

APPENDIX C

Sample PIRLS Literacy Passages, Questions, and Scoring Guides

Reading for Literary Experience

Brave Charlotte

Reading to Acquire and Use Information

Caterpillar to Butterfly

Brave Charlotte

*By Anu Stohner
Illustrated by Henrike Wilson*

Charlotte was different from all the other sheep right from the start. When all the other lambs just stood shyly by their mothers, Charlotte was leaping around, ready for adventure.

Charlotte lived with all the other sheep on a hillside far from the farm. They had a shepherd to look after them and he had an old dog named Jack. Jack tried to keep Charlotte under control, but she wasn't scared of him.



1. Who is Jack?



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2. What did Jack try to do with Charlotte?



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One time, Charlotte jumped over the side of a riverbank and went for a swim in the fast-running stream.

“Tut, tut,” said the older sheep, shaking their heads.

What would they say if they knew that at night Charlotte secretly roamed through the countryside?



When all the other sheep were sleeping, she would slip away to her special place and gaze at the moon. Even Jack didn't notice. But he didn't have very good ears these days.

3. Give **two** ways that Charlotte was different from the other sheep.

 1. _____

 2. _____

4. Where was Charlotte standing in the picture on the opposite page?

- (A) in her special place
(B) by the stream
(C) at the farm
(D) in her hiding place

5. Why didn't Jack notice when Charlotte went out at night?

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One day something terrible happened. The shepherd fell over and broke his leg. Jack barked and circled around him, but that didn't help one bit. The shepherd lay in the grass, not knowing what to do.

“Oh dear, oh dear,” said the older sheep. “Somebody must go to the farmer's house in the valley and get help.”



“Jack should go. He is the only one who knows the way.”

“But it is too far. He hardly manages with the herd these days.”

“Yes, that's true,” said the others, shaking their heads in despair.

6. Why was the shepherd lying in the grass?

- (A) He didn't want to visit the farmer.
- (B) He had broken his leg.
- (C) He wanted to go to sleep.
- (D) He was gazing at the moon.

7. Where did the animals need to go to get help?



8. Give **one** reason why Jack was the best one to get help.



Give **one** reason why Jack was **NOT** the best one to get help.



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Then Charlotte said, “I’ll do it. I’ll go.”

“Charlotte?” muttered the older sheep.

“Out of the question! A sheep has never gone to the valley alone.”

The older sheep were beside themselves with worry. But Charlotte couldn’t hear them. She had already left to find the right way to the valley.

She bounded over fields, through the stream, and over the mountain.



9. How did the older sheep feel when Charlotte left?

- Ⓐ happy
- Ⓑ relieved
- Ⓒ worried
- Ⓓ angry

10. Why couldn't Charlotte hear the older sheep?



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When Charlotte reached the busy road, it was the middle of the night. She stood and watched the traffic.

A truck driver noticed Charlotte and stopped in the road.

“Going to the valley?” he asked. Charlotte nodded.

11. When did Charlotte reach the road?



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12. What did Charlotte do when she reached the road?

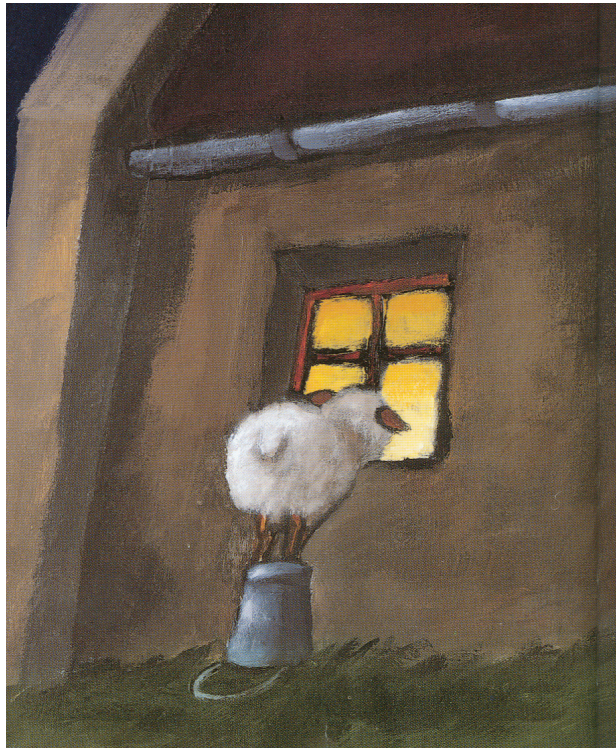
- (A) She walked towards the farmer's house.
- (B) She stood and watched the traffic.
- (C) She tried to cross the road.
- (D) She waved for a truck to stop.



It was so nice to speed along in the truck that Charlotte was almost sorry when they reached the farmer's house.

The farmer was asleep when Charlotte tapped on his window with her nose.

“It’s Charlotte,” said the farmer, “and she is all alone. Something must be wrong.”



13. Why was Charlotte almost sorry to reach the farmer's house?

- Ⓐ She missed the other sheep.
- Ⓑ She would have to wake up the farmer.
- Ⓒ She liked the ride in the truck.
- Ⓓ She was worried about the shepherd.

14. How did the farmer know something was wrong?

- Ⓐ Charlotte was all alone.
- Ⓑ Charlotte told him.
- Ⓒ Charlotte came in a truck.
- Ⓓ Charlotte looked sorry.



Charlotte and the farmer drove on the tractor to find the other sheep. When they arrived, the poor shepherd was still lying in the grass. The farmer took him to the hospital right away.

The shepherd had his leg in a cast for six weeks before he could go back to the sheep. When he returned, he gave Charlotte a big smile. From then on, Charlotte was free to roam as she pleased.



15. What did the farmer and Charlotte do together?



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16. How long did the shepherd have a cast on his leg?



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17. Why did the shepherd give Charlotte a big smile?



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18. Put the events from the story in the correct order.
The first one has been done for you.



- _____ The shepherd goes to the hospital.
_____ Charlotte goes to the valley.
 1 The shepherd needs help.
_____ The farmer finds the shepherd.

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Scoring Guides for Constructed-response Questions

Brave Charlotte, Item 1

1. Who is Jack?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Jack is a/an old sheep dog.

Examples:

old sheep dog

sheep dog

dog

shepherd's dog

0 – Unacceptable Response

The response does not indicate that Jack is an old sheep dog. The response may provide an overly vague description of Jack or describe something that Jack does in the story.

Examples:

sheep

shepherd

animal (Please note that this response is too vague.)

He's the one that takes care of the sheep.

He keeps Charlotte under control.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 2

2. What did Jack try to do with Charlotte?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Jack tries to keep Charlotte under control. Please note that responses paraphrasing this idea are considered acceptable.

Examples:

keep Charlotte under control

control

keep her calm

0 – Unacceptable Response

The response does not indicate that Jack tries to keep Charlotte under control.

Examples:

put Charlotte to sleep

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 3

3. Give two ways that Charlotte was different from the other sheep.

Purpose: Literary

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response provides two text-based ways that Charlotte was different from the other sheep from the list of acceptable responses below. Ways listed on the same line are considered the same idea and cannot be credited separately.

NOTE TO SCORERS: Responses paraphrasing these ideas are considered acceptable as long as the meaning is clear.

Ways that Charlotte was different from other sheep:

She was brave. / She was not shy.

She was leaping around (while other sheep stood by their mothers). / She didn't stand by her mother.

She was ready for adventure.

She jumped over a riverbank and went swimming.

She secretly roamed the countryside at night.

She slipped away to her special place (and gazed at the moon) (while other sheep were sleeping).

She went to save the shepherd. (*Please note that specific actions that were involved in saving the shepherd, such as riding in a truck, are also acceptable.*)

1 – Partial Comprehension

The response provides one text-based way that Charlotte was different from the other sheep from the list of acceptable responses above.

0 – No Comprehension

The response does not provide any text-based way that Charlotte was different from the other sheep.

Examples:

She wasn't scared of Jack. (*Please note that the text does not state that the other sheep are scared of Jack.*)

She was shy.

She was scared.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank



Brave Charlotte, Item 5

5. Why didn't Jack notice when Charlotte went out at night?

Purpose: Literary

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates that Jack did not notice Charlotte because he could not hear very well.

Examples:

He didn't have very good hearing.

His ears were bad.

He didn't hear her.

0 – Unacceptable Response

The response does not recognize that Jack could not hear very well. The response may indicate that Jack was old, but does not connect this to his lack of hearing.

Examples:

He was asleep.

He was old. *(Please note that this response is too vague to be considered accurate.)*

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 7

7. Where did the animals need to go to get help?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response identifies the farmer’s house in the valley as the place to go for help.

Examples:

the farmer’s house

to the valley

to the farmer

0 – Unacceptable Response

The response does not identify the farmer’s house in the valley as the place to go for help.

Examples:

a farm

to the road (*Please note that this is an intermediate location, not the destination.*)

to the stream

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student’s control.

9 – Blank

Brave Charlotte, Item 8

8. Give one reason why Jack was the best one to get help. Give one reason why Jack was NOT the best one to get help.

Purpose: Literary

Process: Make Straightforward Inferences

2 – Complete Comprehension

The response provides a plausible text-based reason why Jack was the best one to get help AND a reason why Jack was not the best one to get help from the lists below.

Why Jack was the best:

He knew where to go.

He knew how to get to the farmer's house/valley.

Why Jack was NOT the best:

He is too old to go that far.

It was too far for him to travel.

He can't manage the distance.

He needed to stay and watch the sheep.

He's too slow/weak.

He hardly manages with the herd these days.

1 – Partial Comprehension

The response provides a plausible text-based reason why Jack was the best one to get help OR a reason why Jack was not the best one to get help from the lists above.

0 – No Comprehension

The response does not provide a plausible text-based reason for why Jack was the best one to get help or a reason why he was not the best one to get help.

Example:

He was the best because he was the fastest.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 10

10. Why couldn't Charlotte hear the older sheep?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Charlotte could not hear the sheep because she had already left to go to the farmer's house.

Examples:

She had already left.

She already was on her way to the farmer's house.

She was too far away.

0 – Unacceptable Response

The response does not indicate that Charlotte had already left to go to the farmer's house.

Example:

She had bad ears.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank



Brave Charlotte, Item 11

11. When did Charlotte reach the road?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response identifies the time (middle of the night) that Charlotte reached the road.

Examples:

in the middle of the night

at night

night

0 –Unacceptable Response

The response does not identify the time that Charlotte reached the road.

Examples:

in the middle

when the farmer was sleeping (*Please note that the text does not state that the farmer was asleep when Charlotte reached the road.*)

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 15

15. What did the farmer and Charlotte do together?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that Charlotte and the farmer drove a tractor out to the sheep.

Examples:

drove a tractor out to the sheep

drove

They rode together.

found the sheep

They went to get the shepherd.

0 – Unacceptable Response

The response does not indicate that Charlotte and the farmer drove a tractor out to the sheep. The response may provide an action from the wrong part of the text.

Examples:

They went to the hospital. *(Please note that the farmer did this with the shepherd.)*

They went to the valley. *(Please note that Charlotte did this on her own.)*

They rode in a truck. *(Please note that Charlotte did this earlier in the story.)*

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 16

16. How long did the shepherd have a cast on his leg?

Purpose: Literary

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the shepherd wore the cast for six (6) weeks.

Example:

six weeks

6 weeks

0 – Unacceptable Response

The response does not indicate that the shepherd wore the cast for six weeks.

Example:

six

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Brave Charlotte, Item 17

17. Why did the shepherd give Charlotte a big smile?

Purpose: Literary

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response indicates that the shepherd smiled at Charlotte because he was grateful to her (for helping him/getting the farmer), or the response may provide a more general indication that the shepherd was proud of Charlotte.

Examples:

She had gone to get the farmer.

She had gone to get help.

He was thankful.

She saved him.

She helped him.

He was proud of her.

because she was brave

0 – Unacceptable Response

The response does not indicate that the shepherd smiled at Charlotte because she had helped him by getting the farmer or because he was proud of her.

Examples:

He liked her.

He was happy.

From then on, Charlotte was free to roam as she pleased.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank



Brave Charlotte, Item 18

18. Put the events from the story in the correct order. The first one has been done for you.

- _____ The shepherd goes to the hospital.
- _____ Charlotte goes to the valley.
- 1 The shepherd needs help.
- _____ The farmer finds the shepherd.

Purpose: Literary

Process: Interpret and Integrate Ideas and Information

1 - Acceptable Response

The response recognizes the order of the events from the story (4, 2, 1, 3).

- 4 The shepherd goes to the hospital.
- 2 Charlotte goes to the valley.
- 1 The shepherd needs help.
- 3 The farmer finds the shepherd.

0 - Unacceptable Response

The response does not recognize the order of the events from the story.

Non-Response Codes

8 - Not administered. Question misprinted, page missing, or other reason out of student's control.

9 - Blank

Caterpillar to Butterfly

By Deborah Heiligman
Illustrated by Bari Weissman

One day our teacher brought a caterpillar to school in a jar. It was eating green leaves. This tiny caterpillar was going to change into a butterfly. Caterpillars usually turn into butterflies outdoors. But we watched our caterpillar change into a butterfly right in our classroom.



1. What was the caterpillar eating when the teacher first showed it to the children?



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2. Where did the children watch the caterpillar turn into a butterfly?



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Our teacher told us our caterpillar started out as a tiny egg. The mother butterfly laid the egg on a leaf. The mother butterfly chose the leaf of a plant that the caterpillar would eat. When the caterpillar hatched out of the egg, it was hungry. It ate its own eggshell! Then it started to eat green plants right away.

The caterpillar's job was to eat and eat, so it would grow. Each day it got bigger. The caterpillar ate and grew for 12 days.



3. Why did the egg need to be on a leaf?

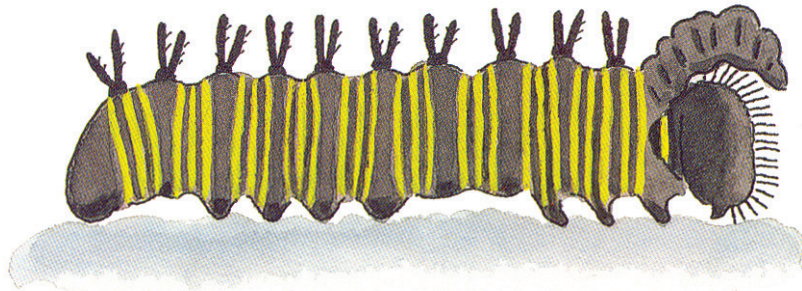


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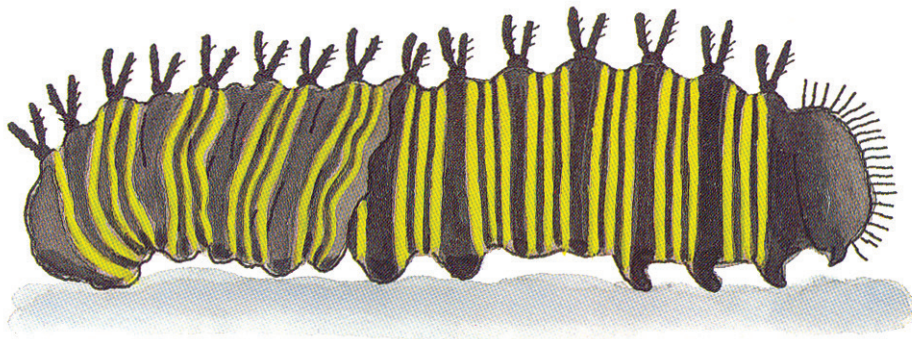
4. What was the first thing the caterpillar did when it hatched?

- (A) chose a leaf
- (B) ate its eggshell
- (C) ate green plants
- (D) laid an egg

Our skin grows with us. But a caterpillar's skin does not grow. When the caterpillar got too big for its skin, the skin split down the back.



The caterpillar crawled right out of its own skin. It had a new skin underneath. This is called shedding. Our caterpillar shed its skin four times. After many days our caterpillar was finished growing. It was almost as big as my little finger.



5. How is a caterpillar's skin different from human skin?

- (A) It does not grow.
- (B) It is too big for the caterpillar.
- (C) It grows for many days.
- (D) A caterpillar can crawl in its skin.

6. Why did the caterpillar need to shed its skin?

- (A) Its skin got smaller.
- (B) It was hungry.
- (C) It got too big for its skin.
- (D) Its skin got too old.

7. How many times did the caterpillar shed its skin?



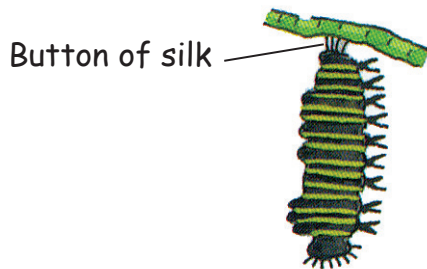
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8. How big was the caterpillar when it finished growing?

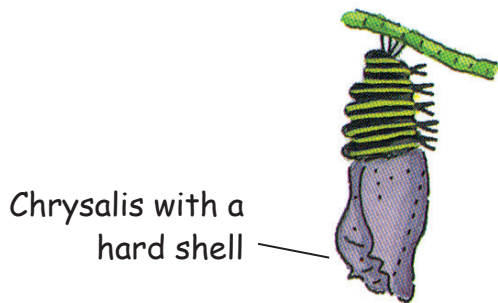


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Then our caterpillar made a special house. First it made a button of silk. It used this button to hang upside down from a twig.



Then it shed its skin for the last time. Instead of a new skin, this time it formed a chrysalis with a hard shell. We watched the chrysalis for a long time.



Every day the shell looked the same. But inside the shell changes were happening.



9. What did the caterpillar use a button of silk for?



10. Which word tells you something was happening to the chrysalis inside its shell?

- (A) changes
- (B) button
- (C) shed
- (D) watched

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We waited and waited. Then, one day, somebody shouted, “Look!” The shell was cracking. It was a butterfly! Our butterfly was damp and crumpled. It hung on to the shell while its wings flapped. This pumped blood into its wings. The wings stretched out and dried. Soon our butterfly was ready to fly.



11. What came out of the shell?

- Ⓐ a green leaf
- Ⓑ a new caterpillar
- Ⓒ a tiny egg
- Ⓓ a butterfly

12. How did the butterfly pump blood into its wings?

- Ⓐ by drying them
- Ⓑ by flapping them
- Ⓒ by stretching them
- Ⓓ by crumpling them





Our butterfly could not stay in the jar. It needed to be outside with flowers and grass and trees. We watched our butterfly land on a flower. It sipped the flower's nectar through a long, coiled tube. Maybe it was a female butterfly. Maybe someday she would lay an egg on a leaf.

13. Why couldn't the butterfly stay in the jar?

- Ⓐ They did not want to watch it anymore.
- Ⓑ They wanted another caterpillar.
- Ⓒ It was too big for the jar.
- Ⓓ It needed to be free outdoors.

14. How did the butterfly get the flower nectar?

- Ⓐ ate flowers and grass
- Ⓑ chewed green leaves
- Ⓒ sipped through a tube
- Ⓓ pumped its wings



15. Put what happens to a caterpillar as it changes into a butterfly in the correct order. The first one has been done for you.



- _____ The caterpillar forms a hard shell.
- 1 The caterpillar eats and grows.
- _____ The butterfly flaps its wings.
- _____ The shell of the chrysalis cracks.

16. Think about the whole article. Why do you think the teacher brought the caterpillar into the classroom?



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Scoring Guides for Constructed–response Questions

Caterpillar to Butterfly, Item 1

1. What was the caterpillar eating when the teacher first showed it to the children?

Purpose: Acquire and Use Information

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the caterpillar was eating leaves.

Examples:

The caterpillar was eating green leaves.

leaves

plants

0 – Unacceptable Response

The response does not indicate that the caterpillar was eating leaves.

Example:

food

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student’s control.

9 – Blank

Caterpillar to Butterfly, Item 2

2. Where did the children watch the caterpillar turn into a butterfly?

Purpose: Acquire and Use Information

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the children watched the caterpillar change in a jar or, more generally, in their classroom/at school.

Examples:

in a jar

in the class

at school

0 – Unacceptable Response

The response does not indicate that the children watched the caterpillar change in a jar or in their classroom.

Examples:

outside

on a leaf

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Caterpillar to Butterfly, Item 3

3. Why did the egg need to be on a leaf?

Purpose: Acquire and Use Information

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response indicates that the egg was laid on a green leaf so that the caterpillar would have food to eat (as soon as it hatched).

Examples:

so it would have food

The caterpillar could eat it.

The caterpillar would be hungry.

to eat it

0 – Unacceptable Response

The response does not indicate that the egg was laid on a leaf so that the caterpillar would have food to eat when it hatched.

Examples:

so the butterfly could eat it

so it could grow

to eat (*Please note that this response is too vague.*)

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Caterpillar to Butterfly, Item 7

7. How many times did the caterpillar shed its skin?

Purpose: Acquire and Use Information

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the caterpillar sheds its skin four (4) times.

Examples:

four times

four

4

0 – Unacceptable Response

The response does not recognize that the caterpillar sheds four times.

Examples:

four days

five times

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Caterpillar to Butterfly, Item 8

8. How big was the caterpillar when it finished growing?

Purpose: Acquire and Use Information

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates that the caterpillar was the size of a little finger when it finished growing.

Examples:

It was as big as my little finger.
the size of a boy's little finger
finger

0 – Unacceptable Response

The response does not indicate that the caterpillar was the size of a little finger when it finished growing.

Examples:

as big as a hand
big
It was small.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Caterpillar to Butterfly, Item 9

9. What did the caterpillar use a button of silk for?

Purpose: Acquire and Use Information

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that the caterpillar uses a button of silk to hang (from a twig).

Examples:

to hang upside down

to hang

hang from a twig

0 – Unacceptable Response

The response does not recognize that the caterpillar uses a button of silk to hang from a twig. The response may repeat words from the question.

Examples:

to eat

to make a house

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

Caterpillar to Butterfly, Item 15

15. Put what happens to a caterpillar as it changes into a butterfly in the correct order. The first one has been done for you.

- The caterpillar forms a hard shell.
- 1 The caterpillar eats and grows.
- The butterfly flaps its wings.
- The shell of the chrysalis cracks.

Purpose: Acquire and Use Information

Process: Interpret and Integrate Information and Ideas

1 – Acceptable Response

The response provides the correct order of the events in the article (2, 1, 4, 3).

- 2 The caterpillar forms a hard shell.
- 1 The caterpillar eats and grows.
- 4 The butterfly flaps its wings.
- 3 The shell of the chrysalis cracks.

0 – Unacceptable Response

The response does not provide the correct order of the events in the article.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student’s control.

9 – Blank

Caterpillar to Butterfly, Item 16

16. Think about the whole article. Why do you think the teacher brought the caterpillar into the classroom?

Purpose: Acquire and Use Information

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

1 – Acceptable Response

The response recognizes that the teacher brought the caterpillar into class for students to see it change/grow (into a butterfly).

Examples:

- to see it change into a butterfly
- to learn how butterflies form
- so they could see it change
- because she wanted them to see it grow

OR, the response may recognize that the teacher wanted students to learn about butterflies, without explicitly mentioning change from a caterpillar.

Examples:

- to learn about butterflies
- to show how a butterfly works

OR, the response may indicate a general understanding that the teacher wanted students to learn about the caterpillar's cycle of life without explicitly mentioning its change into a butterfly.

Examples:

- to learn about the cycle of life
- to learn about the caterpillar's cycle
- to learn how a caterpillar's life begins and ends

0 – Unacceptable Response

The response provides only a vague understanding of the reason the teacher brought the caterpillar into class, or may provide an inaccurate description of why the teacher brought in the caterpillar.

Examples:

- to learn about caterpillars
- to watch it eat
- to learn about nature
- It was neat.

Non-Response Codes

8 – Not administered. Question misprinted, page missing, or other reason out of student's control.

9 – Blank

