

The drama focuses on events in the life of Florence Nightingale. Write an essay analyzing how the three-scene structure of the drama emphasizes certain characteristics of Florence. Use evidence from the drama to support your response.

What description **best** recounts the passage?

Write an essay analyzing how the author's organization of the passage helps the reader to understand the tasks. Use information from the passage to support your response.

Why is a heading included in the passage?

The plot of "Joe's Reward" is driven by specific events that take place. Write an essay analyzing how the passage draws on elements commonly found in myths. Use evidence from the passage to support your response.

# Answer based on analyzing information from three passages

E05.B-C.2.1.1

17. Which statement **best** describes the difference in the point of view of “The Eagles Are Back!” from the other two passages?
- A. “The Eagles Are Back!” is written from the point of view of a scientist interested in explaining the problems faced by bald eagles, while the other two passages are written from the point of view of biologists and politicians studying the effects of pesticides on bald eagles.
  - B. “The Eagles Are Back!” is written from the point of view of a student researching bald eagles, while the other two passages are written from the point of view of park rangers who discuss how parks have brought back bald eagles.
  - \* C. “The Eagles Are Back!” is written from the point of view of an individual providing a general history of bald eagles throughout the country, while the other two passages are written from the point of view of reporters who discuss sightings of bald eagles in particular areas of the country.
  - D. “The Eagles Are Back!” is written from the point of view of a resident who has sighted bald eagles, while the other two passages are written from the point of view of historians who describe where bald eagles used to live.

# Answer based on analyzing information from three passages

E05.B-C.2.1.2

18. What is the overall structure of **all** three passages?

- A. All three passages compare different ways that have been used to increase the number of bald eagles.
- \* B. All three passages discuss the cause and effect of the bald eagle decreasing and then increasing in number.
- C. All three passages ask a question about how the bald eagle has increased in number and then answer it.
- D. All three passages discuss the issue of the decreasing number of bald eagles with details in order of importance.

Read the following letter written by First Lady Abigail Adams. Then answer questions 21–29.

## Letter to Her Daughter from the New White House

by Abigail Adams

*John and Abigail Adams were the first presidential couple to live in the White House. In the letter, First Lady Adams describes the White House as unfinished and the city of Washington, D.C., as still in development.*

Washington, 21 November 1800

My Dear Child:

I arrived here on Sunday last, and without meeting with any accident worth noticing, except losing ourselves when we left Baltimore and going eight or nine miles on the Frederick road, by which means we were obliged to go the other eight through woods, where we wandered two hours without finding a guide or the path. Fortunately, a straggling man came up with us, and we engaged him as a guide to extricate us out of our difficulty; but woods are all you can see from Baltimore until you reach the city, which is only so in name. Here and there is a small cot, without a glass window, interspersed amongst the forests, through which you travel miles without seeing any human being. In the city there are buildings enough, if they were compact and finished, to accommodate Congress and those attached to it; but as they are, and scattered as they are, I see

Four separate passages with questions about each passage AND questions that require students to analyze information in all passages!

The next four passages are editorials about bake sales. Read the first passage and answer question 12. Then, read the second passage and answer questions 13–14. Then, read the third passage and answer questions 15–16. Then, read the fourth passage and answer questions 17–20.

### E07.B-C.2.1.1

19. Which sentence accurately explains how “Making Statements, Not Pastries” presents a different interpretation of bake sales than “Spending Without Showing Off”?
- \* A. It suggests that some parents bring store-bought goods to show their disagreement with bake sales, while “Spending Without Showing Off” suggests that some store-bought goods are used to make parents look superior.
  - B. It suggests that schools have bake sales to build relationships in the community, while “Spending Without Showing Off” suggests that bake sales should create good profits for schools.
  - C. It suggests that schools could find other ways to raise money other than bake sales, while “Spending Without Showing Off” suggests that bake sales are a tradition that should continue in the future.
  - D. It suggests that parents who bring store-bought goods show a lack of effort, while “Spending Without Showing Off” suggests that parents who bring store-bought goods miss out on the fun of baking at home.

**E07.B-C.3.1.2**

20. Which idea is presented in “Have a Farm Stand Instead” but is **not** presented in the other three passages?
- A. Cookies bought from stores are acceptable for bake sales.
  - \* B. Food sold at bake sales is unhealthy for children.
  - C. Schools sometimes depend on money earned from bake sales.
  - D. Bake sales are unpopular ideas with some parents.



—PCS PSSA Test Design—  
2014–2015

At grades 4 through 8, the PCS-ELA core can be described as:

|                               |                  |
|-------------------------------|------------------|
| 23 core passage MC items      | 23 points        |
| 18 core standalone MC items   | 18 points        |
| 3 core 2 pt EBSR items        | 6 points         |
| 3 core 3 pt EBSR items        | 9 points         |
| 1 core 4 pt TDA (weighted x4) | 16 points        |
| 1 core 4 pt WP (weighted x3)  | 12 points        |
| <b>Total</b>                  | <b>84 points</b> |

What is scored?

ELA Operational Section Layout Plan for Grades 4 through 8

| Section | Content Emphasis                    | Number of MC/EBSR    | Number of WP/TDA | Estimated Number of Passages | Estimated Section Testing Time (in minutes) |
|---------|-------------------------------------|----------------------|------------------|------------------------------|---|
| 1       | Writing and Language                | 20 MC                | 1                | 0                            | 60  |
| 2       | Reading                             | 15–18 MC<br>4–5 EBSR | 0                | 3                            | 58–69                                       |
| 3       | Reading and Text Dependent Analysis | 14 MC<br>2 EBSR      | 1                | 2                            | 73  |
| 4       | Reading and Text Dependent Analysis | 5–8 MC<br>1–2 EBSR   | 1                | 1                            | 48–57                                       |

### Core Passage MC items

Reading questions related directly to passages

### Core Standalone MC items

Grammar & Usage

### Core 2 point EBSR

Two-part Evidence-Based Selected Response MC questions. The second part asks for one piece of evidence that would support their answer in the first part of the question.

### Core 3 Point EBSR

Two-part reading questions with the second part asking for two choices that would support their answer in the first part of the question.

**TDA**—Text Dependent Analysis prompt  
Much longer written response to reading.

### Writing Prompt

Traditional writing prompt based on one of the eligible types.