by guests at the event
- C) To encourage volunteers to get to know each other at the event
- D) To provide volunteers with proof of their community service hours

Item Information	
Title:	Whitebark Pine Winter Weekend
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VH134918

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	1	693	0.675

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	11.688	67.532	6.061	14.43	0.289

Item Notes

00 According to the flier, which of these is the main purpose of Whitebark Pine Winter Weekend?

- A) To give students an opportunity to serve the community
- B) To have fun celebrating the snowy weather
- C) To raise money for the campsite and slopes
- D) To challenge the community to compete in contests

Item Information	
Title:	Whitebark Pine Winter Weekend
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VH134919

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	817	0.487

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	31.946	48.715	15.177	4.162	0

Item Notes

00 Which question does the “Whitebark Pine Winter Weekend Volunteer Application Form” answer?

- A) Who will contact volunteers after their applications have been reviewed?
- B) When is the deadline for volunteers to submit their completed applications?
- C) How many community service hours can be received for volunteering?
- D) When will volunteers know if they have been approved to staff the event?

Item Information	
Title:	Whitebark Pine Winter Weekend
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VH134922

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	B	2	817	0.427

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	19.706	42.717	13.953	23.501	0.122

Item Notes

00 Which detail, if added, would best support the ideas in the section "Volunteer Requirements"?

- A) Campsites will be closed to campers for the weekend.
- B) A map of the grounds can be found at the Main Entrance.
- C) The slopes used for sledding are more than 400 yards long.
- D) The average January daytime temperature is twenty-two degrees Fahrenheit.

Item Information	
Title:	Whitebark Pine Winter Weekend
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Item Code:	VH134930

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	D	3	693	0.335

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	13.997	42.424	9.812	33.478	0.289

Item Notes

Passage Acnum: VF656844	Title: Make Your Own Battery - Using a Lemon!	Passage Ext. ID: WYR26P20
Passage/Text Type: Informational/Functional		

Make Your Own Battery—Using a Lemon!

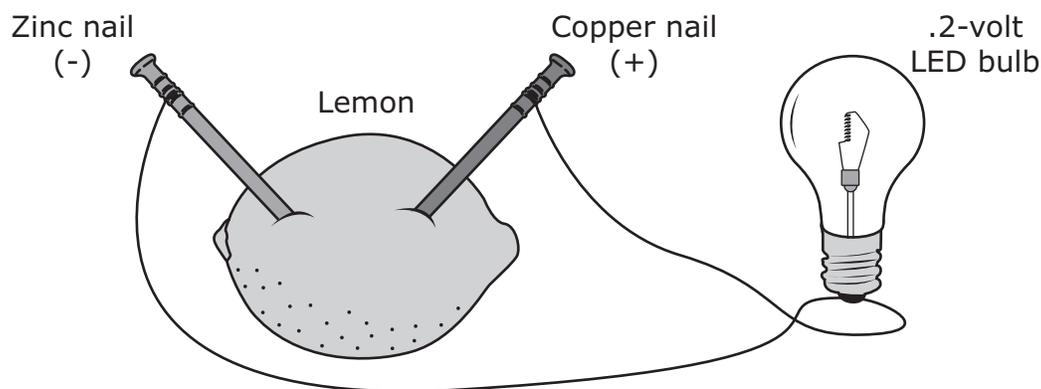
Batteries generate electricity. They are often used to power portable objects, such as flashlights and cell phones. Traditional batteries are filled with chemicals. However, it is possible to make a different kind of battery at home. All that is needed is a piece of fruit, a few supplies from a hardware store, and a desire to conduct a fascinating experiment. This battery will not fit into a flashlight or a cell phone, but it will create enough electricity to power a small light bulb.

How Do Batteries Provide Electricity to Devices?

Batteries create electricity by changing chemical energy into electrical energy. These chemical reactions release tiny particles called electrons. When electrons course into a device such as a light bulb, they provide the necessary power for electricity.

Supplies for the Lemon Battery

- a lemon
- a nail made of copper
- a nail made of zinc
- a small .2-volt LED bulb
- a roll of electrical tape
- 2 copper wires



Directions for Setting up the Lemon Battery

1. Squeeze the lemon, or roll it around on a hard surface. Both approaches will loosen the pulp inside of the lemon and let the juice inside flow freely. Do not smash the lemon. Doing so would allow juice to escape.
2. Place the lemon on a flat surface. Insert the zinc nail into one end of the lemon and the copper nail into the other end. Make sure the nails do not poke through the other side of the lemon. (NOTE: There will be bubbling around the spot where the zinc nail has been inserted. The lemon will also begin to turn black in that spot.)
3. Wrap the end of one of the copper wires around the top of the zinc nail and the end of the other copper wire around the top of the copper nail. Use electrical tape to keep the wires in place.
4. Attach the other end of each of the copper wires to the bottom of the light bulb. Use electrical tape to keep the wires in place.
5. Watch the bulb light up!

How the Experiment Works

During this experiment, chemical energy is converted into electrical energy. The juice inside of the lemon contains acid. When the acid in the lemon juice touches the zinc nail, it causes a chemical reaction. The zinc in the nail releases electrons.

The acid from the lemon also causes a chemical reaction when it touches the copper nail. Copper is different from zinc, so the reaction is not the same. When the acid touches the copper, instead of releasing electrons, the copper pulls in electrons.

The wire from the light bulb forms a circuit that connects the nails and gives the electrons a path to follow. The electrons that are released from the zinc nail travel across the wire to the copper nail. Then they flow back into the lemon. The electrical current that runs from one nail to the other flows to the light bulb and lights it up.

Using Other Items for Homemade Batteries

Oranges, apples, vinegar, and coffee can all be used to make homemade batteries. Some substances will provide more power than others. The more acid that is contained in a liquid, the more powerful the battery will be. The amount of acid in a substance is called a pH level. The lower the pH number is, the higher the concentration of acid in a substance.

Item	pH Level
Battery acid	0
Lemon juice	2-3
Vinegar	2-3
Orange juice	3-4
Black coffee	5
Pure water	7

Which item will produce more power? Conduct the light bulb experiment using the items listed in the chart above. Do the results reflect the chart?

00 According to the document, what causes a chemical reaction?

- A) The electrical tape makes a connection.
- B) The pH levels flow to the zinc or copper.
- C) Acid comes in contact with zinc or copper.
- D) Lemon juice creates a change in electrons.

Item Information	
Title:	Make Your Own Battery - Using a Lemon!
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF804289

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	645	0.664

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	4.186	11.008	66.357	18.14	0.31

Item Notes

00 For what could the lemon battery best be used?

- A) As a science fair project
- B) To reduce electrical bills
- C) As a way to recycle fruit
- D) To permanently light a room

Item Information	
Title:	Make Your Own Battery - Using a Lemon!
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF805047

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	3	679	0.756

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	75.552	12.96	4.566	6.627	0.295

Item Notes

00 Based on the document, which statement is true about using vinegar for the battery experiment?

- A) The amount of power will increase if lemon juice is used instead.
- B) The light bulb will be brighter than if black coffee is used instead.
- C) The vinegar will not require two nails in order to produce electricity.
- D) The vinegar will not be able to generate enough power to light the bulb.

Item Information	
Title:	Make Your Own Battery - Using a Lemon!
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF805049

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	2	645	0.408

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	24.806	40.775	15.194	18.915	0.31

Item Notes

00 What is the central idea of the document?

- A) A battery is a difficult device to assemble.
- B) Batteries are often made from different types of fruits.
- C) A battery can be made using a lemon and a few supplies.
- D) Batteries can be used to power flashlights and cell phones.

Item Information	
Title:	Make Your Own Battery - Using a Lemon!
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Item Code:	VF805052

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	645	0.777

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	3.876	13.953	77.674	4.031	0.465

Item Notes

00 Which sentence is the best summary of the section titled "How the Experiment Works"?

- A) Acid in the lemon juice is responsible for the electrical current.
- B) Electrons are part of a chemical reaction that lights up the bulb.
- C) Electrons travel between two nails stuck in a lemon, and the result is an electrical current that lights up a bulb.
- D) Copper has different properties from zinc, and the result is a different type of reaction on one side of the lemon.

Item Information	
Title:	Make Your Own Battery - Using a Lemon!
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Item Code:	VF805054

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	679	0.586

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	16.348	10.457	58.616	14.286	0.295

Item Notes

Passage Accnum:	VF496946	Title:	Experience Required	Passage Ext. ID:	WYR16P15
Passage/Text Type:	Literary/Narrative				

Experience Required

- 1 One summer, Greg’s cousins Lilly and Shane visited the family ranch for a week. Greg was surprised that his cousins from the city didn’t know much about day-to-day life in the country.
- 2 Almost as soon as Lilly and Shane arrived, Greg led them to the creek that snaked through the field behind his house. He showed them how to catch minnows and frogs with a jar and a net made out of grass. Shane caught on quickly, since he was much older than Lilly, but he still hadn’t known how to make a homemade frog catcher before Greg showed him. It had never even occurred to Shane that anyone would ever need such a thing. Over the next few days, Greg taught them how to operate the lawn mower, repair a bicycle chain, and stack a log pile so sturdy it would probably never collapse. It was a week of seemingly endless discoveries for his cousins.
- 3 The night before Lilly and Shane were to leave the ranch for home, the three cousins stood gazing at the night sky full of glittering stars. “The sky never looks like this in the city!” exclaimed Lilly. Shane explained to her that lights from buildings and streetlamps made the stars in the city sky look dim and washed out. Greg explained how to use the stars to find which direction was north. Lilly asked what else there was to learn about country life.
- 4 “The sky’s the limit,” Greg replied.
- 5 The next summer, it was Greg’s turn to visit Lilly and Shane. Having never been to a big city before, Greg was looking forward to a vacation in a place filled to capacity with new sights.
- 6 At 11:30 a.m., Greg arrived downtown at the bus terminal. He looked up in awe at the skyscrapers as the bus pulled into the station. “The buildings are like giants guarding over everyone,” he thought. “Their big heads are hiding the sun and clouds!”
- 7 After Greg exited the bus, Lilly hugged him. “We can’t wait to show you around!” she smiled.
- 8 Shane and Greg shook hands. “Come on. Let’s get your bags.”
- 9 Greg pulled out the crumpled, worn map of downtown that his cousins had sent. It showed no elevations, only a bewildering grid of lines. “Where are we?” he asked, making Shane and Lilly laugh.
- 10 “Here,” Lilly pointed. “Let’s walk home and get you unpacked. Shane can make us a sandwich. Then we can start your tour.”
- 11 On the walk from the bus station, Greg insisted on navigating using the map

so he could familiarize himself in this strange new place full of the clamor of traffic and bustling crowds. Lilly patiently corrected him each time he turned left instead of right, and even grabbed Greg's jacket once to keep him from stepping off the curb into traffic. Greg was so intent on finding his way that he lost awareness of his surroundings.

12 After lunch, Shane and Lilly chuckled at Greg's misadventures using the sidewalks and streets of the big city. "I just need more practice," Greg said.

13 "Well," Shane explained, "I hope you're ready for more. We thought you might want to visit our natural history museum this afternoon."

14 "That sounds great," Greg remarked. "Can we walk there?"

15 "No," said Shane, "we'll ride the subway and then take the green bus line the last few blocks."

16 Greg looked nervous. "Really, you can relax," Shane assured him. "You just need to study the signs. Lilly and I use the subway and the bus systems all the time, and we know the routes like you know your ranch."

17 Greg again felt dazed during his journey through downtown. He followed his cousins into the twisting and turning subway tunnels and on and off city buses. "If I had to do that again," Greg exclaimed as they arrived at the museum, "I'd be as lost as a newborn puppy!"

18 "I guess it's our turn to teach you a thing or two," laughed Lilly.

19 "Wait until tomorrow, when we show you how to find north using the street signs," added Shane, pointing upward.

20 "Wow," Greg laughed, "it seems you can learn something new every day about this place!"

21 "The sky's the limit here too," Lilly smiled.



00 What can the reader best infer from Shane and Lilly's visit to the ranch?

- A) They decide to take a bus from their home to the ranch.
- B) They are on their first trip to their cousin's ranch.
- C) They want to learn how to do chores around a ranch.
- D) They do not show any interest in how to do new things at the ranch.

Item Information	
Title:	Experience Required
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF496975

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	3	672	0.667

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	4.762	66.667	22.024	5.952	0.595

Item Notes

00 Read this sentence from Paragraph 2 of the story.

It was a week of seemingly endless discoveries for his cousins.

Which sentence explains “seemingly endless discoveries”?

- A) Greg asked his cousins to try almost everything once.
- B) Almost everything Greg’s cousins did was new to them.
- C) Greg had planned too many activities for his cousins.
- D) A week in the country was too long for Greg’s cousins.

Item Information	
Title:	Experience Required
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF496954

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	2	664	0.797

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	8.735	79.669	9.036	2.259	0.301

Item Notes

00 Read this sentence from Paragraph 9 of the story.

Greg pulled out the crumpled, worn map of downtown that his cousins had sent.

What does this sentence suggest about Greg?

- A) He plans to impress his cousins with his map skills.
- B) He is uninterested in using a map to explore the city.
- C) He thinks his cousins gave him a confusing map on purpose.
- D) He has been trying to make sense of the map for a long time.

Item Information	
Title:	Experience Required
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item Code:	VF496964

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	3	664	0.474

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	28.163	15.211	8.434	47.44	0.753

Item Notes

00 In Paragraph 16, why does Greg look nervous?

- A) He is worried that his cousins will tease him again.
- B) He is anxious about reading the map.
- C) He is concerned that his cousins are trying to confuse him on purpose.
- D) He is fearful that he and his cousins will get lost.

Item Information	
Title:	Experience Required
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Item Code:	VF496979

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	3	664	0.794

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	6.024	7.53	7.078	79.367	0

Item Notes

00 What is Greg's greatest challenge in the city?

- A) Finding his sense of direction
- B) Understanding the bus routes
- C) Having to walk so many places
- D) Letting his cousins lead the way

Item Information	
Title:	Experience Required
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Item Code:	VF496970

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	2	664	0.75

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	75	11.145	4.97	8.886	0

Item Notes

00 Which sentence states a theme of this story?

- A) Humor eases difficult situations.
- B) Time spent away from home passes quickly.
- C) New experiences offer opportunities to learn new things.
- D) Life in different places presents different problems.

Item Information	
Title:	Experience Required
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Key Ideas and Details
2012 WyCPS Standard:	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Item Code:	VF496952

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	664	0.755

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	4.97	4.217	75.452	15.361	0

Item Notes