



DEPARTMENT OF EDUCATION

# **PAWS Reading Grade 7**

## **Released Items With Data**

### **2015**

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Portions of this work were previously published.

Printed in the United States of America.

## Reading Released Items with Data Introduction Page / Data Definitions

This Released Items with Data document provides a subset of items from the 2014 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

<b>Passage Accnum:</b> VF656853	<b>Title:</b> The Children's Room	<b>Passage Ext. ID:</b> WYR27P15
<b>Passage/Text Type:</b> Literary/Narrative		

## The Children's Room

### CHARACTERS:

**LINDSEY**, an eighth-grade girl

**BRANDON**, an eighth-grade boy

**DAVE**, an eighth-grade boy

### Scene I

**(Setting: Children's Room, Morse Public Library, on a Saturday afternoon in July. Battered bookcases without any books stand around the room. Three brightly painted bookcases are against one wall. BRANDON and LINDSEY enter carrying a red bookcase.)**

**LINDSEY:** Four down, ten to go!

**BRANDON:** (Tired, but smiling.) I'm glad we picked the library restoration project for our volunteer hours.

**LINDSEY:** Me, too. This room is starting to look like it did when we were little kids. Too bad it got worn down and kids stopped using it. Remember all the great art projects we worked on in here after school?

**BRANDON:** (Laughing.) After the finger painting catastrophe that took place when we were in kindergarten, I'm surprised Mrs. Muldoon allowed us to even touch these bookcases!

**LINDSEY:** I know someone who hasn't touched them—Dave. It's not fair.

**BRANDON:** Lindsey, Dave isn't as excited about this project as we are. You're right; it's unfair. But what's more unfair is that kids don't use this room anymore. Let's just get it restored in time for the opening-day party next month, okay?

**DAVE:** (Entering while fanning himself.) Wow, it's sweltering outside!

**LINDSEY:** You were sitting under a tree. The shade should've kept you cool.

**DAVE:** I deserved a break after taking the books off the shelves, didn't I?

**LINDSEY:** Brandon and I sanded the bookshelves, painted them, arranged the . . .

**DAVE:** (Interrupting.) I can't stay. I have . . . things to do.

**LINDSEY:** Dave, you practically just got here. We've been here for hours. Can't you help us out?

**DAVE:** Lindsey, I want to have some fun this summer before school starts up again. I don't even know if it's possible to finish this project in only one month. I'll see you later.

**(DAVE walks out of the Children's Room as LINDSEY shakes her head in frustration.)**

## Scene II

**(Setting: Children's Room, Morse Public Library, the following Saturday. LINDSEY enters.)**

**BRANDON:** (Alphabetizing books on a shelf.) Lindsey, you're thirty minutes late!

**LINDSEY:** So?

**BRANDON:** So you were late yesterday. And the day before, you made an excuse to Mrs. Muldoon about leaving early.

**LINDSEY:** Well, Dave isn't helping either.

**BRANDON:** I haven't seen Dave since last weekend. I don't think he's coming back.

**LINDSEY:** Brandon, we've been coming here for weeks and missing out on other summer activities. Dave hasn't been missing out.

**BRANDON:** Lindsey, this is a worthwhile project. We have a responsibility to Mrs. Muldoon and to ourselves. We can't worry about Dave. Can you help me bring the tables outside to paint?

**LINDSEY:** Sure. I see your point. I'm sorry that I've been slacking off. I guess I was just feeling sorry for myself. You can count on me from now on!

## Scene III

**(Setting: Children's Room, Morse Public Library, a Saturday afternoon in August. The room has been completely remodeled and is decorated for the opening-day party. BRANDON and LINDSEY are setting up snacks on the newly painted tables.)**

**DAVE:** (Enters slowly and gazes around the room, astonished.) Wow! This place looks great!

**BRANDON:** (Surprised.) Thanks. (Turns away quickly.)

**DAVE:** How did you get everything done in time?

**LINDSEY:** Brandon and I worked really hard.

**DAVE:** The work must have taken a long time.

**BRANDON:** It would have been quicker if we'd had some help.

**DAVE:** (Admiring the room.) It really does look like it did when we were little. Maybe even better. The kids will love it.

**LINDSEY:** Mrs. Muldoon's going to start afterschool craft classes soon.

**DAVE:** That's fantastic! (Pauses.) Look, I'm sorry. It wasn't fair for me to abandon the project. And now that I see everything finished . . . I'm even sorrier. It's amazing. You should be really proud of yourselves. I wish I had more to do with this transformation.

**BRANDON:** You can help now, if you want. We need to set up the rest of the snacks.

**(DAVE smiles, nods, and follows BRANDON to help with snacks.)**

**CURTAIN**

**00** Read this line from Scene 1 of the drama.

**DAVE:** (Entering while fanning himself.) Wow, it's sweltering outside!

**Based on this line, what does "sweltering" mean?**

- A) Rainy
- B) Humid
- C) Extremely hot
- D) Very windy

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Vocabulary Acquisition and Use
<b>2012 WyCPS Standard:</b>	L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>Item Code:</b>	VF814702

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	651	0.916

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	1.69	4.301	91.551	2.304	0.154

Item Notes



**00** Which words from the drama are synonyms?

- A) Remember, abandon
- B) Deserved, decorated
- C) Restored, remodeled
- D) Interrupting, admiring

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Vocabulary Acquisition and Use
<b>2012 WyCPS Standard:</b>	L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
<b>Item Code:</b>	VF814720

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	C	2	679	0.763

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	8.837	4.566	76.289	10.162	0.147

Item Notes

**00** Which sentence from Scene I best supports the inference that being at the library is a type of assignment for Lindsey, Brandon, and Dave?

- A) "I'm glad we picked the library restoration project for our volunteer hours."
- B) "This room is starting to look like it did when we were little kids."
- C) "Remember all the great art projects we worked on in here after school?"
- D) "I deserved a break after taking the books off the shelves, didn't I?"

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Key Ideas and Details
<b>2012 WyCPS Standard:</b>	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Item Code:</b>	VF814742

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	2	679	0.683

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	68.336	12.518	13.108	5.891	0.147

Item Notes

**00** Read this line from Scene I of the drama.

**BRANDON: . . . But what's more unfair is that kids don't use this room anymore.**

**Which inference can be made from the line?**

- A) Brandon thinks the kids are unreasonable.
- B) Brandon considers the project valuable.
- C) Brandon is unhappy with the project.
- D) Brandon wants to talk to the kids.

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Key Ideas and Details
<b>2012 WyCPS Standard:</b>	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Item Code:</b>	VF814759

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	3	679	0.585

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	28.571	58.468	9.426	3.387	0.147

Item Notes

**00** Which detail from the drama leads to Lindsey's renewed enthusiasm for the library project?

- A) Lindsey observes her friend hard at work.
- B) Lindsey is reminded of the value of the task.
- C) Lindsey realizes that there is still time to have fun.
- D) Lindsey is thinking about her childhood experiences.

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Key Ideas and Details
<b>2012 WyCPS Standard:</b>	RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Item Code:</b>	VF814766

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	2	651	0.605

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	12.289	60.522	11.828	15.207	0.154

Item Notes



**00** Which sentence provides the best summary of the drama?

- A) A party takes place to celebrate a new room for children at the library.
- B) A student leaves a job unfinished to pursue summer activities.
- C) A group of students remembers childhood experiences at the library.
- D) A library project tests the commitment of three young students.

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Key Ideas and Details
<b>2012 WyCPS Standard:</b>	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>Item Code:</b>	VF814770

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	679	0.495

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	11.046	20.766	18.557	49.485	0.147

Item Notes

**00** The characters in the drama and the choices they make best develop which theme?

- A) Misery loves company.
- B) Hard work offers rewards.
- C) Experience is the best teacher.
- D) The best things in life are free.

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Key Ideas and Details
<b>2012 WyCPS Standard:</b>	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>Item Code:</b>	VF814781

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	3	651	0.796

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	4.455	79.57	9.677	6.144	0.154

Item Notes

**00** How is the setting of the library important to the drama?

- A) The setting establishes the plot.
- B) The setting reflects a quiet mood.
- C) The setting places the events in recent history.
- D) The setting shows the backgrounds of the characters.

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Key Ideas and Details
<b>2012 WyCPS Standard:</b>	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<b>Item Code:</b>	VF814788

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	3	679	0.368

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	36.819	12.813	17.084	33.137	0.147

Item Notes

**00** What is Lindsey referring to when she says “Four down, ten to go!”?

- A) Days left until school starts
- B) Books left to alphabetize
- C) Days of work left
- D) Bookcases left to paint

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Craft and Structure
<b>2012 WyCPS Standard:</b>	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<b>Item Code:</b>	VF814792

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	1	679	0.806

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	3.535	7.658	8.1	80.56	0.147

Item Notes



**00** Early in the drama, how does the author show how Lindsey feels about Dave?

- A) By revealing a conflict between Lindsey and Dave
- B) By detailing Dave's decision to leave the library
- C) By showing Lindsey and Dave discussing the weather
- D) By conveying Lindsey's decision to start working less

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Craft and Structure
<b>2012 WyCPS Standard:</b>	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>Item Code:</b>	VF814809

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	A	2	651	0.485

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	48.541	24.885	5.069	21.505	0

Item Notes

**00** How does the author show that Dave's point of view changes in Scene III?

- A) Dave says that kids are going to love the room.
- B) Dave asks his friends how they finished in time.
- C) Dave makes an appearance at the opening-day party.
- D) Dave says that he wishes he had been more involved.

Item Information	
<b>Title:</b>	The Children's Room
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Craft and Structure
<b>2012 WyCPS Standard:</b>	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>Item Code:</b>	VF814826

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	651	0.779

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	11.367	5.069	5.684	77.88	0

Item Notes

