



DEPARTMENT OF EDUCATION

Leading the Drive to Top 5!

PAWS Reading Grade 4

Released Items With Data

2014

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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 2013 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

Item Notes

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

Item Notes

00 How can a reader know that this passage is a drama?

- Ⓐ The passage has stanzas.
- Ⓑ The passage is divided into scenes.
- Ⓒ The passage teaches a valuable lesson.
- Ⓓ The passage contains facts about history.

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Item Code:	VF496934

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	1	713	0.453

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	23.983	45.302	21.739	8.836	0.14

Item Notes

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

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

Item Notes

00 Read this line from Scene II.

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

Which of the following words best describes what a “nuisance” is?

- Ⓐ annoying
- Ⓑ cruel
- Ⓒ popular
- Ⓓ bashful

Item Information	
Title:	Making Candles
Passage/Text Type:	Literary/Narrative
2012 WyCPS Domain:	Craft and Structure
2012 WyCPS Standard:	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Item Code:	VF496202

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	3	718	0.578

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	57.799	20.334	2.786	19.081	0

Item Notes

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

- Ⓐ Mary has trimmed the wicks.
- Ⓑ Ruth comes to the house.
- Ⓒ Mother prepares the tallow.
- Ⓓ 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

Item Notes

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

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

Item Notes

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?

- Ⓐ Edward is careful.
- Ⓑ Edward is humorous.
- Ⓒ Edward is impatient.
- Ⓓ 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

Item Notes

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

Item Notes

