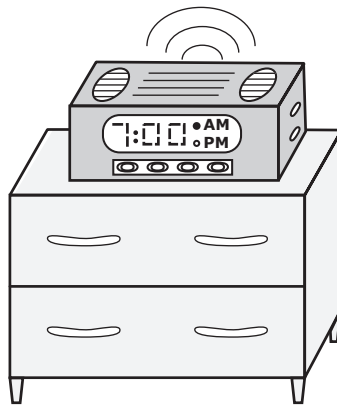Imagine that your class is studying stories about sports. Read "Born to Run" as if you were preparing to write a summary of the story and how the author wrote it. After reading the story, answer the question as if you were preparing your summary.

Born to Run

1 Brrrrrrrrrrrring!

2 The alarm clock rang, as it did every school day. Malcolm's hand shot out from under the blanket and silenced it, as it did every school day. Malcolm had stayed up late studying the night before, and he wasn't quite ready to get up.

3 "I'll just close my eyes for another minute," Malcolm said sleepily to himself. It was a gray, overcast morning, perfect for a little extra snoozing.

4 Malcolm wasn't worried; he had never once overslept. He prided himself on being organized in his morning routine, leaving in plenty of time to walk the twelve blocks to school without rushing. In fact, he hated to rush.

5 Suddenly, Malcolm could feel someone shaking him by the shoulders.

6 "Malcolm! Aren't you feeling well?" his mother asked with concern in her voice. "You're going to be late!"

7   Malcolm rolled over and looked at the clock. Then he blinked hard and looked at it again. His calm vanished in a flash. He had slept an extra half-hour.

8   "Oh, no!" he yelped, leaping out of bed. He had exactly fifteen minutes to get ready and get to school. No shower this morning! He splashed his face and dressed in two minutes flat, including lacing up his sneakers. Quickly eating a blueberry muffin and gulping a glass of milk, he dashed around the house gathering his books and homework. Bathroom, brush teeth, a glance in the mirror, a quick goodbye—and he was off.

9   "There's no way I'll make it unless I run," Malcolm realized, looking at his watch. He started jogging, slowly at first, but then he sprinted as if a pack of wolves were chasing him. At first, his long legs were not used to the effort, but after a couple of minutes they seemed to hit a groove. To his surprise, Malcolm felt a happy feeling start to spread through him as he ran.

10   He reached the front door of the school with two minutes to spare— just enough time to stop at his locker before class. He was breathing hard, but he didn't feel tired. As he closed his locker he felt a hand on his shoulder.

11   "You're Malcolm Bailey, aren't you?" It was Mr. Cooper, the track coach. "I saw you running along Castillo Street a minute ago. Where do you usually train?"

12   "Train?" said Malcolm, feeling confused. "Train for what?"

13   "Aren't you a distance runner?" asked Mr. Cooper.

14   "I don't think so," Malcolm said, not sure what a distance runner was. "I just woke up late this morning."

15   Mr. Cooper smiled. "I think you're a runner who just doesn't know it," he said. "Would you consider trying out for the track team?"

16   Track team? That was something that Malcolm had never imagined. He felt so good after his run, however, that the coach's offer sounded completely logical.

17   "You know, Mr. Cooper, I think I will," Malcolm said. "If I'm any good, maybe I can sleep an extra half-hour every morning!"

**Based on Malcolm's actions after his mother wakes him up, what conclusion can readers make?**

A He gets upset when he stays up late.

B He dislikes being late for school.

C He worries about his homework.

D He is cranky when he first wakes up.

	Grade 5	Reading	CID 3336508
	Item # 42	Form OP1	2007 OP, 2006 OP, 2005 FT
	Psg : Born to Run_BTR		R.05.N.1 Story Elements

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	B	5970	0.802	0.397

Rasch Diff	Diff SE	Infit	Outfit
-1.701	0.039	1.210	1.200

	A	B	C	D	Omit	Invalid
All	8	80	4	7	0	0
Low Scorers	18	51	12	18	1	0
Middle Scorers	7	84	3	6	0	0
High Scorers	2	96	1	1	0	0

MC Item Option Discriminations			
A	B	C	D
-0.197	0.397	-0.213	-0.236
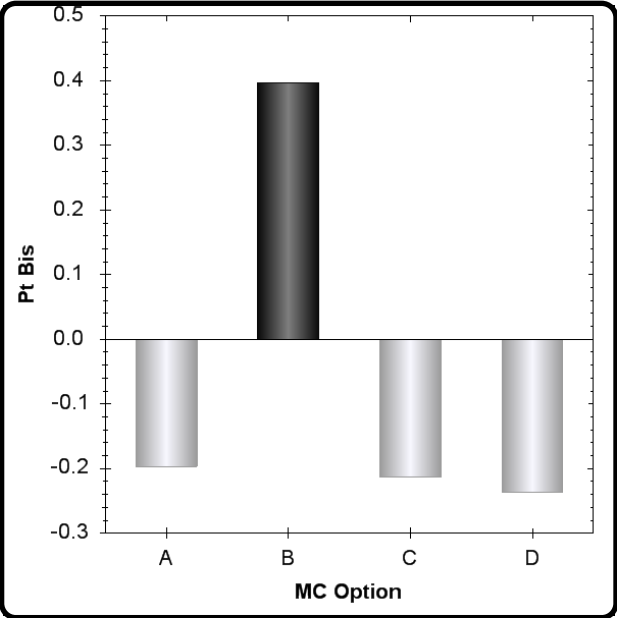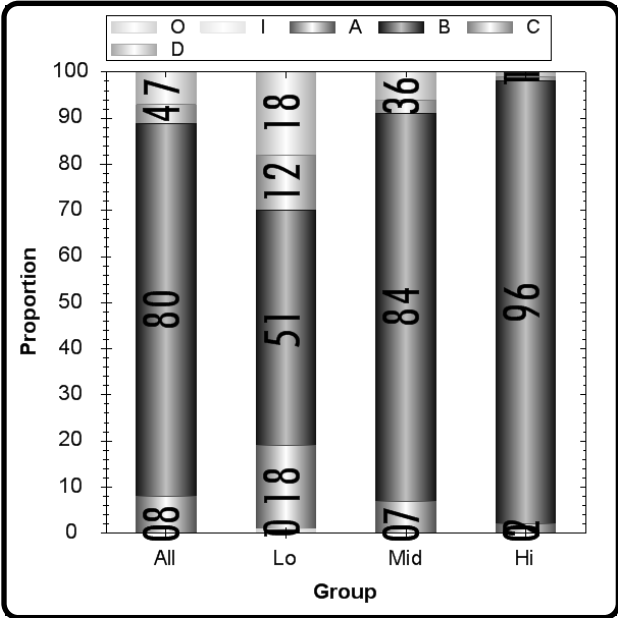
Notes:

Read this sentence from the story.

Bathroom, brush teeth, a glance in the mirror, a quick goodbye—and he was off.

Which of these <u>best</u> explains why the author wrote the sentence this way?

A   The words are in an unusual order, so readers feel confused like Malcolm does.

B   The words are familiar, so the meaning is easy to understand.

C   The words can be read quickly, so the sentence hurries like Malcolm does.

D   The words can be arranged differently, so the sentence can have many meanings.
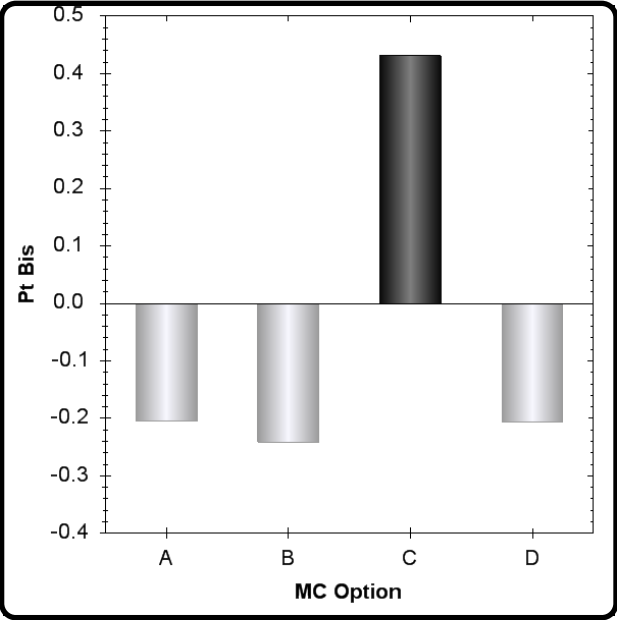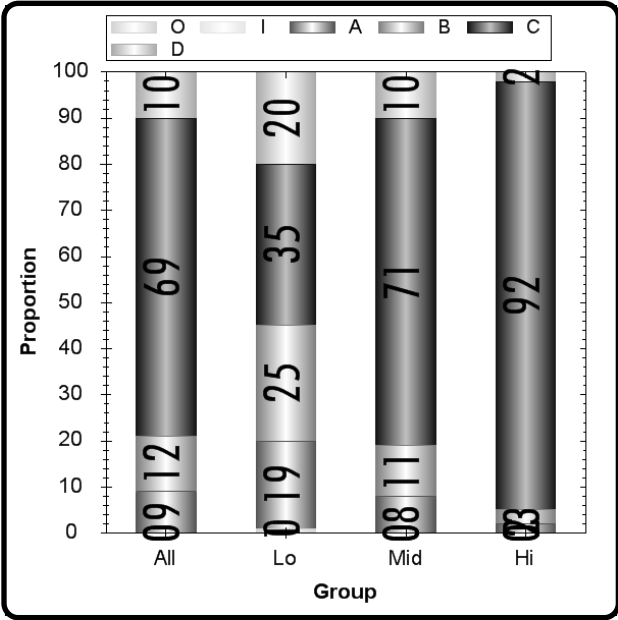
		Grade 5		Reading		CID 3336509	
		Item # 43		Form OP1		2007 OP, 2006 OP, 2005 FT	
		Psg : Born to Run_BTR				R.05.N.2 Plot	

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	C	5970	0.691	0.431

Rasch Diff	Diff SE	Infit	Outfit
-0.677	0.031	0.980	0.940

	A	B	C	D	Omit	Invalid
All	9	12	69	10	0	0
Low Scorers	19	25	35	20	1	0
Middle Scorers	8	11	71	10	0	0
High Scorers	2	3	92	2	0	0

MC Item Option Discriminations			
A	B	C	D
-0.205	-0.241	0.431	-0.206

Notes:

Which detail is <u>most</u> important to the plot of the story?

A   Malcolm looks at his alarm clock twice.

B   Malcolm's mother thinks he might be sick.

C   Malcolm's breakfast is a muffin and a glass of milk.

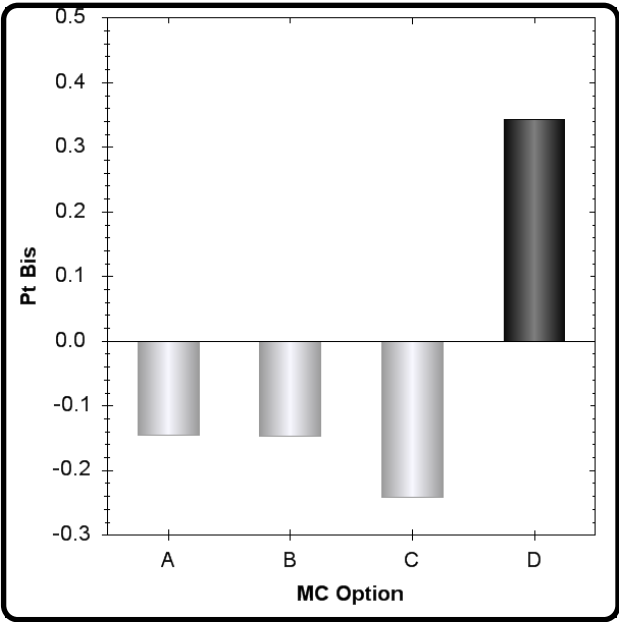**D**   Malcolm lives twelve blocks from school.

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	D	5970	0.551	0.343

Rasch Diff	Diff SE	Infit	Outfit
-0.118	0.029	1.090	1.120

	A	B	C	D	Omit	Invalid
All	15	24	6	55	0	0
Low Scorers	25	31	16	28	1	0
Middle Scorers	15	29	4	53	0	0
High Scorers	8	10	1	81	0	0

MC Item Option Discriminations			
A	B	C	D
-0.146	-0.147	-0.241	0.343
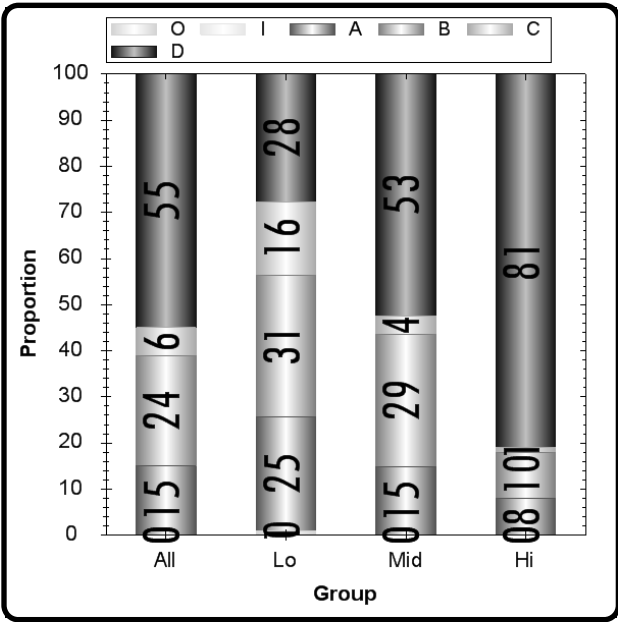
Notes:

What is Malcolm <u>most likely</u> to do the next morning?

A   Get up even later

B   Go running again

C   Skip his breakfast

D   Take the bus to school

Type	Max Points	Key	N Count	Item Mean	Discrimination
Multiple Choice	1	B	5970	0.676	0.363

Rasch Diff	Diff SE	Infit	Outfit
-0.602	0.031	1.050	1.080

	A	B	C	D	Omit	Invalid
All	20	67	4	9	0	0
Low Scorers	25	37	13	24	1	0
Middle Scorers	22	69	2	7	0	0
High Scorers	11	88	0	1	0	0

MC Item Option Discriminations			
A	B	C	D
-0.090	0.363	-0.256	-0.296

Notes:

Page 11
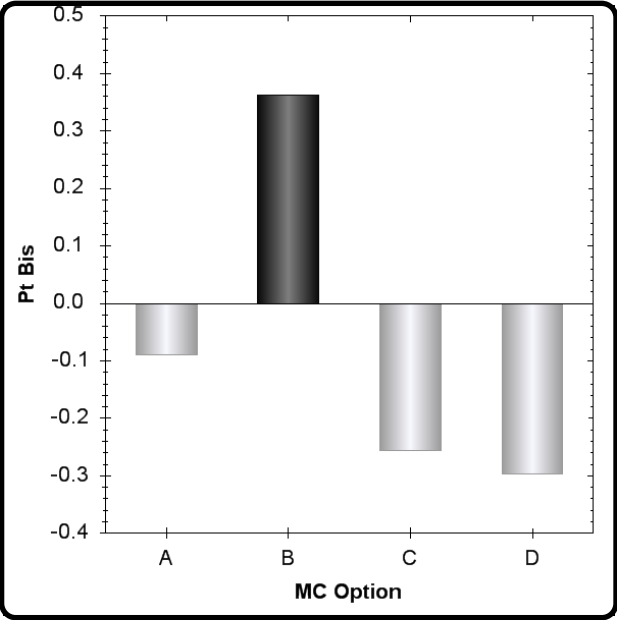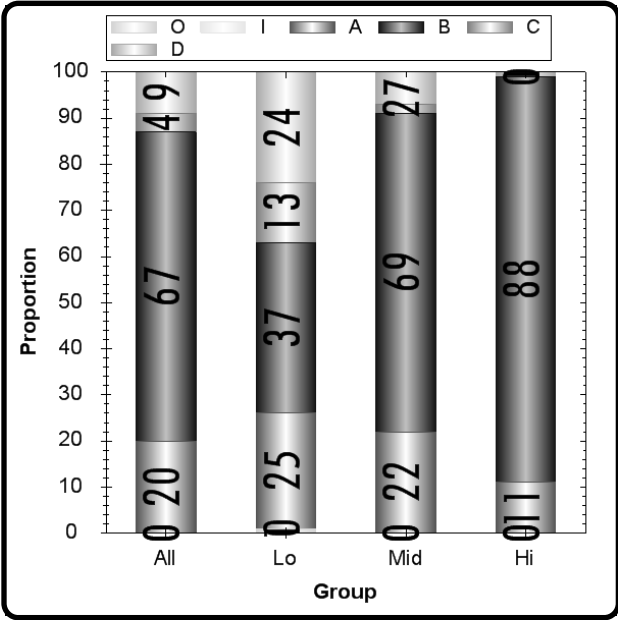
3336523

What lesson does Malcolm learn? Use details from the story to support your answer.

_____

_____

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	Grade 5	Reading	CID 3336523
	Item # 48	Form OP1	2007 OP, 2006 OP, 2005 FT
	Psg : Born to Run_BTR		R.05.N.2 Plot

Type	Max Points	N Count	Item Mean	Discrimination
Short Answer	2	5930	1.035	0.305

Rasch Diff	Diff SE	Infit	Outfit
0.088	0.037	0.980	0.970

	0	1	2	Omit	Invalid
All	5	85	9	1	0
Low Scorers	16	79	2	2	1
Middle Scorers	3	90	6	0	0
High Scorers	1	80	19	0	0
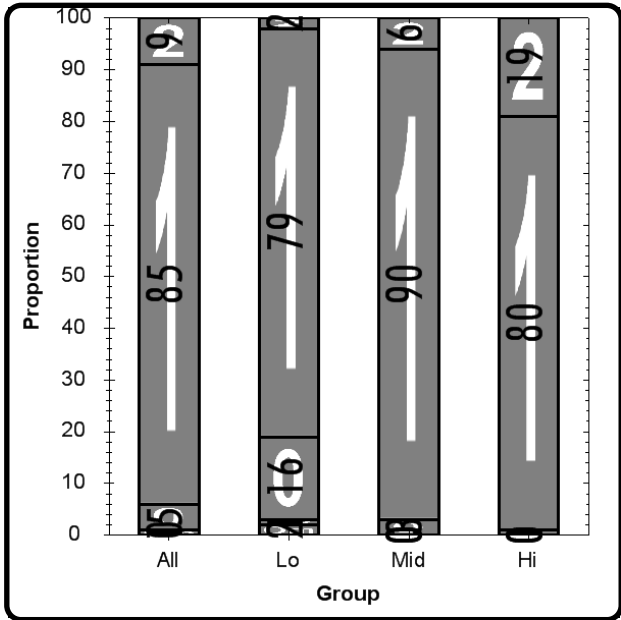
Notes:

Female students may perform better on this item as compared to Male students. (B)

Non SPED students may perform better on this item as compared to SPED students. (B)

8 What lesson does Malcolm learn? Use details from the story to support your answer.

Grade 5

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 historical fictions, 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 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.

Malcolm learns that sometimes when an accident happens, good results might come from it. When Malcolm overslept, he had to do everything quickly and run to school, and because he had to run to school he found he could try out for track.

Anchor 2

8

Malcolm learns a lesson he will never forget. First, you can find talents. You can find them when you least expect it. Next, Malcolm gets up late. He runs to school and finds out he likes running. That is the lesson Malcolm will never forget.

Anchor 2

8

Malcolm learns that good can come out of anything. When he slept late (bad) he learned he was a good runner (good)

Anchor 2

Malcolm learns that sometimes rushing is a good thing. It says he hates to rush, but when he rushes he discovers a brand new talent.

Anchor 1

8

A lesson Malcolm learns is that he can sleep in for half an hour late at still make it to school. The rest is that he can join the track team because he is fast at running. That's the lesson Malcolm learned.

Anchor 1

8

Malcom learns that you should not sleep in every morning or you might be late for school.

Anchor 1

8

He learned don't all ways be clam because you mit miss up like Malcolm did.

Anchor 0

8

He learns that he go's to the bathroom, brush his teeth, a glance in the mirror a quick - good bye - and he was of.

Anchor 0

8

he eca Anething

Anchor 0

SSS

Imagine that you belong to a Science Club. Read "Starry Skies" as if the Science Club wanted to go on a field trip. After reading the flier, answer the questions as if you were going to tell the club members about the museum's programs.

Starry Skies

Miller Mountain Museum

is proud to present another year of fall programs.
Join in the fun of exploring our fascinating universe.

Starry Night

Museum volunteers will teach children and adults to use our new telescopes to look at the night sky. You will learn interesting, little-known facts about planets and stars.

Visitor Center
October 3, 7, 11, and 15 (weather permitting)
7:30 p.m.
Please call the Museum Hotline for schedule updates: **1-888-293-3151**
Admission is free.

Myths and Legends of the Night Sky

Noted storyteller Minon Phelps will thrill you with stories of the night sky. His selections from Greek and Roman mythology and Native-American traditions are sure to captivate both young and old.

Museum Great Hall
October 10 and 12
9 and 11 a.m.
Admission is free.

How I Wonder Where You Are

Since ancient times, humans have measured time using the stars and the moon. In this hands-on program, participants will learn to make and use two astronomical clocks. Participants will also learn how to use a compass and to read a star map.

Visitor Center
October 23
11 a.m. and 2 p.m.
Admission is $4 per person.

Lessons From Hubble

Learn how the famous Hubble Space Telescope has changed our view of the universe. Children and adults are invited to a one-hour slide show and lecture.

Museum Great Hall
October 10, 20, and 30
1 and 2 p.m.
Admission is $3 per person.
Children under 12 are admitted free.

Please Note

- Each program lasts approximately one hour.

- Reservations for "Starry Night" and "How I Wonder Where You Are" are advised but not required. These programs are limited to 15 participants.

- For reservations or more information, call 1-888-334-6639 or visit our Web site at www.mmmuseum.org.

Which sentence explains why Science Club members might decide <u>not</u> to attend the "How I Wonder Where You Are" program?

A. They would have to use compasses in an activity.

B. They would have to make reservations.

C. They would have to pay a fee to participate.

D. They would have to learn about the history of time.

CID: 3338508	READING		Gr5		R.5.F.1		Max Pts: 1		Key: C
FT05			Multiple Choice			Starry Skies			
N Cnt: 1034			Mean: 0.600			Corr: 0.287			

	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	10	18	58	11	4	0	Favor						
Low	14	19	34	20	14	0	Flag						
Mid	10	20	61	9	0	0	N Ref						
High	1	7	90	2	0	0	N Foc						

If Science Club members read the flier in September and wanted to attend the first available program, which one could they attend?

A. "Starry Night"

B. "Myths and Legends of the Night Sky"

C. "How I Wonder Where You Are"

D. "Lessons From Hubble"

	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
CID: 3338513		READING			Gr5		R.5.F.1		Max Pts: 1			Key: A	
FT05					Multiple Choice				Starry Skies				
N Cnt: 1035					Mean: 0.730				Corr: 0.273				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	70	14	5	7	4	0	Favor						
Low	46	19	12	10	14	0	Flag						
Mid	75	14	4	7	0	0	N Ref						
High	96	4	1	0	0	0	N Foc						

Why would it be difficult to plan a field trip for the "Starry Night" program?

A.   The program depends on clear weather.

B.   The program is taught by museum volunteers.

C.   The program requires participants to use special equipment.

D.   The program requires reservations for large groups.

	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
CID: 3338495		READING			Gr5		R.5.F.1		Max Pts: 1			Key: A	
FT05					Multiple Choice				Starry Skies				
N Cnt: 986					Mean: 0.590				Corr: 0.270				
All	57	8	14	17	4	0	Favor						
Low	34	15	21	15	15	0	Flag						
Mid	56	7	15	21	1	0	N Ref						
High	84	4	2	10	0	0	N Foc						

Which of these <u>best</u> explains why the "Starry Night" and "How I Wonder Where You Are" programs limit the number of participants?

A. If there are too many people, there won't be enough transportation to the museum.

B. If there are too many people, there won't be enough telescopes or materials.

C. If there are too many people, some won't be able to hear the instructions.

D. If there are too many people, there won't be enough museum volunteers.

		READING		Gr5		R.5.F.2		Max Pts: 1		Key: B

CID: 3338551		READING		Gr5		R.5.F.2		Max Pts: 1		Key: B
FT05				Multiple Choice				Starry Skies		
N Cnt: 2981				Mean: 0.670				Corr: 0.368		

	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	8	64	11	13	4	0	Favor						
Low	17	30	21	17	15	0	Flag						
Mid	7	68	10	14	1	0	N Ref						
High	1	89	3	6	0	0	N Foc						

Selection and Application

05Rapl405M1815   3338683

Which information from the flier would be <u>least</u> helpful in planning the field trip?

A. Most of the programs take place in the Great Hall.

B. Most of the programs take place during daytime hours.

C. The museum has offered similar programs in the past.

D. The museum offers programs during the fall.

	CID: 3338683		READING		Gr5		R.5.F.2		Max Pts: 1		Key: C	
	FT05				Multiple Choice				Starry Skies				
	N Cnt: 3976				Mean: 0.520				Corr: 0.333				
	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	13	16	49	18	4	0	Favor						
Low	17	24	22	21	15	0	Flag						
Mid	14	16	48	20	1	0	N Ref						
High	5	6	81	8	0	0	N Foc						

05Rapl305M1814   3338681

Which information is <u>most likely</u> provided on the Museum Hotline about the "Starry Night" program?

A. Information about the volunteers who will lead the program
B. Information about the telescopes the participants will use
C. Information about how many people will attend
D. Information about class cancellations

	CID: 3338681	READING		Gr5		R.5.F.2		Max Pts: 1		Key: D	
	FT05			Multiple Choice				Starry Skies			
	N Cnt: 1003			Mean: 0.180				Corr: 0.034			

	A	B	C	D	Omit	Invalid		MF	WH	WA	SPED	LEP	LUNCH
All	18	47	14	18	3	0	Favor						
Low	20	38	16	12	14	0	Flag						
Mid	19	50	13	17	0	0	N Ref						
High	13	51	12	25	0	0	N Foc						