



DEPARTMENT OF EDUCATION

# **PAWS Reading Grade 3**

## **Released Items With Data**

**Integration of Knowledge and Ideas**

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

This Released Items with Data document provides a subset of items from the 2015 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

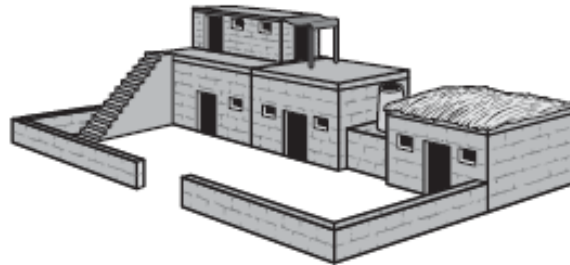
**MC Row:** Answer options available for students to choose from (including those who do not choose any option); an asterisk designates the correct answer

**%Choosing Row:** Percent of students choosing an option (or omitting)

**Item Notes:** Area where user can make notes

Passage Accnum:	VF389056	Title:	Homes by the Nile	Passage Ext. ID:	WYR13P04
Passage/Text Type:	Informational/Expository				

## Homes by the Nile



- 1 The Nile River is an important source for food, water, and building materials for many people who live in Egypt. Because trees are scarce in this region of Africa, Egyptians have had to use other materials to build shelters that could last a long time. People in Egypt long ago could not build their homes from wood, so they used mud instead! Incredibly, thousands of years later, some of the homes are still standing today!



### Built of Mud

- 2 Because the Nile River floods every year, there is always a large supply of mud. Egyptians used the mud to make a kind of brick. They mixed the mud with straw and then shaped it into bricks. The bricks were placed in the sun to dry and harden. They called these dried mud bricks djebat.
- 3 Families built their own homes around the Nile. They stacked rows of the mud bricks on top of one another to make the walls. Most homes far away from town were one story tall. Homes in towns and cities usually were two or three stories.
- ### Simple Living
- 4 Most of the homes near the Nile had a simple design. At the front of some homes was a courtyard, or an outdoor space with walls but no roof. Inside the front door was a space that was sometimes used as a workroom

for building objects with wood or clay. In some tall homes, the bottom floor was used only for working. Sometimes even animals such as goats and cows would come into this area. In this case, families would sleep on the second floor or higher.

### **A Design for Comfort**

5 Egypt is known for its hot, dry weather, so naturally homes were built to help keep people cool. Past the workroom, there was usually a middle room for everyday living. Here, families visited with guests, played games, ate meals, and slept. A ramp leading to the roof was usually in the middle room. Almost all homes had flat roofs. When it was hot, families went to the roofs to stay cool. When temperatures were especially high, Egyptians cooked, ate, and even slept on their roofs.

6 Windows were small and high up on the walls. They did not have glass in them. People often fastened mats over their doors and windows to help keep out the dust, flies, and heat.

### **A Place for Cooking**

7 Cooking is a hot task. That is why the kitchen was sometimes located in the back of the home as part of the yard. Either the kitchen had no roof or it was covered with only branches to help provide shade. The kitchen would also have ramps that led down into the ground. These ramps led to cellars under the kitchen where food was stored. The cellars were cool and protected food from the heat.

8 Like people today, ancient Egyptians built their homes with materials that were easy to find or make. Homes were used for living, playing, and working. However, not many people today sleep on the roof or allow goats and cows to enter their homes!

**00** Which is the most likely reason the author included the map?

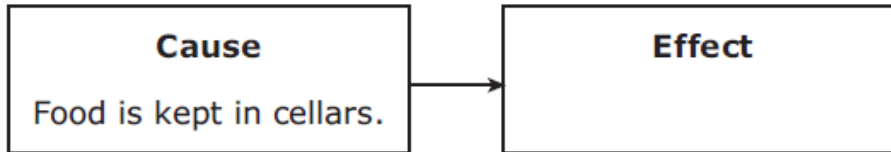
- (A) To show why the Nile River floods
- (B) To show where Egypt is located
- (C) To show why Egyptians built with mud
- (D) To show the length of the Nile River

Item Information	
Title:	Homes by the Nile
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Item Code:	VF389116

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	B	3	694	0.527

Score Analysis					
MC	A	B*	C	D	Omit
%Choosing	12.68	52.738	12.824	20.317	1.441

**00** Look at the diagram.



**Based on the passage, which sentence belongs in the empty box?**

- Ⓐ Food is protected from heat.
- Ⓑ Food is easy to find.
- Ⓒ Food is fresher in cold months.
- Ⓓ Food is protected from animals.

Item Information	
Title:	Homes by the Nile
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Item Code:	VF389123

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	A	2	701	0.662

Score Analysis					
MC	A*	B	C	D	Omit
%Choosing	66.191	6.134	8.845	18.688	0.143

**00** How does the picture best help the reader understand the ideas in the passage?

- (A) It shows how families used mud houses.
- (B) It shows where mud houses were built.
- (C) It shows how mud houses were built.
- (D) It shows what mud houses looked like.

Item Information	
Title:	Homes by the Nile
Passage/Text Type:	Informational/Expository
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Item Code:	VF389119

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	D	2	701	0.452

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	20.542	13.124	20.542	45.221	0.571



Passage Acnum:	VF734806	Title:	The Magic Tree	Passage Ext. ID:	WYR23P21
Passage/Text Type:	Literary/Narrative				

## **The Magic Tree** *by Susan Noyes Anderson*

My best friend is a live oak tree.  
His branches shade and shelter me.  
Beneath these arms of green, each day,  
I come to sit and read and play.

5 If you look up and squint your eyes,  
think hard of golden butterflies,  
and drink one drop of morning dew,  
you'll see him smiling down on you.

10 Not every grown-up sees his face  
but Grandpa sees it (just in case  
you don't believe me) and what's more;  
around the back, we've found a door.

A tiny door, for elf or gnome,  
or other folk who make a home  
15 inside my wondrous, magic tree.  
Each night, they leave a gift . . . for me!



**00** What does the picture help the reader to understand?

- Ⓐ The thoughts of the speaker
- Ⓑ The mood of the poem
- Ⓒ The problem of the speaker
- Ⓓ The setting of the poem

Item Information	
<b>Title:</b>	The Magic Tree
<b>Passage/Text Type:</b>	Literary/Narrative
<b>2012 WyCPS Domain:</b>	Integration of Knowledge and Ideas
<b>2012 WyCPS Standard:</b>	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>Item Code:</b>	VF814839

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	D	2	741	0.683

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	14.035	14.44	2.834	68.286	0.405

**00** How is the "Schedule of Events" arranged?

- (A) By age group
- (B) In different steps
- (C) In order of start times
- (D) By visitor favorites

Item Information	
Title:	Drake Park Fall Festival
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Item Code:	VF821797

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	C	2	757	0.592

Score Analysis					
MC	A	B	C*	D	Omit
%Choosing	18.23	12.946	59.181	9.643	0

**00** Read these sentences from the flier.

**Then the Drake Park Fall Festival is where you want to be!  
Join us in celebrating the fall season with family, friends,  
and neighbors on October 12 and 13.**

**How are these two sentences connected?**

- Ⓐ The first sentence states a fact, and the second sentence gives the details.
- Ⓑ The first sentence makes a statement, and the second sentence gives an opinion.
- Ⓒ The second sentence repeats information from the first sentence.
- Ⓓ The second sentence supports the idea of the first sentence.

Item Information	
Title:	Drake Park Fall Festival
Passage/Text Type:	Informational/Functional
2012 WyCPS Domain:	Integration of Knowledge and Ideas
2012 WyCPS Standard:	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Item Code:	VF821802

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2015	MC	D	2	757	0.458

Score Analysis					
MC	A	B	C	D*	Omit
%Choosing	29.987	13.342	10.568	45.839	0.264