PIRLS 2016

PIRLS 2016 Item Writing Guidelines

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Introduction

These guidelines are to help ensure that the best possible items are developed for PIRLS/prePIRLS 2016. It is important to follow some basic procedures so that the PIRLS assessments are uniform in approach and format. During the item-writing sessions, please ask staff or consult these guidelines if you have any questions.

Item Formats

The two item formats used most in PIRLS are multiple-choice and constructed-response. About half of the items you develop should be multiple-choice and half should be constructed-response.

- **Multiple-choice items** allow valid, reliable, and economical measurement of a wide range of cognitive processes in a relatively short testing time.

- **Constructed-response items** allow students to demonstrate behaviors such as supporting an answer with evidence, explaining characters' actions, describing an event or procedure, and making predictions.

Other item types also can be used as long as they provide valid measures and are feasible to administer and to score reliably. These types of items may include asking students to do the following:

- Number the sequence of events in a passage;

- Match characters to their actions or what they said (quotes); and/or

- Complete information in a table.

Number of Items and Score Points per Passage

In order to have a reliable measure of reading comprehension, each passage should have questions worth a total of at least 15 score points. Considering that items sometimes are deleted during the field testing and review process, please write items totaling 18–20 score points per passage. On average, this will be 12 to 14 items per passage.

- Multiple-choice questions are worth **one point**.

- Constructed-response questions are worth **one, two, or three points**, depending on the depth of reading understanding required.

An important part of writing constructed-response questions is deciding how many points a full-credit response will be worth, and developing the accompanying scoring guide. Scoring guide development is covered in detail in later sections.

PIRLS Item Specifications

For the PIRLS assessment to be a valid and fair measure of the how well students can apply reading comprehension processes to the texts in the assessment, every question or idea for a question must be aligned with the specifications in the PIRLS framework and focus on important ideas or information in the passage.

Exhibit 1 presents the reading purposes and processes assessed by PIRLS and the percentages of the test devoted to each for PIRLS and prePIRLS.

Exhibit 1: Generalized Scoring Guide for One-Point Questions

PIRLS		prePIRLS	
Purposes for Reading		**Purposes for Reading**	
Literary Experience	50%	Literary Experience	50%
Acquire and Use Information	50%	Acquire and Use Information	50%
Processes of Comprehension		**Processes of Comprehension**	
Focus on and Retrieve Explicitly Stated Information	20%	Focus on and Retrieve Explicitly Stated Information	50%
Make Straightforward Inferences	30%	Make Straightforward Inferences	25%
Interpret and Integrate Ideas and Information	30%	Interpret and Integrate Ideas and Information; and	
Evaluate and Critique Content and Textual Elements	20%	Evaluate and Critique Content and Textual Elements	25%

Addressing the PIRLS Framework

Every item written for the PIRLS assessment needs to measure one of the purposes *and* one of the reading processes described in the PIRLS framework.

Purposes for Reading

The classification of items according to the two purposes is done at the passage level. If the text is classified as literary, write the types of questions that are appropriate for addressing the purpose. If the text is classified as informational, write those types of questions. Please keep the reading purpose of the passage firmly in mind when writing questions, because reading purposes do not always align with particular text types.

Processes of Comprehension

Within the literary and informational purposes, PIRLS assesses four types of reading comprehension processes. In developing items, please pay particular attention to the percentage or assessment score points allotted to each process.

Converting the percentages of the PIRLS assessment devoted to each reading purpose and comprehension process means developing questions for each passage that will yield the following:

- **Focusing on and Retrieving:** 3–4 score points (probably also 3 to 4 items, because the questions primarily will be multiple-choice or one-point constructed-response);

- **Straightforward Inferencing:** 5–6 score points (probably 4 or 5 items, because the questions primarily will be multiple-choice or one- and two-point constructed-response questions);

- **Interpreting and Integrating:** 5–6 score points (probably 2 or 3 items, because they primarily will be longer constructed-response questions worth two or three points); and

- **Evaluating and Critiquing:** 3–4 score points (typically a range of item types, so they might range from 4 multiple-choice questions to 1 long three-point constructed-response question).

Converting these percentages for the prePIRLS assessment means developing questions for each passage that will yield the following:

- **Focusing on and Retrieving:** 8–10 score points (probably also 8 to 10 items, because the questions primarily will be multiple-choice or one-point constructed-response);

- **Straightforward Inferencing:** 4–5 score points (probably 3 or 4 items, because the questions primarily will be multiple-choice and one- or two-point constructed-response questions); and

- **Interpreting and Integrating, and Evaluating and Critiquing:** 4–5 score points (probably 2 or 3 items, though typically a range of item types; the range might incorporate 4 multiple-choice questions to 1 or 2 longer constructed-response questions worth two or three points).

Some passages lend themselves to assessing some processes more than others. Thus, it may not be possible to meet the targets specified in the framework for every passage. Still, please try to meet the specified percentages as much as possible.

Asking about Important Ideas and Information

Developing items that assess reading comprehension in a meaningful way requires paying considerable attention to passage dependency. In developing items, be sure that you are always firmly grounded in the text. Develop items that do the following:

- Ask about the central ideas in the passage;

- Are distributed evenly across various important elements in the text; and

- Can be answered *only* by having read the text.

Constructing the Item Sets for Each Passage

There are some guidelines to consider in developing the 12–14 items necessary for each passage.

1. **Early questions should be easier questions**—Begin with a question or two that help the students "warm up" before

asking more difficult questions. These questions should be of relatively low difficulty and invite the student into the passage. The question might ask about the main topic of the passage or about some reasonably important or basic information found early in the text.

2. **Questions should be asked in the same sequential order as the passage**—Ask the questions in the same sequence that the answers can be found in the text. This is especially important for the questions that assess retrieving information and making straightforward inference, but can apply to all questions. Students should not have to spend valuable assessment time jumping back and forth through the text to find the answer to the questions.

3. **Not all questions measuring higher-order processes should appear at the end of the set of items**—Questions that assess interpreting and integrating or evaluating and critiquing processes should be interspersed across the item set. This gives students who may not have time to finish all of the items the opportunity to demonstrate these types of skills.

4. **Develop one three-point question for each passage**—This question should assess the interpreting and integrating process or the evaluating process. We ask one three-point question for each passage to give students an opportunity to demonstrate the depth of their understanding. We do not ask more than one three-point question because they are so time consuming for students to answer. The three-point question should not be asked as one of the first questions because students need the benefit of having warmed up. Also, it probably is not optimal to have it be

the last question, because this makes it quite tempting for students to skip it and be finished.

5. **Make sure the items are as independent as possible—** Make sure that the information in the item does not provide clues to answers to other items in the set. Also, answering an item correctly must NOT depend on answering a previous item correctly. Pay particular attention to information in both the stem and options for multiple-choice items. Also, check to see that the constructed-response questions elicit different answers and require more than repeating the theme or major idea from question to question.

General Issues in Writing Items for PIRLS

Item writing is a task that requires imagination and creativity, but at the same time demands considerable discipline in order to meet all of the criteria discussed in this manual. The previous sections of this manual have presented guidelines specific to the PIRLS 2016 passages. The guidelines in this section pertain to good item and test development practices in general, and have been collected from a number of sources. These issues also must be considered in judging the quality and suitability of an item for PIRLS 2016.

Testing Time

In developing items, it is important to consider the time required for students to complete the required task. In PIRLS, students have 40 minutes to read and answer the questions about each passage. As a general rule, a typical fourth grade student is expected to complete a multiple-choice item in approximately one minute. Constructed-response items are allocated more testing time in the PIRLS design, with 1–2 minutes for short-answer items and 3–5 minutes for

extended-response items. When writing a set of items, please keep the total time it will take students to respond into consideration.

Grade Appropriateness

The language, style, and reading level used in items must be appropriate to the age and experiences of the students in the target grade. The items should be written at a reading level such that students should be able to understand the demands of an item without difficulty.

Item Difficulty

It is desirable that there be some relatively easy items and some challenging items. However, items that almost all students or almost no students are able to answer correctly reduce the effectiveness of the test to discriminate between groups with high achievement and groups with low achievement.

Avoiding Bias

In preparing test items, be sensitive to the possibility of unintentionally placing groups of students at an unfair disadvantage. In an international study, extra care is required to consider the diversity of environments, backgrounds, beliefs, and cultures among students in the participating countries.

Considering National Contexts

Be particularly aware of issues related to nationality, culture, ethnicity, and geographic location. Items requiring background knowledge confined to a subset of participating countries are unlikely to be suitable.

Geographic location has an effect on the learning experiences students are exposed to, because aspects of the local environment have an impact on schooling.

Even though television and the Internet can provide students with some knowledge of remote places, firsthand experience of some phenomena enhances understanding and can give some students an advantage over others.

Gender

A gender-related context included in an item may distract some students from the purpose of the item. Situations in which stereotypical roles or attitudes are unnecessarily attributed to males or females, or in which there is implicit disparagement of either gender, are not acceptable.

Facilitating Comparable Translation

The international version of items will be in American English. After review and revision, the items selected are then translated from English into the languages of instruction of the countries in the study. Therefore, be sensitive to issues that might affect how well items can be translated to produce internationally comparable items.

Writing Multiple-Choice Items

A multiple-choice item asks a question or establishes the situation for a response. This type of item provides a limited number of response choices, or options, from which the correct answer is selected. A multiple-choice item is characterized by the following components:

- The *stem* is the initial part of the item in which the task is defined;

- The *options* refer to the entire set of labeled response choices presented under the stem;

- The *key* is the correct response option; and

- The *distracters* are the incorrect response options.

The next sections present guidelines specific to multiple-choice items, including writing the stem, structuring the response options, and developing plausible distracters.

The Stem

For PIRLS, because the students are relatively young and clarity is of vital importance, please phrase all stems as a **direct question.**

Example of a stem formulated as a *question*:

Where did Labon put the mousetraps?

Ⓐ In a basket

Ⓑ Near the mouse holes

Ⓒ Under the chairs

Ⓓ On the ceiling

1. Provide sufficient information in the stem to make the task clear and unambiguous to students. Students should be able to answer the question before reading the options.

2. The stem should not include extraneous information. Extraneous information is liable to confuse students who otherwise would have determined the correct answer.

3. Do NOT use negative stems—those containing words such as NOT, LEAST, WORST, EXCEPT, etc. If it is absolutely necessary to use a negative stem, highlight the negative word, (e.g., capitalize, underline, or put in bold type so that it stands out for the student). If the stem is negative, do NOT use negative response options.

4. If there is not one universally agreed upon answer to the question, it is best to include "of the following" or some similar qualifying phrase in the stem.

Structure of the Response Options (or Alternatives)

1. As shown in the "Labon" example above, multiple-choice items for PIRLS have four response options, labeled A–D.

2. Make sure that one of the four response options or alternatives is the **key, or correct answer.** Make sure there is only one correct or best answer. For example, response options cannot represent subsets of other options. Also, do not use subsets of response options that together account for all possibilities (e.g., day and night), because one of these must be the key.

3. Make sure that the grammatical structure of all response options "fit" the stem. Inconsistent grammar can provide clues to the key or eliminate incorrect response options.

4. Make sure all (or sets) of the response options are parallel in length, level of complexity, and grammatical structure. Avoid the tendency to include more details or qualifications in the correct response, thus making it stand out.

5. If a word or phrase is repeated in each of the response options, try to reduce the reading burden by moving the word(s) to the stem. However, do not sacrifice clarity to save a few words.

6. Do not use words or phrases in the stem that are repeated in one of the response options and, therefore, act as a clue to the correct response.

7. Do **NOT** use "none of these" and "all of these" as response options.

Plausibility of Distracters

Use plausible distracters (incorrect response options) that are based on likely student errors or misconceptions according to the information in the text. This reduces the likelihood of students arriving at the correct response by eliminating other choices and, equally important, may allow identification of widespread student misunderstandings or tendencies that could lead to curricular or instructional improvements. However, avoid the use of "trick" distracters.

Writing Constructed-Response Items and Scoring Guides

For some desired outcomes of reading education, constructed-response items provide more valid measures of achievement than do multiple-choice items. However, because these items often are time consuming for students to answer, and always are labor intensive and costly to score reliably, it is important to ensure the following:

- Restrict the use of constructed-response items to assessing outcomes that multiple-choice items cannot measure well, and

- Accompany each constructed-response item with a well-structured scoring guide.

The quality of constructed-response items depends largely on the ability of scorers to assign scores consistently, in a way that has significance for teaching and learning, and that is reliable within and across countries. This makes it essential to develop each constructed-response item and its scoring guide together. Each constructed-response item must provide important information and be able to be scored reliably.

Developing a constructed-response item accurately targeted on the ability to be assessed, along with the accompanying scoring guide, is not a straightforward task. If the task is not well specified, students may interpret the task in different ways and respond to different questions.

Communicating Expectations to Students

A critical point to remember in writing constructed-response items is that the item must communicate expectations to students about what is necessary for full credit as clearly as possible but without compromising the intent of the item.

The number of points for each question will be shown via the pencil symbol and the length of the expected response indicated via the number of lines and space provided. However, a well-written question that clearly communicates our expectations is the best place to start.

1. Use words such as "explain" or "describe" to focus students on the task rather than vague words such as "discuss" or "comment" that can lead to wide variation in the content of responses.

2. Give an indication, where appropriate, of the extent, or level of detail, of the expected answer. For example, tell students how many reasons are required as in "Give three reasons …" rather than "Give some reasons …".

3. Consider formatting the response space for the constructed-response items to provide help or scaffolding for students.

Give three things the lion did in the story that show the lion was brave.

1. _____

2. _____

3. _____

Do you think the lion was brave?

Ⓐ   Yes

Ⓑ   No

Please describe what the lion did in the story that makes you think so.

_____

How did the lion act in the story? What did the lion do that shows this?

The lion was _____ , because he _____

_____

Writing a Full-Credit Response to the Question

As you are writing a constructed-response item, please write a full-credit answer to the question in terms of the language, knowledge, and skills that a fourth grade student could be expected to possess. This is an essential first step in producing a scoring guide and testing the viability of the question. If you cannot answer the question or disagree among yourselves, then the question should be reconsidered. In any case, thinking of the answer simultaneously with developing the question usually results in revisions to the item in order to clarify its purpose and improve the quality of information that can be obtained from student responses. Writing the answer also provides guidance about the number of score points to allocate to the item.

Passage dependency is very important in considering the quality of students' responses to constructed-response items. The plausibility and completeness of a response should be considered with regard to the focus or main points of the text. Students' answers should be text-based to receive credit.

Developing Scoring Guides

Scoring guides with well-defined criteria for assigning score points are essential to ensure scoring reliability for scoring constructed-response items. Each constructed-response item needs a unique tailored scoring guide that does the following:

- Provides a clear description of the requirements for a fully correct response; and

- Defines parameters for partial-credit level(s) (if applicable).

In defining levels of partial credit, consider the accuracy and completeness of the information provided. Students' answers can provide insights into what they know and are able to do, and how

they utilize their knowledge and skills to understand what they read. The distinction between the levels of partial credit should reflect students' skills in a meaningful way.

The PIRLS Generalized Scoring Guidelines

Students' answers to the constructed-response questions are evaluated according to scoring guides that describe specific aspects of the response, which are considered to be evidence of performance at a particular score level. Although each guide is tailored to a specific comprehension question, there are commonalities across all of the guides. For example, the lowest score level in each guide—a score of zero—represents no comprehension of the aspect of the text being assessed by the question. Responses that receive a score of zero may represent a misunderstanding of the text or the question, or include only information that is so vague that assigning a higher score is unwarranted.

Exhibits 2 through 4 (see pages 20–22) contain the generalized scoring guides for one-, two-, and three-point questions, respectively. Each of the guides describes the degree or nature of comprehension associated with each score level in that guide. The score point labels vary across the three guides in order to distinguish them from each other, and to convey the range of comprehension abilities being described in each guide. These generalized scoring guides are the basis for the unique guides developed for each comprehension question in the assessment.

Exhibit 2: Generalized Scoring Guide for One-Point Questions

Acceptable Response (Score = 1)

These responses demonstrate comprehension of the aspect of text addressed in the question. They include all elements required by the question. The responses are determined to be accurate based on ideas or information in the text.

Unacceptable Response (Score = 0)

These responses do not demonstrate comprehension of the aspect of text addressed in the question. They may attempt to provide some or all of the elements required by the question. The responses, however, are determined to be inaccurate based on information or ideas in the text. Or, they include only ideas or information that are too vague or unrelated to the question to be considered accurate.

Also give a score of "0" to uninterpretable responses. This includes crossed-out and erased attempts, illegible and off-task responses, and drawings and doodles.

Exhibit 3: Generalized Scoring Guide for Two-Point Questions

Complete Comprehension (Score = 2)

These responses demonstrate complete comprehension of the aspect of text addressed in the question. They include all elements required by the question. When required, they demonstrate a level of comprehension that goes beyond a literal understanding, and provide appropriate interpretations, inferences, or evaluations that are consistent with the text. Or, they include complete and adequate ideas or information from the text to support an interpretation, inference, or evaluation based on the text.

Partial Comprehension (Score = 1)

These responses demonstrate only partial comprehension of the aspect of text addressed in the question. They may include some, but not all, of the elements required by the question. Or, they may address all elements required by the question, but demonstrate only a literal understanding when the question asks for an interpretation, inference, or understanding of a more abstract concept. When required by the question to provide an explanation for an interpretation, inference, or evaluation, the responses may lack adequate textual support, or provide only unrelated or vague information.

No Comprehension (Score = 0)

These responses demonstrate no comprehension of the aspect of text addressed in the question. They may attempt to provide some or all of the elements required by the question, however, the response is determined to be inaccurate based on ideas or information in the text. Or, they may fail to address any element required by the question. Or, the responses include only information or ideas that are too vague or unrelated to the question to be considered evidence of comprehension.

Also give a score of "0" to uninterpretable responses. This includes crossed-out and erased attempts, illegible and off-task responses, and drawings and doodles.

Exhibit 4: Generalized Scoring Guide for Three-Point Questions

Extensive Comprehension (Score = 3)

These responses demonstrate extensive comprehension of the aspect of text addressed in the question. They include all of the elements required by the question. When required, they demonstrate understanding of ideas and information that are relatively complex, abstract, or central to the theme or main topic of the text. In doing so they go beyond a literal understanding of the text, and provide substantial text support for inferences, interpretations, or evaluations when required by the question.

Satisfactory Comprehension (Score = 2)

These responses demonstrate satisfactory comprehension of the aspect of text addressed in the question. They may include all of the elements required by the question, but do not provide evidence of understanding text ideas or information that may be considered complex or more abstract. Or, they show some evidence of moving beyond a literal understanding of the text to make inferences, interpretation, or evaluations; however, the textual support provided in the response may not be conclusive.

Minimal Comprehension (Score = 1)

These responses demonstrate minimal comprehension of the aspect of text addressed in the question. They include some, but not all, of the elements required by the question. They may demonstrate understanding of specific ideas or information in the text at a literal level, but do not make connections between them when required by the question. When required by the question to provide textual support for an inference or interpretation, the responses may include only inadequate or unrelated evidence from the text.

Unsatisfactory Comprehension (Score = 0)

These responses demonstrate unsatisfactory comprehension of the aspect of text addressed in the question. They may attempt to include some of the elements required by the question, but they are determined to be inaccurate or inappropriate based on ideas or information in the text. Or, they may fail to address any element required by the question. Or, the responses include only ideas or information that are too vague or unrelated to the question to be considered evidence of at least minimal comprehension.

Also give a score of "0" to uninterpretable responses. This includes crossed-out and erased attempts, illegible and off-task responses, and drawings and doodles.

Tailoring the PIRLS Generalized Scoring Guides for Each Unique Constructed-Response Item
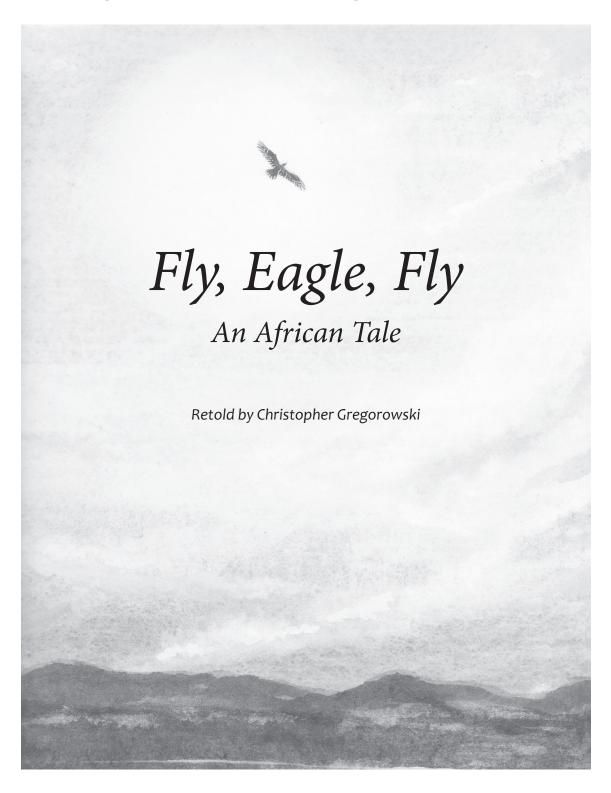
Using the generalized guides or templates presented in the previous section, develop a unique scoring guide tailored to each constructed-response question. Two critical goals must be addressed in developing the scoring guides for each constructed-response item:

- Make the criteria as specific as possible in order to standardize scoring decisions across countries; and

- Provide for a range of responses within each score level.

These somewhat conflicting goals of specificity and flexibility are addressed by providing both specific and general descriptions of comprehension at each score level. To provide examples of how this is accomplished, Appendix A contains the "Fly Eagle Fly" passage from PIRLS 2011 together with its items and scoring guides. For example, the scoring guide for Item 10 is for a one-point question developed to assess students' ability to evaluate language while reading for the purpose of literary experience. Please identify the "purpose" and "process" assessed by each question at the top of the first page of every guide. Each scoring guide is divided into sections corresponding to the number of score levels, including a score of zero. Note that this one-point guide has two sections: the first section provides criteria for a score of one, and the second section provides criteria for a score of zero.

For each score level in the guide, a general statement regarding the nature of comprehension that is characteristic of responses at that level is shown first. The statement providing general guidance is followed by specific examples of expected student responses, although the examples are not an exhaustive list of all possibilities.

Appendix A: Fly Eage Fly— Passage, Items, and Scoring Guides

Fly, Eagle, Fly

An African Tale

Retold by Christopher Gregorowski

A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

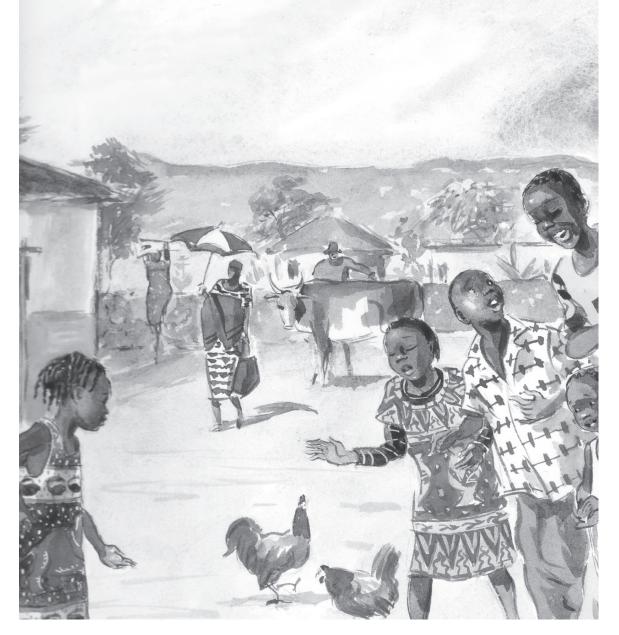He reached out and cradled the chick in both hands. He would take it home and care for it.

He was almost home when the children ran out to meet him.

"The calf came back by itself!" they shouted.

The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

"The eagle is the king of the birds," he said, "but we shall train it to be a chicken."

So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen.

One day a friend dropped in for a visit. The friend saw the bird among the chickens.

"Hey! That is not a chicken. It's an eagle!"

The farmer smiled at him and said, "Of course it's a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it's a chicken."

But the friend was not convinced. "I will show you that it is an eagle," he said.

The farmer's children helped his friend catch the bird. It was fairly heavy, but the farmer's friend lifted it above his head and said, "You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!"

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

"I told you it was a chicken," the farmer said, and he roared with laughter.

Very early the next morning the farmer's dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. "Give me another chance with the bird," he begged.

"Do you know the time? It is long before dawn."

"Come with me. Fetch the bird."

Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

"Where are we going?" asked the farmer sleepily.

"To the mountains where you found the bird."

"And why at this ridiculous time of the night?"

"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. "Hurry," he said, "for the dawn will arrive before we do."

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, "This will do." He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. "It talks only chicken-talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. "Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth." At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.

The sun rose majestically. The great bird stretched out its wings to greet the sun and feel the warmth on its feathers. The farmer was quiet. The friend said, "You belong not to the earth, but to the sky. Fly, Eagle, fly!" He scrambled back to the farmer. All was silent. The eagle's head stretched up, its wings stretched outwards, and its legs leaned forward as its claws clutched the rock.

Then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.

Fly, Eagle, Fly by Christopher Gregorowski and illustrated by Niki Daly. Published by Simon and Schuster, New York. Text copyright © 2000 by Christopher Gregorowski and illustrations copyright © 2000 by Niki Daly. An effort has been made to obtain copyright permission.

1. What did the farmer set out to look for at the beginning of the story?

✗ (A) a calf

   (B) herders

   (C) rocky cliffs

   (D) an eagle chick

2. Where did the farmer find the eagle chick?

   (A) in its nest

   (B) by the riverbed

✗ (C) on a ledge of rock

   (D) among the reeds

3. What in the story shows that the farmer was careful with the eagle chick?

✗ (A) He carried the eagle chick in both hands.

   (B) He brought the eagle chick to his family.

   (C) He put the eagle chick back in its nest.

   (D) He searched the riverbed for the eagle chick.

✗ **Correct Answer**

4. What did the farmer do with the eagle chick when he brought it home?

   Ⓐ   He taught it to fly.

   Ⓑ   He set it free.

✶ Ⓒ   He trained it to be a chicken.

   Ⓓ   He made a new nest for it.

5. During the friend's first visit, the eagle chick behaved like a chicken. Give **two** examples that show this.

✎₁ 1. _____

_____

✎₁ 2. _____

_____

6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?

✶ Ⓐ   He lifted it above his head.

   Ⓑ   He set it on the ground.

   Ⓒ   He threw it in the air.

   Ⓓ   He brought it to the mountain.

✶ **Correct Answer**

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."

✐₂ _____

_____

_____

_____

8. Why did the farmer roar with laughter during his friend's first visit?

    Ⓐ   The eagle was too heavy to fly.

    Ⓑ   The eagle was difficult to catch.

    Ⓒ   The eagle looked different from the chickens.

✱   Ⓓ   The eagle proved him right.

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give **two** reasons.

✐₁ 1. _____

_____

✐₁ 2. _____

_____

✱ **Correct Answer**

10. Find and copy words that tell you how beautiful the sky was at dawn.

✏1 _____

_____

11. Why was the rising sun important to the story?

✶ (A) It awakened the eagle's instinct to fly.

(B) It reigned in the heavens.

(C) It warmed the eagle's feathers.

(D) It provided light on the mountain paths.

12. You learn what the farmer's friend was like from the things he did.

Describe what the friend was like and give an example of what he did that shows this.

✏2 _____

_____

_____

_____

✶ **Correct Answer**

Fly, Eagle, Fly, Item 5

5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response identifies two ways that the eagle chick behaved like a chicken listed below.

NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.

1 – Partial Comprehension

The response identifies one way that the eagle chick behaved like a chicken listed below.

0 – No Comprehension

The response does not describe any of the ways listed below. It may include only a vague or circular description of how the eagle behaved.

Examples:

It acted like a chicken.

It looked like one.

It learned chicken ways.

Ways in which the Eagle Behaved Like a Chicken

NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.

It walks/moves like a chicken.

It eats/pecks on the ground for food like a chicken.

It thinks like a chicken.

It won't fly (returns to the chickens on the ground).

It scratches with the chickens.

Fly, Eagle, Fly, Item 7

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response interprets the meaning of both parts of the quote – "belong not to the earth" and "belong to the sky" in terms of the story.

Examples:

It is supposed to be free in the sky and not stuck on the ground.

That it was not a chicken who walked on the earth. It was an eagle and meant to fly.

It was meant to be flying with other birds of its kind, not among chickens.

It is meant to fly, not walk.

The sky is his home, not the ground.

1 – Partial Comprehension

The response interprets only the first or the second part of the quote.

Examples:

That it was not a chicken. /It was an eagle.

It was the king of the flying birds.

It was not a ground animal.

It is meant to fly.

Or, the response describes the literal contrast only.

Example:

It was not a chicken but an eagle.

0 – No Comprehension

The response may provide an explanation of the quote that is vague or inaccurate, or it may provide a simple rephrasing of the quote itself.

Example:

It is supposed to be not of the earth but of the sky.

It belongs to the sky not on the ground.

Fly, Eagle, Fly, Item 9

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give two reasons.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response provides two reasons related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky. See the list of appropriate reasons below.

> *NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.*

1 – Partial Comprehension

The response provides one reason related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky as listed below.

0 – No Comprehension

The response may provide a reason for making the eagle fly, rather than a reason for taking it to the mountains.

> *Example:*

To prove it was an eagle.

The response may provide a reason that is vague or inaccurate, or it may simply repeat part of the question.

> *Examples:*

It made it easier to fly.

To make it fly.

Reasons Why the Farmer's Friend Took the Eagle to the Mountains

> *NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.*

To see the sun (rise)/to feel the warmth of the sun/to follow the sun.

To feel the updraft of the wind.

To be in its natural home/where it belongs/where it was found.

To get it closer to the sky/to get it higher.

Fly, Eagle, Fly, Item 10

10. Find and copy words that tell you how beautiful the sky was at dawn.

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response provides any of the words or phrases in the list below.

Examples:

Wispy pink clouds

Majestically

Golden brilliance

Ablaze with light

0 – Unacceptable Response

The response does not provide any of the words or phrases in the list below. The response may repeat words from the question.

Examples:

Sunrise

Dawn

Beautiful

Words in the Story that Describe How Beautiful the Sky Was at Dawn

Note any of the underlined words are sufficient and other parts of the quote also may be given. Ignore minor variations in phrasing from the text, as long as it is clear what is intended.

The <u>wispy clouds</u> in the sky were <u>pink</u> at first, then began to <u>shimmer</u> with <u>golden brilliance</u>.

The sun rose <u>majestically</u>.

The sun's first rays shot over the mountain, and suddenly the world was <u>ablaze</u> with light.

Fly, Eagle, Fly, Item 12

12. You learn what the farmer's friend was like from the things he did. Describe what the friend was like and give an example of what he did that shows this.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response describes one plausible character trait (persistent, stubborn, nice, clever, friendly to animals, etc.). In addition, the response provides one example of the farmer's friend's actions that are evidence of the character trait.

Examples:

He was determined. He kept trying to teach the eagle to fly.

He was clever. He knew to take the eagle to the mountain to make it fly.

He is the kind of person that doesn't give up. He went back to the farmer's house a second time to convince the eagle it was an eagle.

He was kind to animals. He wanted the eagle to be free.

1 – Partial Comprehension

The response provides one plausible character trait.

Or, the response provides one example of the friend's actions that are evidence of the friend's character.

Examples:

He is kind to animals.

He takes the eagle to see the sun and fly away never to live among the chickens.

0 – No Comprehension

The response does not provide an appropriate or accurate description of the farmer's friend's character, or provides a vague and general description that demonstrates limited comprehension of the story without further textual support.

Or, the response may include some information from the story that has no connection to the description of the friend's character.

Examples:

He is mean. He tells the eagle it is a chicken. *(Note that this response describes the farmer and not his friend.)*

He is happy. *(Note that "happy" must have some text support to be considered acceptable.)*

Appendix B: Multiple-Choice and Constructed-Response Checklists

Exhibit B.1: Multiple-Choice Item Review Checklist

Item Characteristic	Yes	No
Do students need to read passage to answer question?		
Task clear to students?		
Free of cultural, gender, or geographical bias?		
Seems to be OK for translation?		
Negative stem avoided (or negative word highlighted if used)?		
One (only) correct response?		
Distracters plausible but demonstrably incorrect?		
Options parallel in structure?		
Words in stem NOT repeated in options?		
Process classification correct?		

Exhibit B.2: Constructed-Response Item and Scoring Guide Review Checklist

Item Characteristic	Yes	No
Do students need to read passage to answer question?		
Task clear to students?		
Free of cultural, gender, or geographical bias?		
Seems to be OK for translation?		
No unfamiliar factors contributing to difficulty?		
Clear expectations for full-credit response?		
Task can be completed in a reasonable time?		
Scoring guide has appropriate correct and incorrect categories?		
Scoring guide has appropriate number of score points?		
Scoring guide general statements and examples clear?		
Process classification correct?		