

Read "Dust Devil" as if you were preparing a speech about the poem for your English class. After reading the poem, answer the question as if you were analyzing the poem in preparation for your speech.

Dust Devil

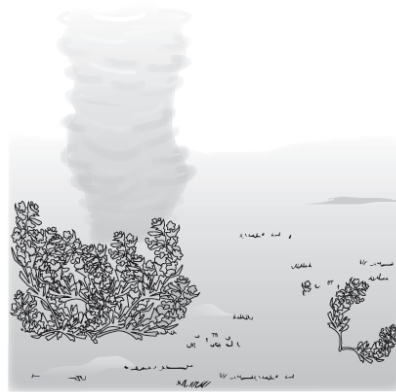
The air is still
 And oppressively hot.
 The light glitters and glints
 In this dry, dusty place—
 5 My land.

The highway glimmers.
 In the distance,
 Heat waves rising in the air,
 Shimmery pools of water,
 10 A mirage ahead
 In this dry, dusty place—
 My land.

Then, the stillness is broken
 By a cloud of dusty red
 15 Rising from the land.

Lazily it begins to form
 A twisting, turning shape,
 Picking up speed,
 Picking up dust,
 20 Gathering momentum.

It takes a while
 To work up a good fury,
 But now the cloud is
 Moving quickly,
 25 A whirling tower of dust
 Fueled by this dry heat.
 A thin tornado of energy,
 It swirls without destruction,
 Changing course.



30 Where is it headed?
Is it confusion?
Or is it only
Trying out all possible paths?

Suddenly it disappears.

35 Dust settles in peace once more.
Where have you gone, dust devil?
What have you decided?
What path is right
For you?

40 For me?

It may take years
For me to know.
Right now I have to be content
Realizing

45 That within all of its
Motion
Fury
Confusion

The dust devil
50 Will always reflect
The strength of
My land.

In the last two stanzas (Lines 35–52), the poet compares the dust devil’s progress to which of these?

- A** The speaker’s choices
- B** A rising tower
- C** The speaker’s anger
- D** A harsh climate

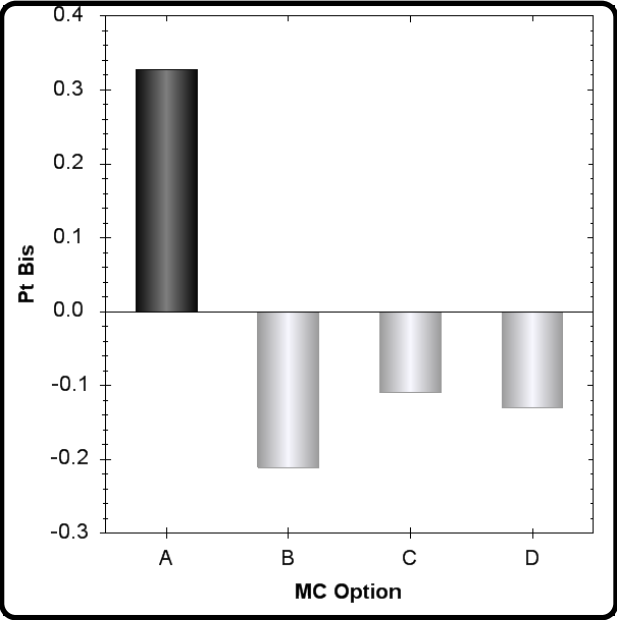
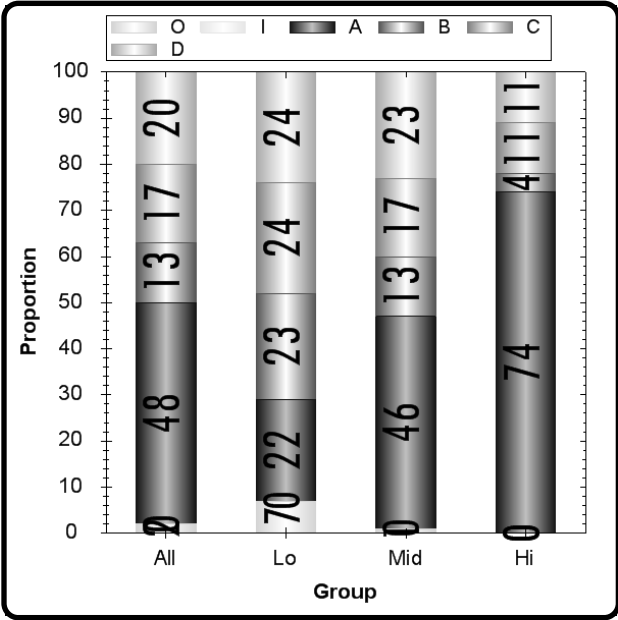
Grade 8 Reading CID 3341833
 Item # 11,11,11,11,11,11,11,11 Form 1,2,3,4,5,6,7,8 2007 OP, 2006 OP, 2005 FT
 Psg : Dust Devil_DD R.08.N.3 Theme

Type Max Points Key N Count Item Mean Discrimination
 Multiple Choice 1 A 3989 0.493 0.328

Rasch Diff Diff SE Infit Outfit
 0.854 0.028 1.130 1.190

	A	B	C	D	Omit	Invalid
All	48	13	17	20	2	0
Low Scorers	22	23	24	24	7	0
Middle Scorers	46	13	17	23	1	0
High Scorers	74	4	11	11	0	0

MC Item Option Discriminations			
A	B	C	D
0.328	-0.211	-0.109	-0.130



Notes:

Which phrase best describes the setting of the poem?

- A** A lake near a major city
- B** An open plain near a road
- C** A summer day in a new land
- D** An island in ancient times

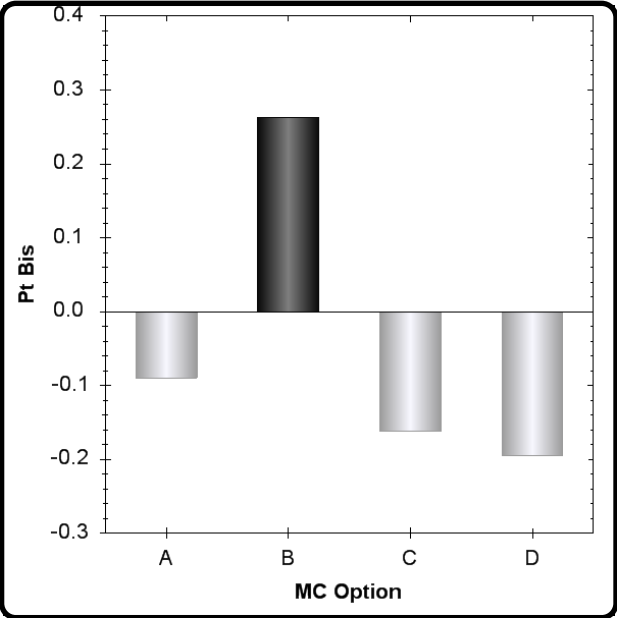
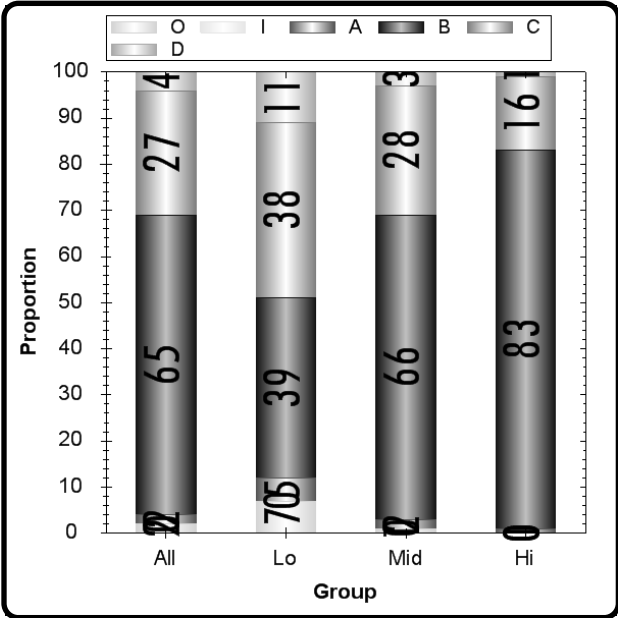
Grade 8 Reading CID 3341840
 Item # 8,8,8,8,8,8,8,8 Form 1,2,3,4,5,6,7,8 2007 OP, 2006 OP, 2005 FT
 Psg : Dust Devil_DD R.08.N.1 Story Elements

Type Max Points Key N Count Item Mean Discrimination
 Multiple Choice 1 B 3992 0.662 0.263

Rasch Diff Diff SE Infit Outfit
 -0.115 0.030 1.220 1.390

	A	B	C	D	Omit	Invalid
All	2	65	27	4	2	0
Low Scorers	5	39	38	11	7	0
Middle Scorers	2	66	28	3	1	0
High Scorers	1	83	16	1	0	0

MC Item Option Discriminations			
A	B	C	D
-0.090	0.263	-0.162	-0.195



Notes:
 White students may perform better on this item as compared to Am. Indian students. (B)

Which section of the poem best illustrates the speaker's attitude toward the dust devil?

- A** The air is still/And oppressively hot.
- B** Is it confusion?/Or is it only/Trying out all possible paths?
- C** Where have you gone, dust devil?/What have you decided?
- D** The dust devil/Will always reflect/The strength of/My land.

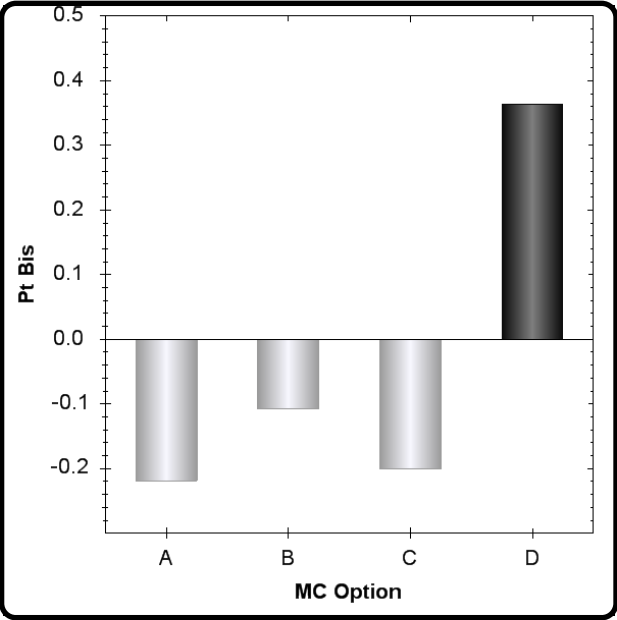
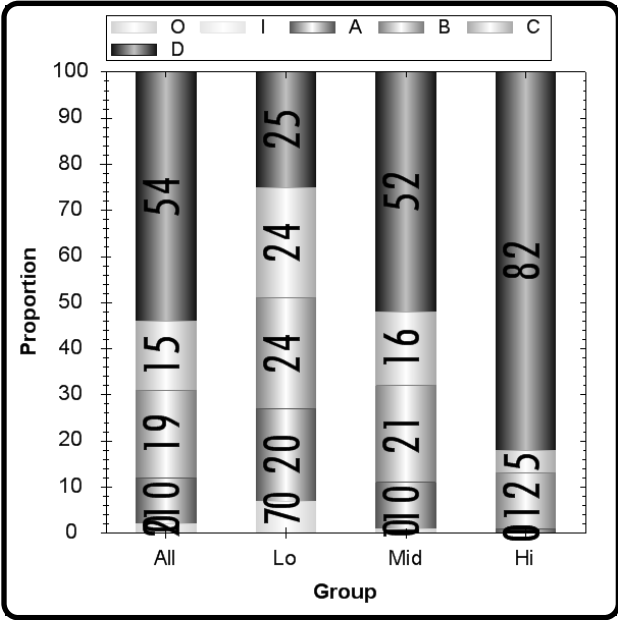
Grade 8 Reading CID 3341839
 Item # 10,10,10,10,10,10,10,10 Form 1,2,3,4,5,6,7,8 2007 OP, 2006 OP, 2005 FT
 Psg : Dust Devil_DD R.08.N.1 Story Elements

Type Max Points Key N Count Item Mean Discrimination
 Multiple Choice 1 D 3990 0.554 0.363

Rasch Diff Diff SE Infit Outfit
 0.807 0.028 1.090 1.170

	A	B	C	D	Omit	Invalid
All	10	19	15	54	2	0
Low Scorers	20	24	24	25	7	0
Middle Scorers	10	21	16	52	1	0
High Scorers	1	12	5	82	0	0

MC Item Option Discriminations			
A	B	C	D
-0.219	-0.108	-0.201	0.363



Notes:

Which line from the poem contains the speaker's first description of the dust devil?

- A** Line 8
- B** Line 10
- C** Line 12
- D** Line 14

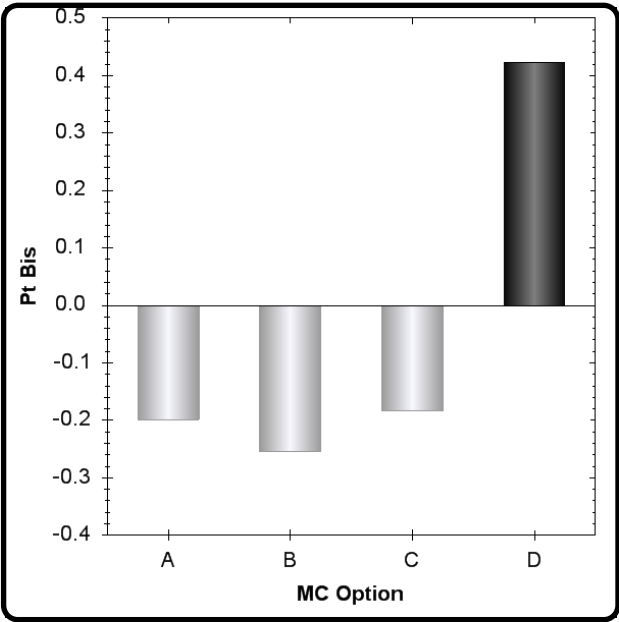
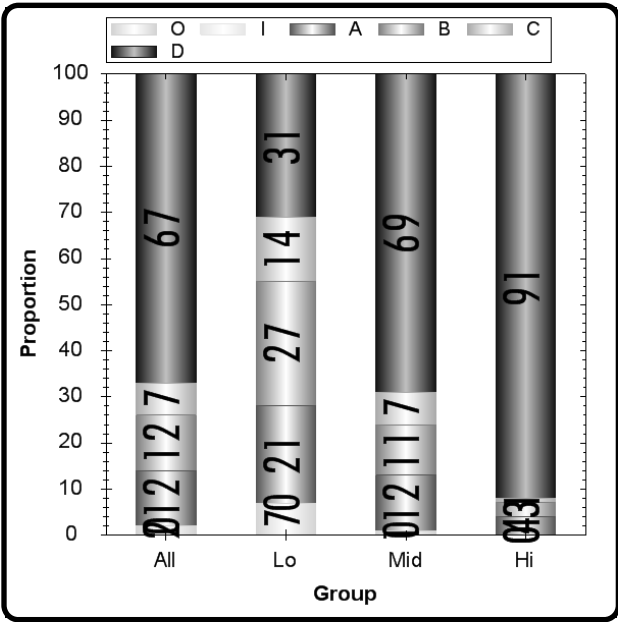
Grade 8 Reading CID 3341932
 Item # 7,7,7,7,7,7,7,7 Form 1,2,3,4,5,6,7,8 2007 OP, 2006 OP, 2005 FT
 Psg : Dust Devil_DD R.08.N.1 Story Elements

Type Max Points Key N Count Item Mean Discrimination
 Multiple Choice 1 D 3991 0.684 0.422

Rasch Diff Diff SE Infit Outfit
 0.119 0.029 0.970 0.960

	A	B	C	D	Omit	Invalid
All	12	12	7	67	2	0
Low Scorers	21	27	14	31	7	0
Middle Scorers	12	11	7	69	1	0
High Scorers	4	3	1	91	0	0

MC Item Option Discriminations			
A	B	C	D
-0.199	-0.255	-0.183	0.422



Notes:
 White students may perform better on this item as compared to Hispanic students. (B)
 Non SPED students may perform better on this item as compared to SPED students. (B)
 Non LEP students may perform better on this item as compared to LEP students. (B)

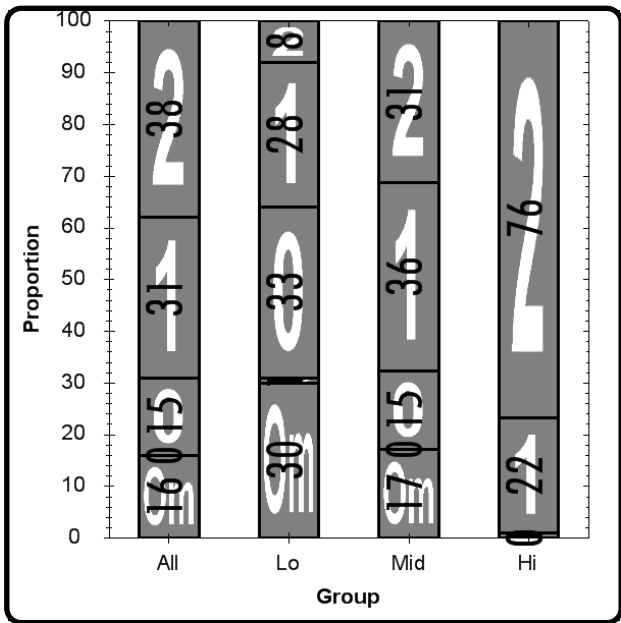
How does the poet use details to show how dust devils are like moments in our own lives? Use examples from the poem to support your answer.

Grade 8 Reading CID 3341926
 Item # 12,12,12,12,12,12,12,12 Form 1,2,3,4,5,6,7,8 2007 OP, 2006 OP, 2005 FT
 Psg : Dust Devil_DD R.08.N.2 Plot

Type Max Points N Count Item Mean Discrimination
 Short Answer 2 3419 1.274 0.496

Rasch Diff Diff SE Infit Outfit
 0.096 0.021 1.000 0.990

	0	1	2	Omit	Invalid
All	15	31	38	16	0
Low Scorers	33	28	8	30	1
Middle Scorers	15	36	31	17	0
High Scorers	1	22	76	0	0



Notes:

Grade 8

Skill: Narrative Texts – Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Context: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Evaluative Criteria:

Accuracy

The reader correctly identifies high points in a story's plot in relation to its highest point, the climax.

Relevance

The reader notes how high points in a story's action builds to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story's plot structure.

Sufficiency

The reader adequately describes all of the significant events in a story and the sequence in which those events occur.

Rubrics:

Score	Definition
2	Interpretation of the plot, its development to a climax, and its solution or resolution is accurate and logically connected to high points and all significant story events and to the task. The response provides sufficient detail to support the reader's position.
1	Interpretation of the plot, its development to a climax, and its solution or resolution is somewhat accurate and reflects some connection to high points and significant story events and to the task. However, the response provides insufficient detail to support the reader's position.
0	The response provides no accurate information from the text and does not address the task.

² The dust devils are like moments in our lives because they are always changing. The poet sees the dust devils movement like emotions. Starting on line thirty the poet wonders if the dust devils movement is confusion or if it is trying many paths. People's lives can be looked at the same way. Are we wandering in confusion or sampling the many things life has to offer.

Anchor 2

² The poet describes the dust devil having emotions. From line 45 to the end of the poem the poet describes the dust devil having Fury and Confusion; emotions that people have in everyday life.

Anchor 2

² He says that it's going in every direction then it settles. He is saying that we'll have to choose eventually but your time to choose the right thing. It's telling us we may be confused but that's why we have to take the time to figure it out.

Anchor 2

² The poet uses details to show how dust devils are like moments in our own lives when he said "What path is right for you, for me."

Anchor 1

2

The narrator was like asking a question. What should I do? Also a motion like our own body.

Anchor 1

²
The writer uses details to relate to our lives.

Example: "Where have you gone, dust devil?"

What have you decided?

What path is right

for you?

for me?

Anchor 1

² The Dust Tower twirling tower of
Dust

Anchor 0

² The poet uses details like "a thin tornado of energy."

Anchor 0

2	The part uses very intelligent words of beauty

Anchor 0

Read the flier as if you were considering a career in the field of science. After reading the flier, answer the questions as if you were planning to attend the career day.

Bayside Technical College
5th Annual Exploring Science Career Day
Saturday, May 12

Exploring Science Career Day (E.S.C.D.) will give Bayside Middle School students a chance to explore the diverse careers available in the field of science.

In the morning, students will participate in hands-on science activities. Then in the afternoon, the students will gather for a question-and-answer session with a panel of scientists. The scientists will address questions about science careers and educational requirements.

Welcome—7:30 a.m. to 8 a.m.

Brown Student Center (located in the Dining Hall)
Students will gather and meet.

Science Activities—8 a.m. to 12 noon

Benson Building

The students will divide into four groups which will rotate among the four science demonstrations each hour.

1. Biology

Room 102

Students will test water samples from various local sources to determine the acid levels and hypothesize what might cause differences in the acid levels.

2. Mechanical Engineering

Room 104

Students will build simple wooden bridges and test how much weight their designs can bear.

3. Computer Science

Room 203

Students will visit the computer lab to analyze computer programs and printouts. They will also view the college's displays, which depict a wide variety of computer-related work.

4. Geology

Room 213

Using a set of descriptions, students will sort and identify a variety of rocks.

Lunch—12 noon to 1 p.m.

Students will eat in the Dining Hall. They may either purchase a lunch or bring their own.

Question-and-Answer Session—1 p.m. to 2 p.m.

Brown Student Center

The scientists who will be available to answer questions include a computer programmer, electrical engineer, pharmacist, research biologist, and veterinarian.

Wrap-up Session—2 p.m. to 3 p.m.

Brown Student Center

Students will have a chance to browse numerous displays and to review available materials about the science programs offered at Bayside Technical College as well as materials about varied careers in science. The students will also have opportunities to visit with scientists and college staff.

Registration

Bayside Middle School students must register through the school counselor by May 1. Bayside Middle School will provide round-trip transportation to Bayside Technical College. This is an excellent opportunity for middle school students to develop their interests in science!

For more information, contact Dr. Lisa Wills at 1-888-293-3151.

If a student is interested in examining water samples, who would be the best source for information?

3342339

- A . A computer programmer
- B . A biologist
- C . A mechanical engineer
- D . A geologist

CID: 3342339	READING				Gr8		R.7.F.1	Max Pts: 1	Key: B				
FT05					Multiple Choice				Science Career Day				
N Cnt: 4042					Mean: 0.833				Corr: 0.372				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	3	82	4	9	2	0	Favor					N	
Low	10	49	14	17	9	0	Flag					Mod	
Mid	2	86	2	10	0	0	N Ref					3581	
High	0	97	0	3	0	0	N Foc					140	

Which session would be best for a student who enjoys collecting rocks?

3342349

- A . "Biology"
- B . "Mechanical Engineering"
- C . "Computer Science"
- D . "Geology"

CID: 3342349		READING			Gr8		R.7.F.1		Max Pts: 1		Key: D		
FT05					Multiple Choice				Science Career Day				
N Cnt: 2068					Mean: 0.760				Corr: 0.485				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	10	6	6	72	5	0	Favor						
Low	17	15	16	29	2	1	Flag						
Mid	12	6	6	73	2	0	N Ref						
High	2	0	0	97	0	0	N Foc						

Based on the information in the flier, what can a student conclude about the science activities?

3342348

- A . Students will be allowed to select which group they will participate in for the activities.
- B . Students will be restricted from using certain science equipment.
- C . Students must take careful notes during each rotation activity.
- D . Students will be able to explore several different applications of science.

CID: 3342348	READING				Gr8		R.7.F.1	Max Pts: 1		Key: D			
FT05					Multiple Choice				Science Career Day				
N Cnt: 4043					Mean: 0.649				Corr: 0.471				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	18	8	9	64	2	0	Favor			W		N	
Low	24	23	20	23	9	0	Flag			Mod		Mod	
Mid	20	6	8	65	0	0	N Ref			3057		3582	
High	7	1	0	92	0	0	N Foc			155		140	

Which part of E.S.C.D. would be enjoyed most by students who learn best by doing?

3342333

- A . "Welcome"
- B . "Science Activities"
- C . "Question-and-Answer Session"
- D . "Wrap-up Session"

CID: 3342333		READING			Gr8		R.7.F.2		Max Pts: 1		Key: B		
FT05					Multiple Choice				Science Career Day				
N Cnt: 4040					Mean: 0.778				Corr: 0.323				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	4	76	10	8	2	0	Favor						
Low	11	46	19	15	1	0	Flag						
Mid	3	79	10	8	0	0	N Ref						
High	0	93	2	4	0	0	N Foc						

Which section of the flier should a student read to find out where to go first during E.S.C.D.?

3342350

- A . "Welcome"
- B . "Question-and-Answer Session"
- C . "Wrap-up Session"
- D . "Registration"

CID: 3342350		READING			Gr8		R.7.F.2		Max Pts: 1		Key: A		
FT05					Multiple Choice				Science Career Day				
N Cnt: 1043					Mean: 0.650				Corr: 0.425				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	61	9	6	18	5	0	Favor				S		
Low	26	23	13	18	2	1	Flag				High		
Mid	57	10	8	23	2	0	N Ref				950		
High	92	0	0	8	0	0	N Foc				93		

In which room would a student learn about the basics of construction?

3342352

- A . Room 102
- B . Room 104
- C . Room 203
- D . Room 213

CID: 3342352		READING			Gr8		R.7.F.2		Max Pts: 1		Key: B		
FT05					Multiple Choice				Science Career Day				
N Cnt: 2070					Mean: 0.740				Corr: 0.468				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	8	70	11	5	5	1	Favor						
Low	15	29	21	11	2	3	Flag						
Mid	8	71	12	6	2	0	N Ref						
High	1	97	2	0	0	0	N Foc						