

PASSAGE 1

Read the following passage about a young person's first day at a new school. Then answer questions 1–8.

Mystery Club

by Maurissa Guibord

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

Marisa stared out at the fields rolling by. She sighed and reached into her backpack. At least she had a good mystery to read. But she hadn't even read a whole sentence from her book before a voice next to her made her jump.

"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the same homeroom, right?"

Shelly nodded. Then she pointed to the book Marisa held. "I have to tell you—," she began.

"No!" Marisa covered her ears with her hands. "Don't tell me how it ends!"

Shelly laughed. "I was just going to say that I have the next one in that series. You could borrow it."

"Oh," said Marisa. "Thanks."

"Besides," said Shelly, "you never give away the ending of a mystery. That's one of the first rules of Mystery Club."

Marisa wasn't sure that she had heard right. "Mystery Club?" Shelly leaned across the aisle. "There's a bunch of us from school who like reading mysteries, solving puzzles, decoding messages, that kind of thing."

"Could I join?" Marisa asked.

"Sure," said Shelly. "But to become a member you have to solve a mystery."

Marisa sat up straight in her seat. "I could try."

"OK," said Shelly. "I'll talk to the others."

Shelly didn't waste time. The next day at school Marisa found a note on purple paper tucked into her history book:

**Girls' bathroom:
Find the message
in the mirror.**

This must be my mystery—to find a hidden message, thought Marisa. That shouldn't be so hard.

In the girls' bathroom, Marisa looked at the mirror over the sink. It looked like a plain old mirror with a stainless-steel frame. There wasn't any note stuck to it.

Well, what did I expect? Marisa thought. *A big sign written in red crayon?* This was a mystery, after all.

She read the note again. *Find the message in the mirror*. Marisa tried to remember any mirrors she had read about in mystery stories. Sometimes there was something behind a mirror. She tried lifting it away from the wall, but it was fastened tight and didn't budge.

Maybe the message was reflected in the mirror somehow. Marisa peered into the mirror from every angle. She could see the bathroom stalls, the white-speckled tile floor, and the fluorescent lights on the ceiling. But no message.

She looked again at the note and held both sides up to the mirror. Nothing.

Think mystery, she told herself. What about invisible ink? Marisa had heard of using lemon juice to write a message on paper, then heating up the paper to make it show.

What could you use on a mirror? Marisa couldn't think of a thing. Marisa leaned her forehead against the mirror and sighed.

Her breath made a little cloud on the mirror, and on it Marisa could see streaks and smudges where people had touched the glass. She hadn't noticed those before. Then she realized why she hadn't. Because they'd been invisible!

Excitedly, Marisa breathed again on the mirror, then again, trying different spots. Finally she clouded up the mirror in one corner. An *M*, then a *C* appeared. Mystery Club!

Someone had simply written with a finger on the mirror! It took a few breaths to uncover the message:

**M.C.
Library
3:00**

“Hi, Marisa,” said Shelly with her big grin as Marisa arrived exactly at 3:00 on the library steps. “Welcome to Mystery Club. The others are inside.”

Marisa smiled. She thought of two reasons why she liked Penmark School. Shelly—and now Mystery Club. There were probably more, but those were enough for today.

MULTIPLE-CHOICE QUESTIONS

E04.A-K.1.1.1

1. Which detail from the passage shows that Marisa likes Shelly?
- A. Marisa rides the same bus as Shelly.
 - B. Marisa feels better about the school after meeting Shelly.
 - C. Marisa and Shelly have read the same mystery book.
 - D. Marisa and Shelly share the same homeroom.

E04.A-V.4.1.2

2. Read the sentence from the passage.

“But she hadn’t even read a whole sentence from her book before a voice next to her made her jump.”

What does the phrase “made her jump” mean?

- A. She dove off.
- B. She stood up.
- C. She was amused.
- D. She was startled.

E04.A-K.1.1.3

3. Which detail from the passage shows that Marisa has a sense of humor?
- A. *"This must be my mystery—to find a hidden message, . . ."*
 - B. *"Well, what did I expect? . . . A big sign written in red crayon?"*
 - C. *"Find the message in the mirror."*
 - D. *"Think mystery, . . ."*

E04.A-K.1.1.1

4. Why do Shelly and the rest of the Mystery Club most likely go to the library?
- A. They usually go to the library to read books together.
 - B. They like to go to the library because it is quiet there.
 - C. They know that Shelly's bus parks close to the library.
 - D. They hope that Marisa will eventually go to the library.

E04.A-K.1.1.3

5. Which detail from the passage **best** shows that Marisa is good at solving problems?
- A. She enjoys reading mystery books.
 - B. She is able to figure out the message on the mirror.
 - C. She makes a new friend on the first day of school.
 - D. She knows how to write a secret message using lemon juice.

E04.A-K.1.1.2

6. What is the **best** summary of the passage?
- A. Marisa does not want to go to Penmark School. She meets a girl on the bus that she thinks is going to tell her how her book ends. Marisa finds two reasons to like Penmark School.
 - B. Marisa moves from California to Maine. Her mom is starting a new job at a medical center. Marisa finds a secret code on the bathroom mirror. She likes to read mystery books when she rides the bus.
 - C. Marisa is upset about going to a new school. On the bus she meets a girl who also likes mysteries. After solving a mystery Marisa is welcomed into the Mystery Club. She is beginning to like her new school.
 - D. Marisa finds a note in her history book challenging her to find a message on the mirror in the girl's bathroom. She looks at the mirror. She tries to look behind the mirror. She studies everything she can see in the mirror. Finally, she fogs up the mirror and finds the message written there.

EVIDENCE-BASED SELECTED-RESPONSE QUESTIONS

E04.A-K.1.1.3

7. This question has two parts. Answer Part One and then answer Part Two.

Part One

Which trait **best** describes Shelly?

- A. bossy
- B. curious
- C. impatient
- D. generous

Part Two

Which detail from the passage **best** supports the answer in Part One? Choose **one** answer.

- A. “. . . you never give away the ending of a mystery.’ ”
- B. “Then she pointed to the book Marisa held. ‘I have to tell you’ . . .”
- C. “. . . I have the next one in that series. You could borrow it.’ ”
- D. “ ‘But to become a member you have to solve a mystery.’ ”

E04.A-K.1.1.2

8. This question has two parts. Answer Part One and then answer Part Two.

Part One

What is the central theme of the passage?

- A. Friendship starts as a mystery.
- B. Moving makes it difficult to develop friendships.
- C. Friendship begins with having things in common.
- D. Reading books together creates friendship.

Part Two

Which **two** details from the passage support the answer in Part One? Choose **two** answers.

- A. “ ‘Hey, I’ve read that one. It’s great.’ ”
- B. “ ‘Don’t tell me how it ends!’ ”
- C. “At least she had a good mystery to read.”
- D. “ ‘We have the same homeroom, right?’ ”
- E. “Finally she clouded up the mirror in one corner.”

READING

PASSAGE 3

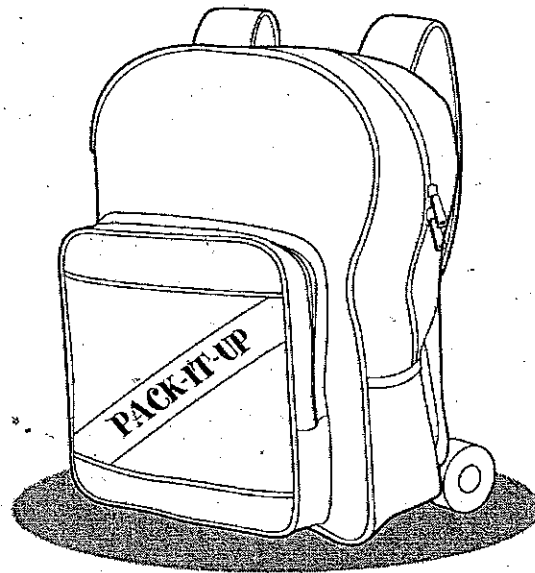
Read the ad. Then answer questions 17–25 in your answer booklet.

THE **PACK-IT-UP** PACK

THE backpack for kids!

Carry gear in safety and style.

Made of non-tear polyester,
this backpack is built to last.



- Keep your pencils, keys, games etc. organized and hidden in the PACK-IT-UP's hidden pockets
- Special compartments for electronics
- Zipper locks keep items as safe as a bank vault
- Large wheels help relieve your back of the weight and keep you "rolling along"
- Prices range from \$15–\$30

Available at any neighborhood store.

Everyone wants one so get yours before it's too late!

READING

MULTIPLE-CHOICE ITEMS

B.2.1.3

17. Which phrase from the ad contains alliteration?
- Ⓐ "THE backpack for kids"
 - Ⓑ "Prices range from \$15-\$30"
 - Ⓒ "Carry gear in safety and style"
 - Ⓓ "Special compartments for electronics"

A.2.2.1

18. Knowing the prefix "non-" helps the reader understand that "non-tear" means
- Ⓐ torn again.
 - Ⓑ easily torn.
 - Ⓒ full of tears.
 - Ⓓ unable to tear.

B.2.1.2

19. Read the sentence from the ad.
- "Zipper locks keep items as safe as a bank vault."

What does this sentence mean?

- Ⓐ Backpacks are comfortable.
- Ⓑ Zipper locks are expensive.
- Ⓒ Backpacks can hide items.
- Ⓓ Zipper locks can protect things.

A.2.1.2

20. What does the word compartments most likely mean?
- Ⓐ uses
 - Ⓑ programs
 - Ⓒ unique features
 - Ⓓ storage places

READING

A.2.3.1

21. Read the sentence from the ad.

“Large wheels help relieve your back of the weight . . .”

What does this sentence suggest about the Pack-It-Up Pack?

- A It moves smoothly.
- B It is trendy.
- C It saves effort.
- D It is lightweight.

A.1.3.1

22. Why does the author use the text feature of bullets in the ad?

- A to show the steps of using the backpack
- B to include customer feedback
- C to list information about the backpack
- D to name the different things that can be carried in the backpack

A.2.6.1

23. What is the author’s main purpose in writing the ad?

- A to get readers to buy the backpack
- B to explain the cost of the backpack
- C to explain how to wear the backpack
- D to tell readers where to buy the backpack

B.3.2.1

24. Read the sentence from the ad.

“Everyone wants one so get yours before it’s too late!”

What does this sentence suggest about the backpack?

- A It is strong.
- B It is popular.
- C It is a good value.
- D It is already sold out.

TEXT-DEPENDENT ANALYSIS QUESTION SCORING GUIDELINE

Item #9

Assessment Anchor:

E04.E.1—Evidence-Based Analysis of Text

Specific Assessment Anchor Descriptor addressed by this item:

E04.E.1.1—Draw evidence from literary or informational texts to support analysis, reflection, and research.

Score Point	Description
<p style="text-align: center;">4</p>	<ul style="list-style-type: none"> • Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) • Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Strong organizational structure that effectively supports the focus and ideas • Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas, and inferences • Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions • Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Skillful use of transitions to link ideas • Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning
<p style="text-align: center;">3</p>	<ul style="list-style-type: none"> • Adequately addresses all parts of the task demonstrating sufficient understanding of the text(s) • Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) • Appropriate organizational structure that adequately supports the focus and ideas • Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences • Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions • Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose • Appropriate use of transitions to link ideas • Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning

Score Point	Description
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> • Inconsistently addresses some parts of the task demonstrating partial understanding of the text(s) • Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) • Weak organizational structure that inconsistently supports the focus and ideas • Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences • Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions • Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose • Inconsistent use of transitions to link ideas • Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events • Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • Minimally addresses part(s) of the task demonstrating inadequate understanding of the text(s) • Minimal evidence of an introduction, development, and/or conclusion • Minimal evidence of an organizational structure • Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences • Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions • Minimal reference to the main idea(s) and/or relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning
<p>Non-scorables</p>	<p>Categories within zero reported separately:</p> <p>BLK (blank) No response or written refusal to respond or too brief to determine response</p> <p>OT Off task/topic</p> <p>LOE Response in a language other than English</p> <p>IL Illegible</p>