



GRADE

8

KENTUCKY

K-PREP

Kentucky Performance Rating For Educational Progress

READING SAMPLE ITEMS

Spring 2012



The following are the general guides that will be used to evaluate your responses to short-answer and extended-response questions in this test.

Kentucky Short-Answer Questions General Scoring Guide

Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Kentucky Extended-Response Questions General Scoring Guide

Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.



Discovering and using one's talents can be very advantageous. Read this passage about two boys who capitalize on their talents. Then answer the questions that follow.

Finding the Right Role

- 1 “Hey, Raj, we’re going to be an awesome team for our history report!” Pedro said, feeling quite sure of this. Not only was Raj the top student, but Pedro always made everyone laugh with his comments during discussion. They were the ultimate team and best friends.
- 2 Raj smiled and said, “Yeah, but it’s going to take a lot of work, and it’s due tomorrow. Let’s split the project up, half-and-half, and then we can get together tomorrow before class to make sure we’ve got everything covered, right?”
- 3 “Sure–” Pedro started to say, but Raj was already moving on.
- 4 “So, I divided up the timeline of Washington’s life, with you getting the post-president years, and I made copies of the kinds of charts I think would work best for you to get some ideas.”
- 5 Pedro stared at the pile of papers that Raj pushed into his hands. If the papers were a building, they’d be a skyscraper. Pedro’s heart also sank at the realization that Raj intended for them to work separately, but he shook off the disappointment. Raj was the best student in the entire class, so he surely knew the best way to put together a report. He’d trust Raj any day of the week, because Raj was his best friend. Pedro gave his friend a salute and set off to the library down the street from his house.
- 6 Hours later, Pedro sat amid piles of books, still at the library, eyes burning from too much reading. He slammed his current book shut and slumped in his seat. He’d filled out pages and pages of notes to figure out a creative way to make a chart like Raj had said, but he couldn’t seem to make a chart to save his life. He imagined Raj at home already, beaming at his completed perfect charts, and how disappointed Raj would be in him if Pedro let his friend down by not doing a good job. Making his friend fail a major project definitely fell under the heading, “Not a Good Friend.”
- 7 Library books about the first president were scattered around Pedro, and he gazed at the cover of the one he had just shut. Washington always seemed to have that little smile that was almost a smirk, Pedro considered. Tired of looking at his lame chart ideas, he stood up and looked in the mirror across from him instead. He practiced the same smile, holding the book up next to him, impressed with his own miniature impersonation. It made Pedro laugh, the sound echoing loudly through the library.



- 8 A girl peered around the bookshelf. “Is that you, Pedro? I thought I recognized that laugh,” she said. Pedro recognized Alison Kramer, another student from history class. She walked over and craned her neck to take a look at his tenuous plans for his chart. He started to blush, the red slowly crawling up in his cheeks, and he quickly snatched the papers.
- 9 “Uh, those are just some ideas, you know, because Raj wants us to do charts and stuff . . .” he trailed off, realizing he sounded ridiculous. She smiled, which made him ask, “What?” and hunch his shoulders just a little. He didn’t want to sound like he was griping about his friend, either. Pedro was lucky to be Raj’s partner, after all.
- 10 “Well, I think if making a chart isn’t working for you, you should go with what you like, you know? Because the rest of us would rather watch you have fun up there than see two sets of charts, one made by someone who hates charts!”
- 11 Pedro felt like he had been struck by lightning. “You’re suggesting I do my own thing for my part of the project, even if it’s different from Raj’s?”
- 12 She nodded and added, “No rule says you guys have to use the same kind of approach. I bet Ms. Gilbert will love what you do because she’s always saying, ‘Push the envelope, young lady!’ Think outside the box, my friend!” Pedro had to laugh at the way Alison wagged her finger as though she were lecturing a small child.
- 13 Pedro sat down as Alison wandered off. He looked at himself in the mirror across from the study desk. *Think outside the box?* The thought made a surprised smile slide across his lips, just a little hesitant at the corners, which reminded him of Washington’s smile. He molded his face again into his impersonation of George Washington, and an idea struck him.
- 14 He scrambled to collect his books and raced home. He had just one night to arrange a lot of things. He wasn’t sure how Raj would feel about it, but Pedro knew it was a perfect solution . . . for himself, at least.
- 15 The next day when he arrived for class, Raj was already there, setting up his charts. Pedro had to admit that those charts were everything a chart should be: full of clearly presented information, complete, interesting. Pedro pulled out a lumpy brown paper bag.
- 16 Raj said, “Where’s your chart, man?” He licked his lips as he looked around, hoping Pedro had hidden the charts behind his back.
- 17 “I’ve got something better than a chart, Raj. Just trust me. All I need is for you to introduce me.”



- 18 Raj's eyebrows drew down and he said, "Look, we said we were going to use charts!" with a voice a bit rough around the edges. "And now you're going to bail on me? I can't afford to fail this project!"
- 19 Pedro's stomach trembled; his best friend sounded pretty angry, but he took a deep breath and plunged forward. "No, Raj, YOU said we were going to do charts, but you never gave me a chance to tell you that I make the ugliest charts known to humankind. Now, just let me explain what I'm thinking." As Raj's grin began to bloom, the tightness in Pedro's chest began to release.
- 20 "Do you think it will work?" Raj asked, worried. "It's pretty risky to try something new."
- 21 "That's why it'll work, Raj-my-boy!" At least he hoped it would, but Pedro didn't mention that part. Now all they had to do was get through the actual presentation.
- 22 Raj did his part first, and Pedro slid out of the room as his partner neared his finishing point. When he heard Raj say, "Now, ladies and gentlemen, I present to you . . . President George Washington!" Pedro walked through the door to the gasps and laughter of his classmates and teacher.
- 23 "Good afternoon, class. My name is President Washington, and I am often referred to as the Father of Our Country." He moved with ponderous grace until he reached the front of the class. He stood, shoulders straight, in his stockings, knickers, jacket, and curly white wig. The wig wasn't quite from the right era, but Pedro didn't mind, because it just made everything funnier. Pedro stayed in character, as if on stage, and spoke of all the trials he, as Washington, had faced. Alison sent him a covert thumbs-up midway through his monologue.
- 24 At the end of the presentation, the class burst into applause, along with Ms. Gilbert. He looked toward Raj to see his response. Raj walked over to him, clapped him on the shoulder and then, with both arms outstretched toward Pedro, showed him off like a prize trophy, as the applause continued. Then Raj leaned over and whispered, "You were right, Pedro. I'm sorry I didn't trust you from the beginning, but anytime you need a partner for a project, you can give me a call!"
- 25 Pedro grinned back and said, "Deal!" and the two boys shook hands, surrounded by hoots and hollers of "Way to go, Washington!"



1

What does Pedro's discussion with Alison reveal about his character?

- A** Pedro lacks confidence in his own abilities.
- B** Pedro finds many of his school assignments frustrating.
- C** Pedro spends too much time trying to impress his friends.
- D** Pedro believes that having fun is as important as working hard.

2

Which of Raj's statements *most clearly* indicates that he and Alison disagree on a central idea in the story?

- A** "Yeah, but it's going to take a lot of work, and it's due tomorrow."
- B** "Look, we said we were going to use charts!"
- C** "It's pretty risky to try something new."
- D** "Now, ladies and gentlemen, I present to you . . . President George Washington!"

3

Read this sentence from the story.

"He *molded* his face again into his impersonation of George Washington, and an idea struck him."

Which word best replaces *molded* while keeping the focus on Pedro's talent?

- A** moved
- B** secured
- C** exchanged
- D** transformed

4

When Pedro talks to the class as George Washington, he "spoke of all the trials he, as Washington, had faced."

Which statement best describes how Pedro is similar to George Washington in this example?

- A** Pedro faces difficulty and overcomes it.
- B** Pedro shows a talent for making people laugh.
- C** Pedro admits that he admires the work of others.
- D** Pedro wears a costume with stockings and a wig.



5

Which statement is the *best* example of dramatic irony?

- A** The reader knows that Pedro trusts Raj.
- B** The reader knows more than Raj does about what Pedro is planning.
- C** The reader knows that Raj is worried about the presentation.
- D** The reader knows more than Pedro does about the presentation.

6

Which statement *best* summarizes the story?

- A** Two students are in a history class and have to give presentations to their classmates on important historical figures.
- B** Two students work together on a report for their history class, and the class likes the presentation they give.
- C** One student meets another in the library, and together they plan a way to make a history report interesting for their classmates.
- D** A student devises a way to make a contribution to a presentation that he and his best friend give in history class.



7

In the story Alison tells Pedro, “Think outside the box, my friend!”

Explain what “the box” is in the context of the story. Use details from the story to support your response.

Rubric	
Score	Description
2	Student fully and clearly explains what “the box” is in the context of the story (e.g., the traditional approach to a presentation, making charts, etc.). Response is supported with details from the story.
1	Student explains what “the box” is but provides little or no support from the text.
0	The student’s response is totally incorrect or irrelevant.
Scoring Notes	

Annotated Student Response

SAMPLE 2-POINT RESPONSE

1. "The box" is the ideas and thoughts that every one has, meaning they are the same with no variety. Raj says, "So I divided up the timeline of Washington's life, with you getting the post-president years, and I made copies of the kinds of charts I think would work best for you to get some ideas." This shows that sense many other people make charts it is not thinking outside of the box but rather inside the box. If Pedro had done the charts there would be no variety.

ANNOTATION — 2-POINT RESPONSE

The student fully and clearly explains what "the box" is in the context of the story (*'The box' is the ideas and thoughts that every one has, meaning they are the same with no variety*) and supports the explanation with details from the story (*Raj says, 'So I divided up the timeline of Washington's life... I made copies of the kinds of charts I think would work best...' This shows that sense many people make charts it is not thinking outside of the box.... If Pedro had done the charts there would be no variety*).

Annotated Student Response

SAMPLE 1-POINT RESPONSE

1. "The box" in the story is what everyone else is going to do. The project will be full of facts and charts. Most people will do that.

ANNOTATION — 1-POINT RESPONSE

The student explains what “the box” is in the context of the story (*‘The box’ in the story is what everyone else is going to do*) but provides little support from the text (*The project will be full of facts and charts. Most people will do them*).

Annotated Student Response

SAMPLE 0-POINT RESPONSE

1. the boy in this story is like telling
a bout tha boys in the story and
what they do nd stuff like for instance
in the book it says for hours he sat there
reading tons of books.

ANNOTATION — 0-POINT RESPONSE

The student's response is completely incorrect (*the boy in this story is like telling a bout tha boys...and what they do and stuff like...for hours he sat there reading tons of books*).



8

Henry David Thoreau was a nineteenth-century American author, poet, and philosopher best known for his desire to simplify his life by relying on himself. He went into the woods to live away from the pressures of society. He is well-known for this statement.

“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured, or far away.”

Explain how Pedro’s situation and actions in the story compare to Thoreau’s words. Use at least two specific details from the story to support your response.

Rubric	
Score	Description
4	Student clearly explains how Pedro is trying to find his own way by using his strengths to approach the project, making his own decisions without consulting others, etc. Response should be supported by at least two specific details from the passage.
3	Student generally explains how Pedro plays to the theme, and support is general rather than detailed.
2	Student provides a limited explanation of how Pedro’s experiences align with the theme, but support is weak or lacking in detail.
1	Student’s response is minimal (e.g., that Pedro does his own thing).
0	The student’s response is totally incorrect or irrelevant.
Scoring Notes	

Annotated Student Response

SAMPLE 4-POINT RESPONSE

2. They are similar because Thoreau is saying why should everyone have to be the same way. If someone is different, let them embrace it, don't try to stop them. In the passage Raj wants to just make charts. "... I made copies of the kinds of charts I think would work best for you to get some ideas." But Pedro isn't very good at making charts. "... but you never gave me a chance to tell you that I make the ugliest charts known to humankind." So Pedro had another, or he heard a different drummer, he had an idea to act like George Washington. "He molded his face again into his impersonation of George Washington, and an idea struck him." At first Raj was mad at Pedro for not making the charts like he was told. But after Pedro explained his idea to Raj he let him "step to the music which he heard", "... Now just let me explain what I'm thinking." As Raj's grin began to bloom, the tightness in Pedro's chest began to release."

ANNOTATION — 4-POINT RESPONSE

The student clearly explains how Pedro's situation and actions in the story compare to Thoreau's words (*If someone is different, let them embrace it.... after Pedro explained his idea to Raj he let him 'step to the music which he heard'*) and supports, with specific details from the passage, the idea that Pedro is making his own decisions and Raj is learning to respect his friend (*Raj wants to just make charts.... But Pedro isn't very good at making charts '...I make the ugliest charts known to humankind.'* So Pedro had another...idea to act like George Washington.... explained his idea to Raj.... *'As Raj's grin began to bloom, the tightness in Pedro's chest began to release'*).

Annotated Student Response

SAMPLE 3-POINT RESPONSE

2. Pedro's situation compares to Thoreau's words because Pedro did something he enjoyed for the project. Pedro doesn't like doing charts, "...making a chart isn't working for you..." Here, Pedro isn't keeping pace with his companion, made to do a chart, because he hears a different drummer, he likes acting. "Ladies and gentlemen, I present to you... President George Washington!" Pedro walked through the doors to the gasps and laughter of his classmates and teacher. "Since Pedro enjoys acting, he's stepping to the music he hears!"

ANNOTATION — 3-POINT RESPONSE

The student generally explains how Pedro's situation and actions in the story compare to Thoreau's words (*Pedro did something he enjoyed for the project.... Since Pedro enjoys acting, he's stepping to the music he hears!*) and supports the explanation with general details from the passage (*Pedro doesn't like doing charts, '...making a chart isn't working for you...' Here, Pedro isn't keeping pace with his companion...because he hears a different drummer, he likes acting. 'Ladies and gentlemen, I present to you...President Washington! Pedro walked through the doors to the gasps and laughter of his classmates and teacher'*).

Annotated Student Response

SAMPLE 2-POINT RESPONSE

2. How Pedro's situation + actions compare to Moreau's words is; when Moreau says, if a man does not keep pace with his companions, perhaps it is because he hears a different drummer. + in the story Raj told Pedro that they were going to do charts. But charts didn't work for Pedro so he did something else that worked for him. when Moreau's says, "let him step to the music he hears, however measured, or far away." And in the story Anson told Pedro that he didn't have to do what Raj was going to do, he could think + find something that he could do well + would still make the project good. That's what he did, he thought about something else he could do + when it was time to present their project + he came in everyone loved it. So you don't always have to go with someone's idea think about it + do something you're good at.

ANNOTATION — 2-POINT RESPONSE

The student provides a limited explanation of how Pedro's situation and actions in the story compare to Thoreau's words (*he hears a different drummer.... he didn't have to do what Raj was going to do*) but support is lacking specific detail (*Raj told Pedro they were going to do charts. But charts didn't work for Pedro so he did something else.... that he could do well & still make the project good. That's what he did, he thought about something else he could do & when it was time to present their project & he came in everyone loved it*).

Annotated Student Response

SAMPLE 1-POINT RESPONSE

2. A) Pedro's situation and actions compare to Thoreau's words because his friend Raj was telling him how to do the project and he went behind his back and did his own thing to help him remember the project and he went over.

ANNOTATION — 1-POINT RESPONSE

The student minimally explains how Pedro's situation and actions in the story compare to Thoreau's words (*raj was telling him how to do the Project and he went beond that and done his own thing*).

Annotated Student Response

SAMPLE 0-POINT RESPONSE

2. Pedro is funny everyone wants to be his friend and the best friend. Smart makes every one smile and have a good time. Pedro is those types of people that how want to be silly and when he has to stop and get to what he was doing.

ANNOTATION — 0-POINT RESPONSE

The response is irrelevant, as the student only provides a description of Pedro's personality (*Pedro is funny everyone wants to be his friend.... makes everyone smile and have a good time...now went to be silly and when he has to stop and get to what he was doing*).



Item Information

Question Number	Key	DOK*	KCAS Primary Standard**
1	A	2	RL.8.3
2	C	2	RL.8.6
3	D	2	RL.8.4
4	A	2	RL.8.9
5	B	3	RL.8.1
6	D	2	RL.8.2
7	NA	2	RL.8.4
8	NA	3	RL.8.9

*DOK is the abbreviation for Depth of Knowledge. Please note that DOK is associated to the complexity level of an assessment item and is not aligned to the standard. Further information regarding DOK can be accessed on the Kentucky Department of Education website: <http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/core+content+for+assessment/core+content+for+assessment+4.1/content+specific+core+content+for+assessment+dok+support+materials.htm>.

**Further information regarding Common Core Standards can be accessed on the Common Core website: <http://www.corestandards.org>.