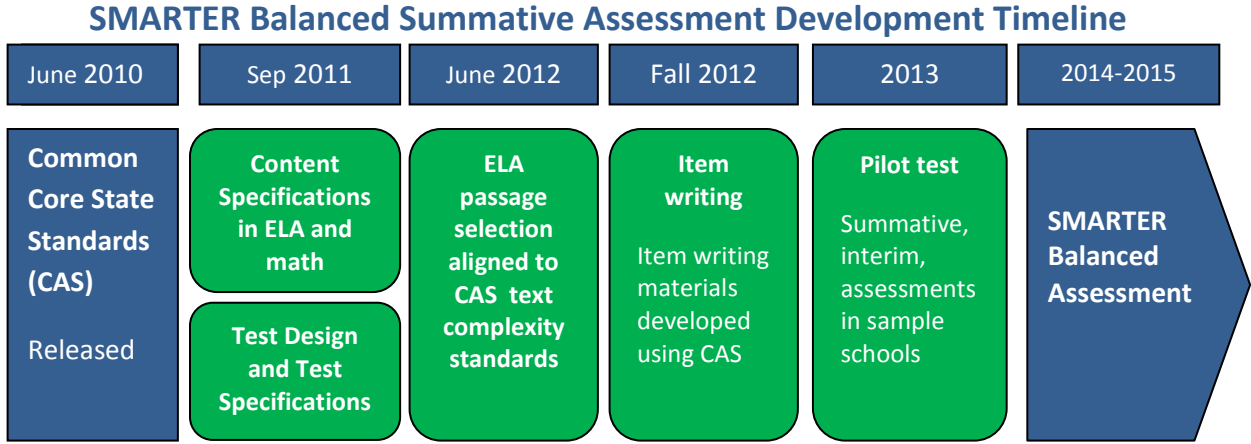


# SMARTER Balanced Assessment 5<sup>th</sup> Grade ELA

As 2015 approaches and we transition from Missouri’s traditional MAP testing to the Smarter Balanced Assessments, many teachers and administrators have been asking for information. What is the implementation timeline? What kinds of items will be on the test? What do assessment items look like? How are the tests scored? How will technology be utilized? While not every detail is known, information is available. First, an implementation time line:



From <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf>

## Item Types

SBAC assessments are made up of four item types: Selected-Response, Constructed-Response, Technology-Enhanced, and Performance Task. A description of those items follows.

**Selected-Response Items (SR)**

Traditionally known as Multiple Choice, selected-response items include a stimulus and stem followed by three to five options from which a student is directed to choose only one.

**Constructed-Response Items (CR)**

The main purpose of a constructed-response item is to address targets and claims that are of greater complexity. They ask students to develop answers without suggested answer choices.

**Technology-enhanced Items/Tasks (TE)**

Technology-enhanced items can provide evidence for ELA practices that could not be as reliably obtained from traditional SRs and CRs. Technology-enhanced items may stand alone or may be a tool used as part of the Performance Task and/or Constructed-Response items. Several TE template specifications have been designed for use in the ELA domain, including reordering text, selecting and changing text, selecting text, and selecting from drop-down menus.

**Performance Tasks (PT)**

The ELA Performance Tasks focus on reading, writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. They may take place over time.

## Claims

The Smarter Balanced summative assessments in ELA are designed to measure the full range of student abilities in the Common Core State Standards or Core Academic Standards (CAS) for language arts and literacy. Evidence will be gathered in support of four major claims: whether students can (1) Read Analytically, (2) Write Effectively, (3) Speak and Listen Purposefully, and (4) Conduct Research. Students will receive an overall ELA composite score. For the enhanced assessment, students will receive a score for each of the four major claim areas. (Speaking is not part of the summative assessment, but may be part of the interim assessment.)

**Claim 1** – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Claim 2** – Students can produce effective and well-grounded writing for a range of purposes and audiences.

**Claim 3** – Students can employ effective speaking and listening skills for a range of purposes and audiences.

**Claim 4** – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

## Glossary

**Distracter:** the incorrect response options to an SR item.

**Distracter Analysis:** the item writer’s analysis of the options or rationale for inclusion of specific options.

**Item:** the entire item, including the stimulus, question/prompt, answer/options, scoring criteria, and metadata.

**Key:** the correct response(s) to an item.

**Options:** the responses to a selected-response (SR) item from which the student selects one or more answers.

**Scoring Rubric:** the descriptions for each score point for an item/task that scores more than one point for a correct response.

**Stem:** the statement of the question or prompt to which the student responds.

**Stimulus:** the text, source (e.g., video clip), and/or graphic about which the item is written. The stimulus provides the context of the item/task to which the student must respond.

**Task:** similar to an item, yet typically more involved and usually associated with constructed-response, extended-response, and performance tasks.

**Top-Score Response:** one example of a complete and correct response to an item/task.

**Additional information** regarding the ELA assessment (including Scoring Rubrics) is available at:

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf>  
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

**Additional Sample Items are available:**

[3<sup>rd</sup> GRADE SAMPLE  
ELA ITEMS](#)

[4<sup>th</sup> GRADE SAMPLE  
ELA ITEMS](#)

[6<sup>th</sup> GRADE SAMPLE  
ELA ITEMS](#)

[7<sup>TH</sup> GRADE SAMPLE  
ELA ITEMS](#)

[8<sup>TH</sup> GRADE SAMPLE  
ELA ITEMS](#)

[9<sup>TH</sup> GRADE SAMPLE  
ELA ITEMS](#)

[10<sup>TH</sup> GRADE SAMPLE  
ELA ITEMS](#)

[11<sup>TH</sup> GRADE SAMPLE  
ELA ITEMS](#)

[3<sup>rd</sup> GRADE SAMPLE  
MATHEMATICS ITEMS](#)

[4<sup>TH</sup> GRADE SAMPLE  
MATHEMATICS ITEMS](#)

[5<sup>TH</sup> GRADE SAMPLE  
MATHEMATICS ITEMS](#)

[6<sup>TH</sup> GRADE SAMPLE  
MATHEMATICS ITEMS](#)

[7<sup>TH</sup> GRADE SAMPLE  
MATHEMATICS ITEMS](#)

[8<sup>TH</sup> GRADE SAMPLE  
MATHEMATICS ITEMS](#)

[HIGH SCHOOL SAMPLE  
MATHEMATICS ITEMS](#)

ELA.05.CR.1.02.038

|   |   |
|---|---|
| Sample Item ID:   | ELA.05.CR.1.02.038  |
| Grade/Model:  | 05/2b   |
| Claim:  | <b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |
| Assessment Target(s):   | <b>2: CENTRAL IDEAS:</b> Identify or summarize central ideas/ key events  |
| Secondary Target(s):  | n/a   |
| Standard (s):   | RL-2  |
| DOK:  | 2   |
| Difficulty:   | H   |
| Item Type:  | Constructed Response  |
| Score Points:   | 3   |
| Correct Response:   | See scoring rubric  |
| Stimulus/Passage(s):  | "Golden Keys"   |
| Stimuli/Text Complexity:  | While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4 or 5. <b>Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.</b><br>Please see the text complexity worksheet attached.   |
| Acknowledgement(s):   | <b>Author:</b> Fred Newtown Scott and Gordon A. Southworth<br><b>Source Location:</b><br><a href="http://www.gutenberg.org/files/18909/18909-h/18909-h.htm#Golden_Keys">http://www.gutenberg.org/files/18909/18909-h/18909-h.htm#Golden_Keys</a><br><b>Source Publication Information:</b> This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at <a href="http://www.gutenberg.org">www.gutenberg.org</a><br><b>Original Publication:</b> Scott, Fred N., and Southworth, Gordon A. Lessons in English: Book One. New York: Benj H. Sanborn & Co., 1916. Print. |
| Item/Task Notes:  |   |
| How this item/task contributes to the sufficient evidence for this claim: | To complete this task, students must write an appropriate response and cite evidence to support an inference about a theme in a literary text.  |
| Target-Specific Attributes (e.g., accessibility issues):                  | Stimulus text should be on grade level. For CRs students will be required to enter text using a keyboard; hearing or vision-impaired students may need alternate formats or support.  |

*Stimulus Text:*

*Read this poem and then answer the prompt that follows it.*

### Golden Keys

A bunch of golden keys is mine  
To make each day with gladness shine.

"Good morning!" that's the golden key  
That unlocks every door for me.

When evening comes, "Good night!" I say,  
And close the door of each glad day.

When at the table "If you please"  
I take from off my bunch of keys.

When friends give anything to me,  
I'll use the little "Thank you" key.

"Excuse me," "Beg your pardon," too,  
When by mistake some harm I do.

Or if unkindly harm I've given,  
With "Forgive me" key I'll be forgiven.

On a golden ring these keys I'll bind,  
This is its motto: "Be ye kind."

I'll often use each golden key,  
And so a happy child I'll be.

*Item Prompt:*

*The central theme of the poem is that manners are important. Write a paragraph explaining the key points that support this theme. Use details from the poem to support your response.*

|          |                       |
|----------|-----------------------|
|          | <b>Scoring Rubric</b> |
| <b>3</b> | A response:           |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a theme</li> <li>• Includes some specific explanations that make reference to the text</li> <li>• Adequately supports the inferences with relevant details from the text</li> </ul>  |
| <b>2</b> | <p>A response:</p> <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a theme</li> <li>• Includes general explanations that make few references to the text</li> <li>• Partially supports the inferences with few relevant details from the text</li> </ul>   |
| <b>1</b> | <p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a theme</li> <li>• Includes explanations but they are not explicit or make only vague references to the text</li> <li>• Supports the inference with at least one detail but the relevance of that detail to the text must be inferred</li> </ul> |
| <b>0</b> | <p>A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a theme, includes no relevant information from the text, or is vague.</p>   |

*Scoring Notes:*

Response may include but is not limited to the central idea of the poem being the importance of having good manners. The speaker compares good manners to golden keys. He or she probably uses gold for the keys because gold is good like having good manners and being polite. In the poem, the speaker explains when to use different kinds of good manners. He or she uses “good morning” and “good night” to show that you should start and end your day happy. The poet says that saying “thank you” and “please” are important to say when asking for something or getting something from someone. He or she also explains that people should say “pardon” and “forgive me” to show people that whatever you did was not something you meant to do. At the end of the poem, the speaker explains that you should be polite and have manners all of the time because if you do, you will be happy.

**Score Point 3 Sample:**

The central idea of the poem is the importance of having good manners. In the poem, the speaker explains when to use different kinds of good manners. At the beginning of the poem, the speaker compares good manners to “golden keys.” The poem starts by using “good morning” and “good night” to show that you should start and end your day in a nice way. The speaker says that saying “thank you” and “please” are important to say when asking for something or getting something. People should say “pardon” and “forgive me” to show that people know whatever you did was not something you meant to do. At the end of the poem, the speaker explains that you should be polite and have manners all of the time because if you do, you will be happy.

Score Point 2 Sample:

The central idea of the poem is you should have good manners. In the poem, the speaker talks about good manners. The speaker says that saying "thank you" and "please" are important to say when asking for something or getting something from someone. He or she also explains that you should say "pardon me" and "forgive me" to people so that they know whatever you did was not something you meant to do.

Score Point 1 Sample:

The central idea is have good manners, and you will be a nice person.

Score Point 0 Sample:

The central idea is to not misbehave.

| Worksheet: Text Complexity Analysis |        |   |
|-------------------------------------|--------|---|
| Title                               | Author | Text Description  |
| Golden Keys                         |        | A poem where the “golden keys” are polite phrases the speaker uses in everyday interactions |



**Recommended Placement for Assessment: Grade 4 or 5**

While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4 or 5. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

| Qualitative Measures  | Quantitative Measures   |
|---|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Moderately complex:</u> Understanding of the poem depends upon understanding a single but fairly explicit use of figurative language: “golden keys” are polite phrases the speaker uses with others.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Straightforward. The first stanza establishes the purpose, the middle stanzas are each examples of the “golden keys,” and the final stanza is a conclusion.</p> <p><b>Language Features:</b><br/> <u>Slightly complex:</u> Mostly straightforward, contemporary language with a couple of exceptions (“ye,” “unkindly harm”). Some figurative language, e.g., opening and closing a door at the beginning and end of the day. Some syntax that would be unusual in prose but is very common in poetry. Simple poetic conventions (rhyming words).</p> <p><b>Knowledge Demands:</b><br/> <u>Slightly complex:</u> None beyond the understanding of this particular use of figurative language.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 740L; grades 2-3<br/>                     Flesch-Kincaid: 1.1<br/>                     Word Count: 122</p> <p style="background-color: #0070C0; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work



ELA.05.CR.01.06.040

|   |   |
|---|---|
| Sample Item ID:   | ELA.05.CR.01.06.040   |
| Grade:  | 05/1  |
| Claim:  | <b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |
| Assessment Target:  | <b>Target 6: TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text   |
| Secondary Target(s):  | n/a   |
| Standard(s):  | <b>RL-5</b>   |
| DOK:  | 2,3   |
| Difficulty:   | H   |
| Item Type:  | Constructed Response  |
| Score Points:   | 2   |
| Correct Response:   | See scoring rubric  |
| Stimulus/Passage(s):  | "Golden Keys" by Fred Newtown Scott and Gordon A. Southworth  |
| Stimuli/Text Complexity:  | While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4. <b>Based on these sets of measures, this passage is recommended for assessment at grade 4.</b><br>Please see text complexity worksheet attached. |
| Acknowledgement(s):   | Source Title: Golden Keys<br>Grade Band: 6–8<br>Author: Fred Newtown Scott and Gordon A. Southworth<br>Source Location: <a href="http://www.gutenberg.org/files/18909/18909-h/18909-h.htm#Golden_Keys">http://www.gutenberg.org/files/18909/18909-h/18909-h.htm#Golden_Keys</a><br>Original Publication: Scott, Fred N., and Southworth, Gordon A. <i>Lessons in English: Book One</i> . New York: Benj H. Sanborn & Co., 1916. Print.    |
| Item/Task Notes:  | Stimulus text Lexile level is 750<br>(Typical Lexile text measures for 4 <sup>th</sup> grade 645–780)   |
| How this item/task contributes to the sufficient evidence for this claim: | To successfully complete the item, students must explain the purpose of a poem's text structure.  |
| Target-Specific Attributes (e.g., accessibility issues):                  | Adapted presentation of stimulus text with clear differentiation between the stanzas of the poem is needed for students with visual impairment.   |

*Stimulus Text:*

*Read the poem and answer the question that follows.*

**Golden Keys**

A bunch of golden keys is mine  
To make each day with gladness shine.

"Good morning!" that's the golden key  
That unlocks every door for me.

When evening comes, "Good night!" I say,  
And close the door of each glad day.

When at the table "If you please"  
I take from off my bunch of keys.

When friends give anything to me,  
I'll use the little "Thank you" key.

"Excuse me," "Beg your pardon," too,  
When by mistake some harm I do.

Or if unkindly harm I've given,  
With "Forgive me" key I'll be forgiven.

On a golden ring these keys I'll bind,  
This is its motto: "Be ye kind."

I'll often use each golden key,  
And so a happy child I'll be.

*Item Prompt:*

The poet organizes the poem into stanzas that have only two lines. Explain why the poet **most likely** divides the poem in this way. Support your answer with details from the poem.

|          |  |
|----------|--|
| <b>2</b> | <p>A response:</p> <ul style="list-style-type: none"> <li>Gives sufficient evidence of the ability to explain why the poet organizes the poem in this particular way.</li> </ul>                           |
| <b>1</b> | <p>A response:</p> <ul style="list-style-type: none"> <li>Gives limited evidence of the ability to explain why the poet organizes the poem in this particular way.</li> </ul>                              |
| <b>0</b> | <p>A response gets no credit if it provides no evidence of the ability to explain why the poet organizes the poem in this particular way, includes no relevant information from the text, or is vague.</p> |

*Scoring Notes:*

Responses may include but are not limited to:

The poet organizes the poem into two-line stanzas to highlight or emphasize the different manners the speaker exhibits in the poem.

The organization of many short stanzas makes the poem read like a list of good ways to act.

**Score Point 2 Sample:**

The poet organizes the poem into two-line stanzas to highlight or emphasize the different manners the speaker exhibits in the poem. This makes the poem read like a list of good ways to act such as saying thank you, good night, and please.

**Score Point 1 Sample**

The poet organizes the poem into two-line stanzas to show that there are many times when good manners can be used. It shows all the different situations when people can say thank you.

**Score Point 0 Sample:**

The poet organizes the poem into two-line stanzas.

| Worksheet: Text Complexity Analysis |        |   |
|-------------------------------------|--------|---|
| Title                               | Author | Text Description  |
| Golden Keys                         |        | A poem where the “golden keys” are polite phrases the speaker uses in everyday interactions |



**Recommended Placement for Assessment: Grade 4 or 5**

While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4 or 5. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

| Qualitative Measures  | Quantitative Measures   |
|---|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Moderately complex:</u> Understanding of the poem depends upon understanding a single but fairly explicit use of figurative language: “golden keys” are polite phrases the speaker uses with others.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Straightforward. The first stanza establishes the purpose, the middle stanzas are each examples of the “golden keys,” and the final stanza is a conclusion.</p> <p><b>Language Features:</b><br/> <u>Slightly complex:</u> Mostly straightforward, contemporary language with a couple of exceptions (“ye,” “unkindly harm”). Some figurative language, e.g., opening and closing a door at the beginning and end of the day. Some syntax that would be unusual in prose but is very common in poetry. Simple poetic conventions (rhyming words).</p> <p><b>Knowledge Demands:</b><br/> <u>Slightly complex:</u> None beyond the understanding of this particular use of figurative language.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 740L; grades 2-3<br/>                     Flesch-Kincaid: 1.1<br/>                     Word Count: 122</p> <p style="background-color: #ADD8E6;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work

ELA.05.CR.02.01.090

|   |   |
|---|---|
| Sample Item ID:   | ELA.05.CR.02.01.090   |
| Grade/Model:  | <b>05/3b</b>  |
| Claim:  | <b>2:</b> Students can produce effective writing for a range of purpose and audiences.  |
| Assessment Target:  | <b>1: WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event) |
| Secondary Target(s):  | n/a   |
| Standard(s):  | <b>W-3, W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>   |
| DOK:  | 2   |
| Difficulty:   | M   |
| Item Type:  | Constructed Response  |
| Score Points:   | 3   |
| Correct Response:   | See scoring rubric  |
| Stimulus/Passage(s):  | "The Peaches"   |
| Stimuli/Text Complexity:  | n/a (writing stimulus)  |
| Acknowledgement(s):   | Source Title: "The Peaches" From <i>Rock A Bye Library. A Book Of Fables, Amusement For Good Little Children.</i> Taggard & Thompson, 29 Cornhill, Boston, 1859<br>Author: Unknown<br>Source Location:<br><a href="http://www.gutenberg.org/cache/epub/22539/pg22539.txt">http://www.gutenberg.org/cache/epub/22539/pg22539.txt</a>                     |
| Item/Task Notes:  |   |
| How this item/task contributes to the sufficient evidence for this claim: | To successfully complete this item, students must demonstrate narrative strategies for coherence in constructing closure for a narrative.   |
| Target-Specific Attributes (e.g., accessibility issues):                  | Adapted presentation of stimulus text is needed for students with visual impairment.  |

*Stimulus Text:*

**The Peaches**

A farmer bought five peaches. He gave one to his wife and one to each of his four sons. The next day, he asked his sons what they had done with their peaches. The oldest son told him that he planted the seed of the peach in the ground to grow a peach tree. The second son told his father that he sold his peach so he could buy more. The youngest son told his father that he ate his

peach and half of his mother's, too. The third son told his father that he gave his peach to a sick neighbor. The father told his sons that one of them used his peach in the best way.

*Item Prompt:*

Rewrite the story by adding dialogue, descriptive details, and a conclusion without changing the events or characters.

| <b>Rubric for a 3-point CR item</b> |  |
|-------------------------------------|--|
| <b>3</b>                            | <p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies</li> <li>• Includes a specific conclusion that clearly supports the text</li> <li>• Fully supports the audience, purpose, and task with clearly relevant events from the text</li> </ul>  |
| <b>2</b>                            | <p>A response:</p> <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies</li> <li>• Includes some conclusion that supports the text</li> <li>• Adequately supports the audience, purpose, and task with mostly relevant events from the text</li> </ul>  |
| <b>1</b>                            | <p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies</li> <li>• Includes a conclusion but it is not explicit or makes only vague references to the text</li> <li>• Supports the audience, purpose, and task with at least one event from the text but the relevance of that event to the text must be inferred</li> </ul> |
| <b>0</b>                            | <p>A response gets no credit if it provides no evidence of the ability to write a story using narrative strategies (dialogue and description), chronology, and transitional strategies, and includes no relevant information from the text, or is vague.</p>   |

*Scoring Notes:*

A score point 3 response should include dialogue, description, and a conclusion, but does not necessarily need to provide excellent examples of all three. For instance, a response containing many examples of well-written dialogue but fewer pieces of description could qualify as a 3. A 2 response should contain adequate examples of dialogue and description, as well as including some transitional strategies and a relevant conclusion, whereas a 1 response contains very limited dialogue and description, and/or provides no examples of dialogue or description, and contains only a vague conclusion. A response should receive no points if it merely copies text from the prompt, and/or does not include dialogue, description, transitional strategies, or a conclusion, and/or is off-topic.

Score Point 3 Sample:

One day an old farmer decided to buy five peaches. He had a wife and four sons, and he gave everyone in his family a beautiful ripe peach. Everyone was excited! They all thanked the farmer and then they ate their dinner and went to bed.

The farmer wondered what all his sons had done with their peaches, so the next day he called everyone together and said, "Kids, what did you do with the peaches I gave you yesterday?"

"I planted my peach outside," said the oldest son, who had brown hair and blue eyes and was very tall. "That way a peach tree will grow in our yard, and then we will all have peaches without having to buy them."

The farmer said to his second son, "What did you do with your peach?"

The second son said, "I sold my peach so I could get some money and then we could buy something that we need."

The farmer said to the next son, "What did you do with your peach?"

The third son said, "I ate my peach and half of mom's peach. They were so good!"

And then the farmer said to the last son, "What did you do with your peach?"

The last son, who had curly blond hair, said, "I gave it to the lady who lives next door since she's sick and I thought it was a nice thing to do."

All the children were waiting for the farmer to say something about the peaches. They waited and waited. They started to get a little nervous about what their dad was thinking.

Finally the farmer said, "One of you used his peach in the best way. And it was you!" He pointed to the oldest son. "You planted your peach so that we could have a peach tree. That was so smart! You were thinking about the future. I'm really proud of you." He gave his oldest son a big hug. "Now next year we can all eat lots and lots of peaches from the tree that you planted!" Everyone hugged the oldest son, and then they all decided to go outside and water the place where he had planted the peach, so that the peach tree would grow up big and strong and healthy.

Score Point 2 Sample:

One day a farmer bought some peaches. He gave all of his four sons a peach. Then he told them that they should do something with their peaches, and he went away.

The next day, the farmer said, "What did you all do with your peaches?"

The oldest son said he planted the peach in the garden to grow a peach tree. The second son said he sold his to get money. The next son said that he ate his peach and half of his mother's peach, and then the last son said that he gave his peach to their neighbor because she had the flu and couldn't get out of bed, and also she was old.

The farmer said, "One of you used his peach in the best way. Who do you think that was?"

The sons thought a lot, but they couldn't figure it out, so they asked the farmer to tell them. The farmer said, "It was my last son. He did the best thing with his peach. He gave it to someone else who needed it. We should all remember to be as nice to other people as he was to our neighbor." And all the sons said that they would.

Score Point 1 Sample:

A farmer bought peaches and he gave them to his kids. He had four sons. Then later he asked them what they did with their peaches.

One son said, "I planted the peach in the ground."

The other sons said what they did too. One of them sold the peach, one of them ate his peach, and one of them gave his peach away to somebody sick.

The farmer said that one of them did the best thing with his peach. But the kids didn't know who that was, so he told them.

Score Point 0 Sample:

A farmer bought some peaches and gave them to his kids. The farmer asked what they did with them. One son planted the peach. Another son sold it. One son gave his peach away. One son ate his and half his mom's peach. The end.



## ELA.05.PT.2.04.085 C2 T4

|   |   |
|---|---|
| Sample Item ID:                                 | <b>ELA.05.PT.2.04.085</b>   |
| Title:  | Pollution on Land and in Space  |
| Grade/Model:                                    | 5/1   |
| Claim(s):                                       | <p><b>Primary Claims</b></p> <p>2. Students can produce effective writing for a range of purpose and audiences.</p> <p>4. Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>  |
| Assessment Target(s):                           | <p><i>These claims and targets are eligible to be measured by scorable evidence.</i></p> <p><b><u>CLAIM 2</u></b></p> <p><b>4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt), and an appropriate conclusion.</p> <p><b>8: LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p><b><u>CLAIM 4</u></b></p> <p><b>2. ANALYZE/INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p><b>3. EVALUATE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> |
| Secondary Target(s):                            | N/A   |
| Standard(s):                                    | <p><b>Primary Standards:</b></p> <p><b>Writing</b><br/>W-2a through W-2e, W-3b, W-4, W-5, W-8, W-9; W-3d, L-3a, L-6, L-1, L-2, L-3b</p> <p><b>Research</b><br/>RI-1; W-8, W-9; RI-9; W-1-a, W-1b</p>  |
| DOK:  | 4   |
| Difficulty:                                     | Medium  |
| Item Type:                                      | PT  |
| Score Points:                                   | TBD   |
| Task Source:                                    | Testing Contractor  |
| How this task addresses the sufficient evidence | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>1. Gather, select, and analyze information in a series of sources</li> <li>2. Write an informational essay effectively demonstrating the</li> </ol>   |

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|--|--|
| for this claim:  | following: <ul style="list-style-type: none"> <li>• a clearly-established claim about the topic</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience</li> <li>• effective organization of ideas</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language for purpose and audience</li> </ul>  |
| Target-Specific Attributes (e.g., accessibility issues): | Students with hearing and visual impairment will need to be provided with a transcript of the video material.  |
| Stimulus:  | <p><b>Sources (1 video, 2 texts, presented in the order in which they are used)</b></p> <p><b>Video 1</b><br/>         “Tracking Space Debris”<br/> <a href="http://www.youtube.com/watch?v=ElsubVLN9uE">http://www.youtube.com/watch?v=ElsubVLN9uE</a><br/>         4:30</p> <p><b>Passage 1</b><br/> <b>Pollution</b></p> <p>There are many kinds of pollution. Some kinds of pollution affect the air, soil, and water. Other pollution is in the form of noise and light.</p> <p>Air pollution is caused by microscopic bits of trash, droplets of liquid or harmful gases in the air. Breathing air with these types of debris is harmful. There are two main types of air pollution: primary and secondary. Primary pollutants enter the air directly. Some examples of primary pollutants are smoke from factories or car exhaust. Secondary pollutants are chemicals that mix together to dirty the air. For example, exhaust smoke from vehicles mixes with factory smoke to form dangerous combinations.</p> <p>Soil pollution is caused when harmful chemicals get into soil. These chemicals seep into soil through accidental spillage or purposeful dumping. Pesticides, or chemicals used to kill insects, leak from holding tanks, and oil leaks into underground water supply systems. Water pollution can have a far-reaching impact on the environment. Some scientists believe that water pollution is the largest cause of death and disease in the world. Some other forms of pollution are not as well known. Noise and light pollution also have negative effects on the environment. Noise pollution is caused by the loud sounds made by cars, airplanes, and factories. People who are exposed to loud noises for long periods of time can suffer from high blood pressure, heart problems, sleep disturbances, and hearing problems. In animals, noise pollution can cause communication and reproductive problems. For some animals, noise can even affect the ability to navigate, or find the way to breeding grounds or away from harm. Noise from underwater sonar equipment has been known to confuse whales. When a whale</p> |

responds to the sonar as if it were another whale, it may become beached along a shore, unable to swim back into the ocean.

Pollution from artificial light is caused by glowing roadside signs, bright stadium lights, headlights from cars, and street lamps. Long-term exposure to these sources of lighting has negative health effects on both people and animals. In humans, artificial lighting has been known to cause high blood pressure. It can also affect sleeping and waking rhythms, as well as the body's natural ability to fight illness. In animals, artificial lighting can affect sleeping and waking rhythms, navigation, and reproduction.

No one can accurately predict the timing and effects of pollution on Earth. Scientists can agree that pollution affects people, animals, and the climate on Earth. Scientists believe that humans need to begin taking the first steps toward conserving fossil fuels and reducing waste into the atmosphere.

### **Passage #2**

#### **Cleaning up the Space Junk**

Have you ever looked around your room and thought "What a mess!" Would it look like a mess if every day you put away a couple toys, some clothes, or cleaned just a little bit? Now imagine your room is actually outer space and the junk is piling up! That's exactly what scientists are encountering now. And they are starting to realize that a little cleaning can make a big difference over time.

A large cloud of space garbage actually orbits around the Earth every day. The National Aeronautics and Space Administration (NASA) estimates that about 22,000 pieces of this debris are as large as a softball. The smaller pieces, about 500,000 of them, are closer to the size of a marble. Possibly hundreds of millions of smaller pieces are also floating around the planet.

Luckily, this isn't considered to be too much garbage. Steps need to be taken to control the problem, though. As J.C. Liou, an employee of NASA's Orbital Debris Program Office in Houston, says, "Orbital debris is a serious issue, but at the same time, the sky is not falling."

#### **How Did it Get There?**

When a space shuttle, satellite, or other spacecraft launches into space, booster rockets and other "waste" parts are left to float in space when the shuttle or satellite detaches. When satellites become too old to use or stop functioning, they add to the rest of the junk. Sometimes these large chunks of space junk can crash into other objects making thousands of smaller pieces of junk. Satellites still in use become junk when they collide with debris in space. For example, a communication satellite smashed into an abandoned Russian satellite in 2009, shattering both into thousands of smaller pieces of space junk.

The danger isn't necessarily from space junk falling to the Earth. The

|                          |   |
|--------------------------|---|
|                          | <p>larger threat comes from space junk damaging or destroying useful satellites and other craft that people send into space. Small, marble-sized bits of junk traveling at high speeds in space can cause a great amount of damage to working equipment.</p> <p><b>Plenty of Time...But Not Too Much</b><br/>The good news about all of this is that there is time to act. Liou estimates we have between ten to twenty years to think of an answer. He also believes that the problem can be helped by removing five large pieces of junk, like abandoned satellites or rockets, from outer space each year. Some researchers feel that the amount of space junk has already reached a problematic level; however, many agree that removing junk from space is the best solution.</p> <p>But even though twenty years seems like a long time, and five pieces doesn't seem like much junk to remove, a problem still remains. How do you catch and remove a large chunk of space garbage that is speeding at over 22,000 miles per hour?</p> <p><b>Working Together</b><br/>Researchers and scientists from around the world have come up with some strategies to help solve the problem. For example, some have suggested programming satellites to discharge their fuel and batteries at the end of their lives to avoid explosions upon impact with debris.</p> <p>Liou claims that it is not enough to lessen the problem caused by future objects sent into space. "There is a need for a more aggressive measure to protect and preserve the environment," he said. "The time has come for us to consider active debris removal."</p> <p>Some scientists have suggested lasers to push junk out of orbit and away from our planet into the far reaches of space. Others have suggested equipping spacecraft with large nets to catch and haul away debris like fish in the sea. Any of these methods would require a large amount of money and time to create and perfect the technology needed.</p> <p>Whatever the answer may be, the issue is not going away on its own. It is actually becoming worse every day that nothing is done to help. The large cost and complexity of the problem, requires the help of every nation on Earth to solve it. "This is an international problem," Liou said. "We cannot do this by ourselves."</p> |
| Stimuli/Text Complexity: |   |
| Acknowledgments:         | <a href="http://www.youtube.com/watch?v=ElsubVLN9uE">http://www.youtube.com/watch?v=ElsubVLN9uE</a><br><a href="http://library.thinkquest.org/C0111040/Types/types.php">library.thinkquest.org/C0111040/Types/types.php</a><br><a href="http://environment.nationalgeographic.com/environment/global-warming/pollution-overview/">http://environment.nationalgeographic.com/environment/global-warming/pollution-overview/</a><br><a href="http://www.msnbc.msn.com/id/46542521/ns/technology_and_science-space/">http://www.msnbc.msn.com/id/46542521/ns/technology_and_science-space/</a>   |
| Notes:                   |   |

**Task Overview:**

Title: Pollution on Land and in Space

**Part 1- (35 minutes)**

Before writing an essay comparing the problem of pollution on Earth to the problem of pollution in space, students will be introduced to the topic through watching a short video, reading two informative texts, and answering research questions on the topic. Students may take notes on what they view and read. Students should also have access to the video and texts throughout the performance task. After watching and reading, students will then respond individually to selected-response items and constructed-response items.

**Part 2- (70 minutes)**

Finally, students will work individually to compose a full-length informational essay comparing the problem of pollution on Earth to the problem of pollution in space, referring to details from the video or the texts. Students may also refer to their notes or back to the video or passages as needed. Drafting and revising will be involved.

**Scorable Products:** Student responses to the selected-response and constructed-response questions in part 1 and the essay in part 2 will be scored.

**Teacher preparation/Resource requirements**

The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

**Teacher Directions:**

*Students are given the texts, research, and any additional information about the essay.*

**Part 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

**Part 2 (70 minutes)**

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 35 minutes have elapsed.
- After students have been writing for 50 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

**Pre-Task Activity:**

There are no specific pre-task activities to be conducted.

**Time Requirements:**

This Performance Task will take 105 minutes in one session.

**Student Directions:**

**Part 1** (35 minutes)

**Your assignment:**

You will watch a video and read two articles about pollution on Earth and pollution in space, taking notes on all of these sources, and answer three questions about the sources. You will then write an informational essay comparing the problem of pollution on Earth to the problem of pollution in space, discussing how these problems are similar and different, and considering various possible solutions to each problem.

**Steps you will be following:**

In order to plan and compose your essay, you will do all of the following:

1. Watch the video and then read two articles.
2. Answer three questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**

You will now watch one video and read two articles. Take notes because you may want to refer to your notes while writing your essay. You can look back at any of the sources as often as you like while you are taking notes. You will need to use your notes and sources to write your final essay.

(video 1)

(article 1)

(article 2)

**Questions**

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you have read and viewed. You may click on the appropriate buttons to refer back to the sources or your notes when you think it would be helpful. Answer the questions in the spaces provided.

1. What is one detail about pollution in space that appears in both the video and the “Cleaning up the Space Junk” article you read?

2. Which sentence or sentences from the two articles support the idea that pollution on Earth and in space is harmful? Select all the sentences that apply.

A. Some scientists believe that water pollution is the largest cause of death and disease in the world.

B. People who are exposed to loud noises for long periods of time can suffer from high blood pressure, heart problems, sleep disturbances, and hearing problems.

C. No one can accurately predict the timing and effects of pollution on Earth.

D. Small, marble-sized bits of junk traveling at high speeds in space can cause a great amount of damage to working equipment.

E. Researchers and scientists from around the world have come up with some strategies to help solve the problem.

3. Read this statement: “Humans are learning from their mistakes involving pollution.” Do you agree with this statement? Explain your answer using evidence from the video or the text to support your opinion.

**Part 2 (70 minutes)**

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot

change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

**Your assignment:**

You have watched one short video and read two informational texts about pollution. Consider how the problems of pollution on Earth and in space are similar and different. Write an informational essay comparing the problem of pollution on Earth to the problem of pollution in space. In your essay, discuss the ways in which pollution on Earth and in pollution in space are similar and different in terms of the problems they create and the solutions required to deal with them. Support your essay with details from the informational texts you have read and the video you have watched.

**How your essay will be scored:** The people scoring your essay will be assigning scores for

- 1. *Statement of Purpose/Focus***—how well you clearly state and maintain your controlling idea or main idea
- 2. *Organization*** – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of Evidence*** – how well you provide evidence from sources about your topic and elaborate with specific information
- 4. *Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

**Now begin work on your essay.** Manage your time carefully so that you can:

- plan your essay
- write your essay



- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Scoring Information

CR #1 C4T2

| <b>Sample Generic 2-point Research (Grades 3-5):<br/>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
|---|---|
| <b>2</b>  | <ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul> |
| <b>1</b>  | <ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul>    |
| <b>0</b>  | A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.                                       |

**Scoring Notes:**

Responses may include but are not limited to:

Space junk is made up of old satellites, booster rockets, and other waste parts.

Space junk can crash into other space junk and create even more junk.

Even the smallest pieces of space junk can damage or destroy useful satellites or craft with people.

Scientists suggest discharging fuel or batteries at the end of the life of a satellite to prevent

explosions (and the production of smaller bits of junk) when/if space junk collides with other junk.

**Sample 2-point Response:**

The video says that pollution in space is made up of a lot of old satellites and other waste parts. It shows a shot of a shuttle ejecting parts when it gets into space. And the article talks about how when a shuttle goes into space it leaves debris. "When a space shuttle, satellite, or other spacecraft launches into space, booster rockets and other 'waste' parts are left to float in space when the shuttle or satellite detaches."

SR #1: C4T3 Key: A, B, D

CR #2: C4T4

| <b>Sample Generic 2-point Research (Grades 3-5):<br/>Use Evidence Rubric (Claim 4, Target 4)</b> |   |
|--|---|
| <b>2</b>   | <ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.</li> </ul> |
| <b>1</b>   | <ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to cite evidence to support opinions and ideas.</li> </ul>    |
| <b>0</b>   | A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.                                       |

**Scoring Notes:**

Responses may include but are not limited to:

In the video or the article "Cleaning up the Space Junk"--

Humans are not learning from their mistakes because they have been letting space junk build up in

space for many years.

Humans are learning from their mistakes because scientists are starting to think of ways to clean up junk in space and prevent more junk from being left in space.

In the article "Pollution"--

No because the article says sometimes humans do "purposeful dumping" of chemicals into the soil so they are not learning from their mistakes about pollution.

Yes I do think humans are learning because the article says scientists think humans need to begin conserving fossil fuels and reducing waste into the atmosphere so scientists are learning from mistakes people make with pollution.

**Sample 2-point Response:**

I don't agree. I don't think humans are learning from their mistakes with pollution because the article shows that humans keep dumping harmful chemicals into the soil on purpose. Everybody knows pollution is bad but they keep doing it so they're not learning.

| <b>Sample Generic 4-point Informative-Explanatory (Grades 3-5) Writing Rubric</b> |  |   |  |   |  |
|---|--|---|--|---|--|
| <b>Score</b>  | <b>Statement of Purpose/Focus and Organization</b>   |   | <b>Development: Language and Elaboration of Evidence</b>   |   | <b>Conventions</b>   |
|   | <b>Statement of Purpose/Focus</b>  | <b>Organization</b>   | <b>Elaboration of Evidence</b>   | <b>Language and Vocabulary</b>  | <b>Conventions</b>   |
| <b>4</b>  | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul> | <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> </ul> | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and relevant</li> <li>effective use of a variety of elaborative techniques</li> </ul> | <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul> | <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul> |

|                 |  |  |  |  |  |
|-----------------|--|--|--|--|--|
| <p><b>3</b></p> | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>some context for the controlling idea or main idea of the topic is adequate</li> </ul> | <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> </ul> | <p>The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul> | <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul> | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul> |
|-----------------|--|--|--|--|--|

|                 |   |  |   |  |  |
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| <p><b>2</b></p> | <p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the controlling or main idea, but is insufficiently sustained</li> <li>• controlling idea or main idea may be unclear and somewhat unfocused</li> </ul> | <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> </ul> | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul> | <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul> | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul> |
|-----------------|---|--|---|--|--|

|                 |  |   |   |  |  |
|-----------------|--|---|---|--|--|
| <p><b>1</b></p> | <p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul> | <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> </ul> <p>frequent extraneous ideas may intrude</p> | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from the source material is minimal, absent, in error, or irrelevant</li> </ul> | <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul> | <p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscure</li> </ul> |
| <p><b>0</b></p> | <p>A response gets no credit if it provides no evidence of the ability to write an organized informational/explanatory essay.</p>  |   |   |  |  |

ELA.05.CR.1.04.039

|   |   |
|---|---|
| Sample Item ID:   | ELA.05.CR.1.04.039  |
| Grade/Model:  | 05/2  |
| Claim:  | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |
| Assessment Target(s):   | <b>4: REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/ interactions, point of view)   |
| Secondary Target(s):  | <b>1: KEY DETAILS:</b> Use explicit details and implicit information from the text to support answers or inferences about information presented   |
| Standard(s):  | <b>RL-2, RL-3, RL-6 (Secondary: RL-1, RL-3)</b>   |
| DOK:  | 3   |
| Difficulty:   | Medium  |
| Item Type:  | Constructed Response  |
| Score Points:   | 4   |
| Correct Response:   | See rubric  |
| Stimulus/Passage(s):  | <b>“The Fox as Herdsman”</b>  |
| Stimuli/Text Complexity:  | The passage is a straightforward example of a genre that should be familiar to most students. The quantitative and qualitative measures both suggest an appropriate placement at grade 3. <b>Based on these sets of measures, this passage is recommended for assessment at grade 3.</b> Please see text complexity worksheet attached. |
| Acknowledgement(s):   | Source: This is an old Norse folktale.  |
| Item/Task Notes:  |   |
| How this item/task contributes to the sufficient evidence for this claim: | To complete this task, students must write an appropriate response and cite evidence to support an inference about a character in a literary text.  |
| Target-Specific Attributes (e.g., accessibility issues):                  | Stimulus text should be on grade level. For CRs students will be required to enter text using a keyboard; hearing or vision-impaired students may need alternate formats or support.  |

*Stimulus Text:*

*Read this text and then answer the prompt that follows it.*

**The Fox as Herdsman**

Once upon a time there was a woman who went out to hire a herdsman for her animals. On her way she met a bear.

“Where are you going?” asked the bear.

"I'm going to hire a herdsman," answered the woman.

"Why not have me for a herdsman?" said the bear.

"Well, why not," said the woman, "if you only know how to call the flock? Let me hear you."

"Ow, Ow!" growled the bear.

"No, no! That will not do," said the woman. And she went on her way.

When she had gone a little farther she met a wolf.

"Where are you going?" asked the wolf.

"I'm going to hire a herdsman," said the woman.

"Why not have me for a herdsman?" said the wolf.

"Well, why not, if you can call the flock? Let me hear you call," said the woman.

"Oooo, Oooo!" howled the wolf.

"Oh no, that will not do," said the woman.

After she had gone on a while longer she met a fox.

"Where are you going?" asked the fox.

"I'm just going out to hire a herdsman," answered the woman.

"Why not have me for a herdsman?" asked the fox.

"Well, do you know how to call the flock?" asked the woman.



“Dil-dal-holom!” sang out the fox in a fine clear voice.

“That’s perfect!” said the woman. “I’ll have you for my herdsman.” She sent the fox to herd her flocks.

The first day the fox was herdsman he ate up all the woman’s goats. The next day he made an end of all her sheep. The third day he ate up all her cows. When he came home that day the woman asked what he had done with all her flocks.

“Oh!” said the fox, “they are playing in the meadow over the hill.”

The woman was busy churning cream when he said this, but she thought she had better go and have a look at her flocks. While she was away the fox crept into the churn and ate up all the cream. Unable to find any of her flocks the woman hurried back to her house and found the fox eating up her cream. Now she understood what the fox had done, and she yelled at him to leave her house. She snatched up the last bit of cream that was left and threw it at the fox as he ran off. A dab landed on the end of his tail, and still today foxes have white tips on their tails.

*Item Prompt:*

In this story, the fox’s character can be described as mischievous. Write a paragraph explaining why the fox’s character is mischievous. Use details from the story to support your answer.

|          | <b>Scoring Rubric</b>  |
|----------|--|
| <b>3</b> | A response: <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a character</li> <li>• Includes some specific explanations that make reference to the text</li> <li>• Adequately supports the inferences with relevant details from the text</li> </ul> |
| <b>2</b> | A response:  |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a character</li> <li>• Includes general explanations that make few references to the text</li> <li>• Partially supports the inferences with few relevant details from the text</li> </ul>  |
| <b>1</b> | <p><i>A response:</i></p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a character</li> <li>• Includes explanations, but they are not explicit or make only vague references to the text</li> <li>• Supports the inference with at least one detail but the relevance of that detail to the text must be inferred</li> </ul> |
| <b>0</b> | <p>A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a character, includes no relevant information from the text, or is vague.</p>   |

**Scoring Notes:**

Response may include but is not limited to the following text:  
 “The first day the fox was herdsman he ate up all the woman’s goats. The next day he made an end of all her sheep. The third day he ate up all her cows.” “Oh!” said the fox, “they are playing in the meadow over the hill.” “While she was away the fox crept into the churn and ate up all the cream.”

**Score Point 4 Sample:**

The fox is mischievous because he planned to eat the woman’s animals when he asked to be her herdsman. “The first day the fox was the herdsman he ate up all the woman’s goats. The next day he made an end of all her sheep. The third day he ate up all her cows.” The fox shows that he is mischievous when he does not eat all of the animals at once. He eats them one flock at a time so that the woman doesn’t notice her animals are missing right away. “Oh!” said the fox, “they are playing in the meadow over the hill.” When the fox lies to the woman about where her animals are, the fox is mischievous. He knows that if he says the animals are out playing she won’t look for them right away. “While she was away the fox crept into the churn and ate up all the cream.” The fox also knows that when she does go to look for her animals, he will have a chance to creep in and eat the woman’s cream.

**Score Point 3 Sample:**

The fox shows that he is mischievous when he does not eat all of the animals at once. He eats them one flock at a time so that the woman doesn’t notice her animals are missing right away. When the fox lies to the woman about where her animals are, the fox is mischievous. He knows that if he says the animals are out playing she won’t look for them right away. The fox also knows that when she does go to look for her animals, he will have a chance to creep in and eat the woman’s cream.

Score Point 2 Sample:

The fox shows that he is mischievous when he does not eat all of the animals at once. He eats them one flock at a time so that the woman doesn't notice her animals are missing right away. The fox knows that if he says the animals are out playing she won't look for her animals right away. The fox also knows that if she does go to look for her animals he will have a chance to creep in and eat the woman's cream.

Score Point 1 Sample:

The fox shows that he is mischievous when he does not eat all of the animals at once. The fox lies about where the animals are. The fox eats the woman's cream while she is looking for the animals.

Score Point 0 Sample:

The fox is mischievous. He ate the woman's animals and cream.

| Worksheet: Text Complexity Analysis |        |   |
|-------------------------------------|--------|---|
| Title                               | Author | Text Description  |
| The Fox as Herdsman                 |        | A Norse folktale explaining why foxes have white-tipped tails |



**Recommended Placement for Assessment: Grade 3**  
 The passage is a straightforward example of a genre that should be familiar to most students. The quantitative and qualitative measures both suggest an appropriate placement at grade 3. **Based on these sets of measures, this passage is recommended for assessment at grade 3.**

| Qualitative Measures  | Quantitative Measures   |
|---|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Slightly complex:</u> Most students will be familiar with the folktale conventions. The opening “once upon a time” is a clear signal of the purpose of the text.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Clear chronological order, following conventions for this type of text (rule of three, repetition).</p> <p><b>Language Features:</b><br/> <u>Slightly complex:</u> Sentences are generally short and simple, with a few more complex structures in the final paragraphs. The vocabulary is contemporary and easy to follow, with few above grade level words. The foundational term – “herdsman” may need to be glossed to ensure that students are grounded in the text; however, it is a compound word that should be decodable by most students.</p> <p><b>Knowledge Demands:</b><br/> <u>Slightly complex:</u> Very simple, concrete ideas.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 680L; grades 4-5<br/>                     Flesch-Kincaid: 1.8<br/>                     Word Count: 417</p> <p style="background-color: #0056b3; color: white; padding: 2px;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work

## ELA.05.PT.2.02.142

|   |  |
|---|--|
| Sample Item ID:   | <b>ELA.05.PT.2.02.142</b>  |
| Title:  | Honus Wagner   |
| Grade/Model:  | 5/1  |
| Claim(s):   | <p><b>Primary Claims</b></p> <p>2: Students can produce effective writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>   |
| Primary Target(s):  | <p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b>Claim 2</b></p> <p><b>2. COMPOSE FULL TEXTS:</b> Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (detailing characters, plot, setting, events)</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT AND CLARIFY:</b> Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p><b>CLAIM 4</b></p> <p><b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources</p> <p><b>3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> |
| Secondary Targets (s):  | N/A  |
| Standard(s):  | <p><b>Primary Standards</b></p> <p><b>RI-9, W-1a, W-1b, W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-3b, L-6</b></p>  |
| DOK:  | 4  |
| Difficulty:   | Medium/High  |
| Score Points:   | TBD  |
| Task Source:  | Testing Contractor   |
| How this task addresses the sufficient evidence for the claims: | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>1. Gather, select, and analyze information in a series of sources</li> <li>2. Write a narrative effectively demonstrating             <ul style="list-style-type: none"> <li>• a clearly-established topic</li> <li>• presentation of relevant evidence, details, and elaboration consistent with sources, purpose, and</li> </ul> </li> </ol>   |

|  |  |
|--|--|
|  | <p>audience</p> <ul style="list-style-type: none"> <li>• effective organization of ideas</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language and tone for purpose and audience</li> </ul>  |
| Item type  | PT   |
| Target-specific attributes (e.g., accessibility issues): | Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments may need alternative formats to access written material.  |
| Stimuli:   | <p><b>Sources (2 public domain photographs, 1 video, 1 literary text and 1 informational text; presented in the order in which they are used)</b></p> <p><b>Public Domain Photograph 1</b><br/>A profile photo of Honus Wagner, Pittsburgh National Baseball League, Library of Congress Online Photographs Catalog<br/><a href="http://www.loc.gov/pictures/item/2001704364/">http://www.loc.gov/pictures/item/2001704364/</a></p> <p><b>Public Domain Photograph 2</b><br/>John Peter “Honus” Wagner, shortstop, Pittsburgh, National Baseball League, Library of Congress Online Photographs Catalog (whole-body shot of Honus Wagner in position to field a ground ball)<br/><a href="http://www.loc.gov/pictures/item/2008677272/">http://www.loc.gov/pictures/item/2008677272/</a></p> <p><b>Video 1</b><br/>This video will be a brief introduction to Honus Wagner, nicknamed “The Flying Dutchman,” sometimes referred to as baseball’s greatest shortstop. The video will focus on his accomplishments, especially his induction into the Hall of Fame in 1936. Other interesting facts about Wagner can be included in the video (e.g., he was the first baseball player to officially endorse the Louisville Slugger, now a very popular brand of baseball bat).</p> <p><b>Literary Text 1</b><br/>This literary text will be a grade-appropriate text about a boy who finds a baseball card while cleaning out his neighbor’s attic. As he sees the old-fashioned looking card, he recognizes the famous player as Honus Wagner. One night, Honus Wagner travels in time and meets the boy in his room. The narrative will provide Wagner’s physical features and personality attributes. As Wagner answers all of the boy’s questions, the reader learns Wagner is honest and friendly. In addition, the reader learns about Wagner’s German heritage, his baseball uniform, obscure statistics, and some interesting details not found in the informational text such as not wearing a wallet with a baseball uniform, writing Pittsburg without an h, and shagging flies at the ballpark. Include in narrative that the boy compares Wagner’s sad eyes to those of President Abraham Lincoln.</p> <p><b>Informational Text 1</b></p> |

|  |   |
|--|---|
|  | This informational text will be a brief grade-appropriate biographical text about Honus Wagner (1874-1955). Article will include Wagner's positions played with the Pittsburgh Pirates, athletic abilities, baseball ranking, and achievements.   |
| Stimuli/Text Complexity:   |   |
| Acknowledgments:   | <p>Public Domain Photo 1, Library of Congress Online Photograph Catalog<br/><a href="http://www.loc.gov/pictures/item/2001704364/">http://www.loc.gov/pictures/item/2001704364/</a></p> <p>Public Domain Photo 2, Library of Congress Online Photograph Catalog<br/><a href="http://www.loc.gov/pictures/item/2008677272/">http://www.loc.gov/pictures/item/2008677272/</a></p> <p>Gutman, Dan. <i>Honus &amp; me</i>. New York: Harper Trophy, 2003. Print. [Chapter 7, "One Last Peek," pp. 33-37]</p> <p>Gentile, Derek. "#3 Johannes Peter 'Honus' Wagner." <i>Baseball Best 1,000: Ranking of the Skills, the Achievements, and the Performance of the Greatest Players of All Time</i>. New York: Black Dog &amp; Leventhal, 2003. Print.</p> |
| Task Notes:  | <p>The video may be similar to "The Flying Dutchman" (:57 minutes).<br/><a href="http://www.youtube.com/watch?v=mkoTdpsibhQ">http://www.youtube.com/watch?v=mkoTdpsibhQ</a></p> <p>The fictional narrative may be similar to <i>Honus &amp; Me</i> written by Dan Gutman.</p> <p>The article may be similar to "#3 Johannes Peter 'Honus' Wagner" from <i>Baseball Best 1,000: Ranking of the Skills, the Achievements, and the Performance of the Greatest Players of All Time</i>.</p>  |
| <p><b>Task Overview (105 total minutes):</b><br/>Title: Honus Wagner<br/><b>Session 1</b> (35 minutes): Ultimately tasked with writing a narrative story, in this session, students will look at two photographs, view a brief video, and read one literary text and one informational text. Students will take notes on these sources. They will then respond to three research questions about the video and texts.<br/><b>Session 2</b> (70 minutes): Finally, students will work individually to compose a full-length narrative from the point of view of Honus Wagner, referring to their notes as needed. Pre-writing, drafting, and revising will be involved.<br/><b>Scorable Products:</b> Student responses to the constructed-response questions and the narrative will be scored.</p> |   |
| <p><b>Teacher preparation / Resource requirements</b><br/>The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.</p>  |   |
| <p><b>Pre-Task Activity:</b><br/>There are no specific pre-task activities to be conducted.</p>  |   |

**Teacher Directions:**

Students are given the texts, research, and any additional information about the essay.

**Session 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.
- Make sure the students have put their names on all notes.

Stretch Break

**Session 2 (70 minutes)**

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their narratives.
- Alert the students when 55 minutes have elapsed.
- After students have been writing for 55 minutes, alert them that there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

**Time Requirements:**

The Performance Task will take 105 minutes in one session.

**Student Directions:****Part 1 (35 minutes)****Your assignment:**

Honus Wagner was a baseball player in the early 1900s and is considered by some to be the world's greatest shortstop. You will view and read several sources about him and write a narrative story from the point of view of Honus Wagner, using the information you learned.

**Steps you will be following:**

In order to plan and compose your narrative, you will do all of the following:

- 1) Watch a video and read a fictional narrative and a biography about Honus Wagner.
- 2) Answer questions about the video and texts.
- 3) Plan, write, and revise your narrative.

**Directions for beginning:**



Today, you will look at two photographs of Honus Wagner and then view a brief video about him. Next, you will read a story about a boy who meets Wagner and a biography about Wagner. Take notes because you may want to refer back to your notes while writing your narrative. You can refer back to any of the sources as often as you like.

(Video)

(Literary Text 1)

(Informational Text 1)

### Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What details in the story about Honus Wagner travelling back in time show you that the character of Honus in the story is based on the real-life Honus Wagner? Use details from the story and the biography or the video to support your answer.
2. According to both the video and the informational article, Honus Wagner is known as an important baseball player because
  - A) he is considered one of the best shortstops who ever played
  - B) he is thought to be the first player to have used a Louisville Slugger bat
  - C) he played more than one position for the Pittsburgh Pirates
  - D) he was one of the first shortstops elected to the Baseball Hall of Fame
3. Explain how each of the three major sources (the video,

the story, and the biography) can help you to understand and write about who Honus Wagner was and what he did. Use details from all the sources to support your answer.

**Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

**Your Assignment**

You have learned about Honus Wagner from different sources and different points of view. Now write a narrative story from the point of view of Honus Wagner. You should present factual information about Wagner and also create a sense of what he is like as a person. Use all the materials from Part 1 to help you write your story.

**How your essay will be scored:** The people scoring your essay will be assigning scores for

- 1. Narrative focus**—how well you maintain your focus, and establish a setting, narrator and or characters
- 2. Organization** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- 3. Elaboration of narrative** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- 4. Language and Vocabulary** – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- 5. Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

**Now begin work on your narrative.** Manage your time

carefully so that you can:

- plan your narrative
- write your narrative
- revise and edit for a final draft

Word-processing tools and spell check function are available to you.

Key and scoring information for questions:

1. C4T2

| <b>Sample Generic 2-point Research (Grades 3-5):</b>                    |   |
|---|---|
| <b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
| <b>2</b>  | <ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul> |
| <b>1</b>  | <ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul>    |
| <b>0</b>  | A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.                                       |

2. C4T3. Key A

## 3. C4T2

| <b>Sample Generic 2-point Research (Grades 3-5):</b>                    |   |
|---|---|
| <b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
| <b>2</b>  | <ul style="list-style-type: none"><li>The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li></ul> |
| <b>1</b>  | <ul style="list-style-type: none"><li>The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li></ul>    |
| <b>0</b>  | A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.                                   |

| <b>Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric</b> |   |  |  |   |  |
|---|---|--|--|---|--|
| <b>Score</b>  | <b>Establishment of Narrative Focus and Organization</b>  |  | <b>Development: Elaboration and Language</b>   |   | <b>Conventions</b>   |
|   | <b>Narrative Focus</b>  | <b>Organization</b>  | <b>Elaboration of Narrative</b>  | <b>Language and Vocabulary</b>  | <b>Conventions</b>   |
| <b>4</b>  | <p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> <li>effectively establishes a setting, narrator and/or characters, and point of view*</li> </ul> | <p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul> | <p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> </ul> | <p>The narrative, real or imagined, clearly, and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> <li>effective use of sensory, concrete, and figurative language clearly advance the purpose</li> </ul> | <p>The narrative, real or imagined, demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul> |

|                 |   |   |  |  |   |
|-----------------|---|---|--|--|---|
| <p><b>3</b></p> | <p>The narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> <li>adequately establishes a setting, narrator and/or characters, and point of view*</li> </ul> | <p>The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>adequate use of a variety of transitional strategies</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul> | <p>The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> </ul> | <p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> <li>adequate use of sensory, concrete, and figurative language generally advance the purpose</li> </ul> | <p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation capitalization, and spelling</li> </ul> |
|-----------------|---|---|--|--|---|

|                 |  |   |  |  |   |
|-----------------|--|---|--|--|---|
| <p><b>2</b></p> | <p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>inconsistently establishes a setting, narrator and/or characters, and point of view*</li> </ul> | <p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> <li>inconsistent use of basic transitional strategies with little variety</li> <li>uneven sequence of events from beginning to end</li> <li>opening and closure, if present, are weak</li> <li>weak connection among ideas</li> </ul> | <p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</p> <ul style="list-style-type: none"> <li>narrative techniques, if present, are uneven and inconsistent</li> </ul> | <p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> </ul> | <p>The narrative, real or imagined, demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation capitalization, and spelling</li> </ul> |
|-----------------|--|---|--|--|---|

|                 |   |   |  |   |   |
|-----------------|---|---|--|---|---|
| <p><b>1</b></p> | <p>The narrative, real or imagined, may be maintained but may provided little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul> | <p>The narrative, real or imagined, has little or no discernible plot:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul> | <p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description:</p> <ul style="list-style-type: none"> <li>• use of narrative techniques is minimal, absent, in error, or irrelevant</li> </ul> | <p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language</li> <li>• may have little sense of purpose</li> </ul> | <p>The narrative, real or imagined, demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscured</li> </ul> |
| <p><b>0</b></p> | <p>A response gets no credit if it provides no evidence of the ability to write full compositions demonstrating narrative strategies.</p>   |   |  |   |   |

\*Point of view begins in Grade 7.



## Grade 5 ELA C2 T7

|                      |  |
|----------------------|--|
| Sample Item ID:      | <b>ELA.05.PT.2.07.140</b>  |
| Title:               | Child Philanthropists  |
| Grade/Model:         | 5/1  |
| Claim(s):            | <p><b>Primary Claims</b></p> <p>2. Students can produce effective writing for a range of purpose and audiences.</p> <p>4. Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p> <p>1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>   |
| Primary Target(s):   | <p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b><u>Claim 2</u></b></p> <p>7. <b>COMPOSE FULL TEXT:</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence /reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion</p> <p>8. <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p>9. <b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p><b><u>Claim 4</u></b></p> <p>2. <b>INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. <b>ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. <b>USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p><b><u>Claim 1</u></b></p> <p>12. <b>ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)</p> |
| Secondary Target(s): | n/a  |
| Standard(s):         | <p><b>Primary Standards</b></p> <p><b>Writing</b></p> <p>W-1a through W-1d; W-4, W-5, W-9</p> <p><b>Research</b></p>   |

|  |   |
|--|---|
|  | SL-2, SL-3, SL-4; W-6, W-7; RI-9, W-8, W-9  |
| DOK:   | 4   |
| Difficulty:  | Medium/Hard   |
| Score Points:  | TBD   |
| Task Source:   | Testing Contractor  |
| How this task contributes to the sufficient evidence for the claims: | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>1. Gather, select, and analyze information in a series of sources</li> <li>2. Write an opinion essay effectively demonstrating the following           <ul style="list-style-type: none"> <li>• organizes ideas by stating an opinion and developing reasons to support the stated opinion, and develops a conclusion</li> <li>• demonstrates clear and coherent organization of writing</li> <li>• demonstrates command of the conventions of standard English grammar and usage, capitalization, punctuation and spelling</li> </ul> </li> </ol>  |
| Item type  | PT  |
| Target-specific attributes (e.g., accessibility issues):             | Students with hearing impairments will need to be provided with transcripts of video. Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.   |
| Stimuli:   | <p><b>Sources (1 video, 3 articles; presented in the order in which they are used)</b></p> <p><b>Video:</b><br/>4-5 minute video will provide a grade-appropriate discussion of philanthropy with several examples of people who are supporting causes that are important to them. Video may include celebrity philanthropists to engage students, but ordinary adults and children must be included. The video will show that philanthropists are not only adults and emphasize that kids are also finding ways to support causes they find important.</p> <p><b>Article 1:</b><br/>Informational text to be created; a passage of no more than 500 words about a child philanthropist who is a boy. The article will tell the story about how the boy came to support his specific cause and who benefits from the support.</p> <p><b>Article 2:</b><br/>Informational text to be created; a passage of no more than 500 words about a child philanthropist who is a girl. The article will tell the story about how the girl came to support her specific cause and who benefits from the support.</p> <p><b>Article 3:</b><br/>Informational text to be created; a passage of no more than 500 words about a group of child philanthropists working together to support a specific cause. The article will tell the story about how the children came to support their cause and who benefits from the support.</p> |

|                          |   |
|--------------------------|---|
|                          | Each article should discuss a child or group of children who support a specific cause. For variety, the three causes discussed should be very different from one another to provide students with options when choosing the cause they will write about for the performance task. Articles should also represent children from various ethnic groups. |
| Stimuli/Text Complexity: |   |
| Acknowledgments:         | NA Written sources would come from freelancer.  |
| Task Notes:              |   |

**Task Overview (105 total minutes):**

Title: Child Philanthropists

**Part 1 (35 minutes):** Ultimately tasked with writing an opinion essay about which philanthropy they would choose to support, students will be introduced to the topic of philanthropy by first viewing a video that explains what a philanthropist is and the kinds of organizations and causes a philanthropist may support, and reading three informational texts on child philanthropists, taking notes on these sources. Students will then respond individually to one multiple-choice question addressing a reading comprehension skill, and three constructed-response questions, each addressing the research skills of analyzing and evaluating information.

**Part 2 (70 minutes):** Students will compose a full-length opinion essay on which cause they would most like to support, referring to the details from the text discussing that cause. Pre-writing, drafting,

**Scorable Products:** Student responses to the selected-response and constructed-response questions and the essay will be scored.

**Teacher preparation / Resource requirements**

The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

**Teacher Directions:**

Students are given the texts, research, and any additional information about the essay.

**Part 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.
- Make sure the students have put their names on any notes.

**Stretch Break**
**Part 2 (70 minutes)**

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert students when there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

**Pre-Task Activity:**

There are no specific pre-task activities to be conducted.

**Time Requirements:**

The Performance Task will take 105 minutes in one session.

**Student Directions:**

**Part 1** (35 minutes)

**Your assignment:**

*You will watch a video about philanthropy and what philanthropists do, and read three articles about child philanthropists, taking notes on these sources. You will write an opinion essay about which cause you would most like to support and why.*

**Steps you will be following:**

In order to plan and compose your essay, you will do all of the following:

1. Watch the video and read the three articles.
2. Answer four questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**

You will now watch a video and read three articles. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(Video)

(Article 1)

(Article 2)

(Article 3)

**Questions**

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help

you think about the sources you've read, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. The video and the articles tell about people who are philanthropists. Using details from the video and the articles, explain what a philanthropist does.

2. Select the correct answer to the following question.

What do all the kids in the articles have in common?

- A. They all had adults help them come up with ideas for their causes.
- B. They all believe strongly in their cause.
- C. They all support causes in which they have personal experience.
- D. They all show support for their causes by donating money.

3. Explain the importance of working together to support a cause. Support your answer using details from the video and the articles.

4. What facts from the video and articles would be most helpful for people who want to start their own philanthropy? Use details from the video and the articles to support your answer.

**Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

**Your Assignment:**

You have read three articles about child philanthropists. Think about their causes and choose which one you would most like to support. Write an opinion essay explaining why you chose that cause and what you could do to help support it.

**How your essay will be scored:** The people scoring your essay will be assigning scores for

- 1. *Statement of purpose/focus*** – how well you clearly state your opinions on the topic and maintain your focus
- 2. *Organization*** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of evidence*** – how well you provide evidence from sources about your opinions and elaborate with specific information
- 4. *Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling

**Now begin work on your essay.** Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Key and scoring information for questions:

1. C4T2

|   |  |
|---|--|
| <b>Sample Generic 2-point Research (Grades 3-5):<br/>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |  |
|   | • The response gives sufficient evidence of the ability to locate, select, |

|          |  |
|----------|--|
| <b>2</b> | interpret and integrate information within and among sources of information.   |
| <b>1</b> | <ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul> |
| <b>0</b> | A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.                                  |

## 2. C1T12

Key: B

## 3. C4T2

| <b>Sample Generic 2-point Research (Grades 3-5):<br/>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
|---|---|
| <b>2</b>  | <ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul> |
| <b>1</b>  | <ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul>    |
| <b>0</b>  | A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.                                     |

## 4. C4T3

| <b>Sample Generic 2-point Research (Grades 4-5):<br/>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b> |  |
|--|--|
| <b>2</b>   | <ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</li> </ul> |
| <b>1</b>   | <ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</li> </ul>    |
| <b>0</b>   | A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.                                     |

| <b>Sample Generic 4-point Opinion Writing Rubric (Grades 3-5)</b> |   |  |   |   |   |
|---|---|--|---|---|---|
| <b>Score</b>  | <b>Statement of Purpose/Focus and Organization</b>  |  | <b>Development: Language and Elaboration of Evidence</b>  |   | <b>Conventions</b>  |
|   | <b>Statement of Purpose/Focus</b>   | <b>Organization</b>  | <b>Elaboration of Evidence</b>  | <b>Language and Vocabulary</b>  | <b>Conventions</b>  |
| <b>4</b>  | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>opinion is clearly stated, focused, and strongly maintained</li> <li>opinion is communicated clearly within the context</li> </ul> | <p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> </ul> | <p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and relevant</li> <li>effective use of a variety of elaborative techniques</li> </ul> | <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul> | <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few , if any, errors in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul> |



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| <p><b>3</b></p> | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>opinion is clear and for the most part maintained, though some loosely related material may be present</li> <li>context provided for the claim is adequate</li> </ul> | <p>The response has an recognizable organizational structure , though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> </ul> | <p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul> | <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul> | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul> |
|-----------------|---|--|---|--|---|

|                 |  |  |   |  |  |  |
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| <p><b>2</b></p> | <p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the opinion but is insufficiently sustained</li> <li>• Opinion on the issue may be somewhat unclear and unfocused</li> </ul> | <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> </ul> | <p>The response provides uneven, cursory support/ evidence for the writer’s opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul> | <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>                          | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul> |  |
| <p><b>1</b></p> | <p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• opinion may be confusing or ambiguous</li> </ul>   | <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul>  | <p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>  | <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul> | <p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscured</li> </ul>  |  |

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| 0 | A response gets no credit if it provides no evidence of the ability to write full opinion pieces about topics or sources, attending to purpose and audience. |
|---|--|



## Grade 5 ELA C3 T3

|                    |   |
|--------------------|---|
| Sample Item ID:    | <b>ELA.05.PT.3.03.141</b>   |
| Title:             | Digital versus Paper Textbooks  |
| Grade/Model:       | 5/1   |
| Claim(s):          | <p><b>Primary Claims</b></p> <p>3. Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p>1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>   |
| Primary Target(s): | <p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b><u>Claim 3</u></b></p> <p><b>1. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking</p> <p><b>3. PLAN/SPEAK/PRESENT:</b> Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message</p> <p><b>4. LISTEN/INTERPRET:</b> Interpret and use information delivered orally or audio visually</p> <p><b><u>Claim 4</u></b></p> <p><b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p><b>3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p><b><u>Claim 1 Informational</u></b></p> <p><b>SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p><b>8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support answers or inferences about information presented</p> <p><b>11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas)</p> <p><b>12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across texts showing</p> |

|  |  |
|--|--|
|  | relationships among targeted aspects (point of view, genre features, topic)  |
| Secondary Target(s):   | n/a  |
| Standard(s):   | Claim 3 targets: L-1, L-3a, L-6, SL-2, SL-3, SL-4, SL-5, SL-6, W-8<br>Claim 4 targets: RI-9, W-8, W-9, W-1a, W-1b<br>Claim 1 targets: RI-1, RI-2, RI-3, RI-6, RI-7, RI-8   |
| DOK:   | 4  |
| Difficulty:  | Medium/High  |
| Score Points:  | TBD  |
| Task Source:   | Testing Contractor   |
| How this task contributes to the sufficient evidence for the claims: | In order to complete the performance task, students <ol style="list-style-type: none"> <li>1. Gather information from a series of sources and analyze the relationships among these sources</li> <li>2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea</li> <li>3. Plan and deliver an oral presentation effectively demonstrating <ul style="list-style-type: none"> <li>• a clearly-established position about the various sources</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience</li> <li>• effective organization of ideas</li> <li>• control of language for purpose and audience</li> </ul> </li> </ol>   |
| Item Type  | PT   |
| Target-Specific Attributes (e.g., accessibility issues):             | Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairment will need audio/Braille/enlarged text versions of article.   |
| Stimuli:   | <p><b>Sources (2 videos, 1 article; presented in the order in which they are used)</b></p> <p><b>Video 1:</b><br/>Addresses the topics of what a digital textbook is, its functions/capabilities, and its advantages and disadvantages.</p> <p><b>Article 1:</b><br/>Formatted as an online news article, discusses the Obama Administration's call for schools to replace textbooks with digital textbooks and the U.S. Department of Education's view about the benefits of technology in classrooms. The article will also include a paragraph that briefly mentions decisions by South Korea and a Florida high school to replace paper textbooks with digital textbooks, as well as information about the results of Worldreader's initiative to provide digital textbooks for students in Africa. Following the article will be 5 to 7 reader comments to the article.</p> <p><b>Video 2:</b><br/>Fictional interview with comments from students and parents whose middle school has already replaced paper textbooks with digital textbooks . Comments will present both positive and negative views</p> |

|                          |   |
|--------------------------|---|
|                          | about digital textbooks replacing paper textbooks in the school. Some comments should include views that have changed since the textbooks have been replaced. |
| Stimuli/Text Complexity: |   |
| Acknowledgments:         | NA  |
| Task Notes:              | Videos and articles will be produced by testing contractors or independent consultants. Videos should be no longer than 5 minutes each.                       |

**Task Overview (105 total minutes):**

Title: Digital versus Paper Textbooks

**Part 1** (35 minutes): Ultimately tasked with giving a speech about digital books versus paper textbooks, students will watch two videos and read one article, taking notes on these sources. They will then respond to several questions addressing the research skills of analyzing and evaluating information.

**Part 2** (70 minutes): Finally, students will work individually to compose and orally deliver a short speech about the use of digital readers versus paper textbooks, referring to details from the video or the texts. Students will present the speech aloud. Students may also present supplemental materials they create to enhance their presentation.

**Scorable Products:** Student responses to the research questions and the speech will be scored.

**Teacher preparation / Resource requirements**

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check.

**Teacher Directions:**

*Students are given the text, research, and any additional information about the speech.*

**Part 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert students when there are 5 minutes remaining in the session.

**Stretch Break**

**Part 2 (70 minutes)**

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Alert the students when 20 minutes have elapsed.
- After students have been working for 60 minutes, alert them that there are 10 minutes left.
- Close the testing session.
- Direct students to deliver their presentations.

***Pre-Task Activity:***

There are no specific pre-task activities to be conducted.

***Time Requirements:***

The Performance Task will take 105 minutes in one session.

***Student Directions:***

**Part 1** (35 minutes)

**Your assignment:**

You will watch two videos and read one article, taking notes on these sources and answering three questions about the sources. You will then prepare and deliver an oral presentation about the issue of digital books replacing paper textbooks.

**Steps you will be following:**

In order to plan, compose, and give your speech, you will do all of the following:

- 1) Watch two videos and read one article.
- 2) Answer several questions about the sources.
- 3) Plan and deliver your presentation.

**Directions for beginning:**

You will now watch two videos and read one article. Take notes because you may want to refer back to your notes while writing your speech. You can refer back to any of the sources as often as you like.

(Video 1)

(Article)

(Video 2)

**Questions**

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your presentation. You may click on the appropriate buttons to refer back to the sources when you think



it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. In the video you just viewed, several advantages and disadvantages of digital textbook were mentioned. Identify 2 advantages and 2 disadvantages stated in the video.

2. Based on the sources you have viewed and read, which source best supports the idea using digital textbooks in the classroom?

- A. *Universities Digital Textbook Rental Systems for Students*
- B. *Digital Textbook Initiative Open a New Chapter in Education*
- C. *How to Publish your Own Book Online*
- D. *The importance of User-Friendly Technology at the Local Libraries*

3. Based on the sources presented, what is the most convincing evidence to change from paper textbooks to digital textbooks? Support your response with information from videos and article.

4. Article 1 and Video 2 discuss the use of digital textbooks by the U.S. Department of Education, South Korea's education system, Florida's high schools, Worldreader's initiative in Africa, and a middle school. Which school system do you think uses the digital textbook most effectively? Support your opinion with information from the sources.

**Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and deliver your speech. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your speech will be scored, and then begin your work.

### **Your Assignment**

Your principal has done some research about the use of digital textbooks in the classroom and is considering replacing the paper textbooks with digital textbooks next school year. Your principal has not made a final decision and would like to know students' opinions. Plan, write, and deliver a speech in which you express your view for or against replacing your school's paper textbooks with digital textbooks. You will write a draft of a speech and create any supplementary materials you may need for your presentation. Support your opinion with details from the sources you have read and viewed.

**How your speech will be scored:** The people scoring your speech will be assigning scores for

- 1. Focus**—*how well your speech clearly introduces and communicates your ideas*
- 2. Organization** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
- 3. Elaboration of Evidence** – how well you use sources, facts, and details as evidence
- 4. Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. Presentation** – how well your speech is presented, including eye contact, pronunciation, and awareness of

audience and the use of visual/graphics/audio enhancements appropriate to your message

**Now begin work on your speech.** Manage your time carefully so that you can:

- plan your speech
- write your speech
- present your speech

Word-processing tools are available to you.

Key and Scoring information for questions:

1. C4T2

| <b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
|---|---|
| <b>2</b>  | <ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to support central ideas and subtopics by locating, selecting and integrating information from data or print and non-print text sources.</li> <li>• The response adequately gathers, interprets and integrates information from print and digital sources with clearly relevant evidence from the sources</li> </ul> |
| <b>1</b>  | <ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to support central ideas and subtopics by locating, selecting and integrating information from data or print and non-print text sources.</li> <li>• The response unevenly gathers, interprets and integrates information from print and digital sources with little or no evidence from the sources</li> </ul>          |
| <b>0</b>  | <ul style="list-style-type: none"> <li>• A response gets no credit if it provides no evidence of the ability to support central ideas and subtopics by locating, selecting and integrating information from data or print and non-print text sources, and includes no relevant information from the text.</li> </ul>  |

2. C4T2. Key B

3. C4T3

| <b>Analyze Information/Sources Rubric (Claim 4, Target 3)</b> |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to distinguish relevant-irrelevant information.</li> </ul> |

|          |  |
|----------|--|
| <b>2</b> | <ul style="list-style-type: none"> <li>The response adequately gives specific analysis, reflection, research, etc. that draws relevant evidence from literary or informational texts</li> </ul>  |
| <b>1</b> | <ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to distinguish relevant-irrelevant information.</li> <li>The response vaguely offers some analysis, reflection, research, etc. using little or no evidence from literary or informational texts</li> </ul> |
| <b>0</b> | <ul style="list-style-type: none"> <li>A response gets no credit if it provides no evidence of the ability to distinguish relevant-irrelevant information and includes no relevant information from the text.</li> </ul>   |

## 4. C4T4

| <b>Use Evidence Rubric (Claim 4, Target 4)</b> |   |
|--|---|
| <b>2</b>                                       | <ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to generate an opinion and cite evidence to support them based on evidence collected and analyzed.</li> <li>The response adequately cites evidence to support conjectures or opinions based on evidence collected and analyzed</li> </ul>      |
| <b>1</b>                                       | <ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to generate an opinion and cite evidence to support them based on evidence collected and analyzed.</li> <li>The response offers little evidence to support conjectures opinions based on minimal or no evidence collected and analyzed</li> </ul> |
| <b>0</b>                                       | <ul style="list-style-type: none"> <li>A response gets no credit if it provides no evidence of the ability to generate an opinion and cite evidence to support them based on evidence collected and analyzed, and includes no relevant information from the text.</li> </ul>  |

| Sample Generic 4-point Opinion Writing Rubric (Grades 3-5) |   |  |   |   |   |
|--|---|--|---|---|---|
| Score  | Statement of Purpose/Focus and Organization   |  | Development: Language and Elaboration of Evidence   |   | Conventions   |
|  | Statement of Purpose/Focus  | Organization   | Elaboration of Evidence   | Language and Vocabulary   | Conventions   |
| <b>4</b>   | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>opinion is clearly stated, focused, and strongly maintained</li> <li>opinion is communicated clearly within the context</li> </ul> | <p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> </ul> | <p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and relevant</li> <li>effective use of a variety of elaborative techniques</li> </ul> | <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul> | <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few , if any, errors in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul> |

|                 |   |  |   |  |   |
|-----------------|---|--|---|--|---|
| <p><b>3</b></p> | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>opinion is clear and for the most part maintained, though some loosely related material may be present</li> <li>context provided for the claim is adequate</li> </ul> | <p>The response has an recognizable organizational structure , though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>adequate use of transitional strategies with some variety</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> </ul> | <p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</li> </ul> | <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul> | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul> |
|-----------------|---|--|---|--|---|

|          |  |  |   |  |  |
|----------|--|--|---|--|--|
| <b>2</b> | <p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the opinion but is insufficiently sustained</li> <li>• Opinion on the issue may be somewhat unclear and unfocused</li> </ul> | <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> </ul> | <p>The response provides uneven, cursory support/ evidence for the writer’s opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul> | <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>                          | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul> |
| <b>1</b> | <p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• opinion may be confusing or ambiguous</li> </ul>   | <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul>  | <p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <p>use of evidence from sources is minimal, absent, in error, or irrelevant</p>   | <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul> | <p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscured</li> </ul>  |
| <b>0</b> | <p>A response gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.</p>   |  |   |  |  |

ELA.05.SR.1.01.001

|   |   |
|---|---|
| Sample Item ID:   | ELA.05.SR.1.01.030  |
| Grade:  | <b>05/3</b>   |
| Claim:  | <b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |
| Assessment Target(s):   | <b>1: KEY DETAILS:</b> Use explicit details and implicit information from the text to support answers or inferences about information presented   |
| Secondary Target(s):  | n/a   |
| Standard(s):  | <b>RL-1, RL-3</b>   |
| DOK:  | 1   |
| Difficulty:   | M   |
| Item Type:  | Selected Response   |
| Score Points:   | 1   |
| Key:  | C   |
| Stimulus/Passage(s):  | "Duke Ellington's Early Years"  |
| Stimuli/Text Complexity:  | The quantitative measure places this passage at the higher end of the grade band; the qualitative measures reinforce this placement. The vocabulary level and the inclusion of concepts that may be unfamiliar (primarily in the last paragraph) tip the scale in favor of grade 5. The passage is challenging for grade 4. <b>Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.</b><br>Please see text complexity worksheet attached. |
| Acknowledgement(s):   | Source: Library of Congress, America's Story<br><a href="http://www.americaslibrary.gov/aa/ellington/aa_ellington_youth_1.html">http://www.americaslibrary.gov/aa/ellington/aa_ellington_youth_1.html</a>   |
| Item/Task Notes:  |   |
| How this item/task contributes to the sufficient evidence for this claim: | In order to show close reading of a literary text, a student must be able to draw on textual evidence to evaluate the validity of an inference about characters or people based on the information presented.   |
| Target-Specific Attributes (e.g.) accessibility issues):                  | Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.   |

*Stimulus Text:*

**Duke Ellington's Early Years**

Duke Ellington was born in 1899 in Washington D.C., and from an early age he loved music. When he was four years old, he listened to his mother play a popular piano tune called "The Rosary" and he cried, saying, "It was so pretty. So pretty." Not long after that,



at the age of seven, he began to play piano himself. It seems that he knew he was going to go places. He told his next-door neighbor, Mr. Pinn, "One of these days I'm going to be famous."

At age 15, Ellington worked at a soda fountain and wrote his first song, "Soda Fountain Rag." By his late teens, he was making enough money to help his parents move into a better house. One of Ellington's first professional gigs was a party where he played so long that his hand bled. He earned 75 cents. "It was the most money I had ever seen," he said. "I rushed all the way home to my mother with it. But I could not touch a piano key for weeks. . . ."

Ellington studied music during the ragtime era. Ragtime was a kind of popular American music consisting of off-beat dance rhythms that began with the honky-tonk pianists along the Mississippi and Missouri rivers. By the time he was 20, he and his friends formed a band that would be the foundation for his life's work. From 1923 to 1927, he and his band lived in New York City and made about 60 recordings. Their first big break came on December 4, 1927, at the opening night of what would turn out to be a long engagement at the Cotton Club in New York City's Harlem neighborhood. The Ellington Orchestra often broadcast live on radio from the Cotton Club, so their unique style of jazz became familiar to people across the country.

*Item Stem:*

*What about Duke Ellington remained the same from the time of writing his first song to appearing on live radio?*

Options:

- A. making of music recordings
- B. understanding of ragtime music

C. dedication to perfecting his craft

D. enjoyment working in a band

*Distractor Analysis:*

- A. The opportunity to make recordings first emerged when he was 24 years old.
- B. His knowledge of ragtime music can be inferred to have grown, not remained the same, as he developed a unique style of jazz based on this type of music.
- C. KEY: From the writing of his first song at the age of 15 to national broadcasts at the age of 28, Ellington showed dedication to writing and playing music.
- D. Duke Ellington did not form his band until the age of 20.

| Worksheet: Text Complexity Analysis |        |  |
|-------------------------------------|--------|--|
| Title                               | Author | Text Description                                   |
| Duke Ellington's Early Years        |        | Biographical information about the famous musician |



**Recommended Placement for Assessment: Grade 4 or 5**

The quantitative measure places this passage at the higher end of the grade band; the qualitative measures reinforce this placement. The vocabulary level and the inclusion of concepts that may be unfamiliar (primarily in the last paragraph) tip the scale in favor of grade 5. The passage is challenging for grade 4. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

| Qualitative Measures  | Quantitative Measures   |
|---|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Slightly complex:</u> Clear, narrowly focused on biographical information about the subject.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Chronological, with clear connections and transition words.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> Mostly literal and straightforward. Some more difficult vocabulary (professional, rhythm, foundation, engagement, orchestra, unique) but most have sufficient context for students to glean the meaning. Some words are used in ways that may be unfamiliar to students (rag, break).</p> <p><b>Knowledge Demands:</b><br/> <u>Slightly complex:</u> Some concepts with which students may not be familiar (e.g., Ragtime, Harlem) are explained. Others (soda fountain, honky-tonk) have sufficient context that students will understand their general meaning; an exact understanding is not necessary for comprehending the passage.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 930L; grades 4-5<br/>                     Flesch-Kincaid: 7.4<br/>                     Word Count: 326</p> <p style="background-color: #0056b3; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work

## ELA.05.SR.1.07.031 C1 T7, T1

|  |   |
|--|---|
| Sample Item ID   | <b>ELA.05.SR.1.07.031</b>   |
| Grade/Model:   | <b>05/1</b>   |
| Claim:   | <b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.  |
| Assessment Target:   | <b>7: LANGUAGE USE:</b> Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context  |
| Secondary Target(s):   | <b>1: KEY DETAILS:</b> Use explicit details and implicit information from the text to support answers or inferences about information presented   |
| Standard(s):   | <b>RL-4; L-5, L-5a, L-5b (Secondary: RL-1, RL-3)</b>  |
| DOK:   | 2   |
| Difficulty:  | M   |
| Item Type:   | Selected Response   |
| Score Points:  | 1   |
| Key:   | C   |
| Stimulus/Passage(s):   | "Duke Ellington's Early Years"  |
| Stimuli/Text Complexity:   | The quantitative measure places this passage at the higher end of the grade band; the qualitative measures reinforce this placement. The vocabulary level and the inclusion of concepts that may be unfamiliar (primarily in the last paragraph) tip the scale in favor of grade 5. The passage is challenging for grade 4. <b>Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.</b><br>Please see text complexity worksheet attached. |
| Acknowledgement(s):  | Source: Library of Congress, America's Story<br><a href="http://www.americaslibrary.gov/aa/ellington/aa_ellington_youth_1.html">http://www.americaslibrary.gov/aa/ellington/aa_ellington_youth_1.html</a>   |
| Item/Task Notes:   |   |
| How this task contributes to the sufficient evidence for this claim: | In order to show close, analytical reading, a student must be able to interpret the meanings of common idioms from the context.   |
| Target-Specific Attributes (e.g., accessibility issues):             | Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material. Text should be on grade level.  |

*Stimulus Text:***Duke Ellington's Early Years**

Duke Ellington was born in 1899 in Washington, D.C., and from an early age he loved music. When he was four years old, he listened to his mother play a popular piano tune called "The Rosary" and he cried, saying, "It was so pretty. So pretty." Not long after that, at the age of seven, he began to play piano himself. It seems that he

knew he was going to go places. He told his next-door neighbor, Mr. Pinn, "One of these days I'm going to be famous."

At age 15, Ellington worked at a soda fountain and wrote his first song, "Soda Fountain Rag." By his late teens, he was making enough money to help his parents move into a better house. One of Ellington's first professional gigs was a party where he played so long that his hand bled. He earned 75 cents. "It was the most money I had ever seen," he said. "I rushed all the way home to my mother with it. But I could not touch a piano key for weeks. . . ."

Ellington studied music during the ragtime era. Ragtime was a kind of popular American music consisting of off-beat dance rhythms that began with the honky-tonk pianists along the Mississippi and Missouri rivers. By the time he was 20, he and his friends formed a band that would be the foundation for his life's work. From 1923 to 1927, he and his band lived in New York City and made about 60 recordings. Their first big break came on December 4, 1927, at the opening night of what would turn out to be a long engagement at the Cotton Club in New York City's Harlem neighborhood. The Ellington Orchestra often broadcast live on radio from the Cotton Club, so their unique style of jazz became familiar to people across the country.

*Item Stem:*

Read this sentence from the first paragraph.

*It seems that he knew he was going to go places.*

What does the underlined idiom mean in this sentence?

*Options:*

A. Ellington was anxious to leave the home where he grew up.

- B. Ellington was prepared to visit many cities around the world.
- C. Ellington was determined to become a recognized entertainer.
- D. Ellington was eager to work to earn money to help his parents.

*Distractor Analysis:*

- A. Although the idiom refers to “going places,” it does not mean leaving Washington and moving to New York.
- B. Although the idiom refers to “places,” the meaning is not locations but a status in society.
- C. KEY: The idiom means that he realized that he was going to become famous as a musician and entertainer.
- D. Although this statement may be true, the idiom is not referring to his ability to help his parents better their financial situation.

| Worksheet: Text Complexity Analysis |        |  |
|-------------------------------------|--------|--|
| Title                               | Author | Text Description                                   |
| Duke Ellington's Early Years        |        | Biographical information about the famous musician |



**Recommended Placement for Assessment: Grade 4 or 5**

The quantitative measure places this passage at the higher end of the grade band; the qualitative measures reinforce this placement. The vocabulary level and the inclusion of concepts that may be unfamiliar (primarily in the last paragraph) tip the scale in favor of grade 5. The passage is challenging for grade 4. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

| Qualitative Measures  | Quantitative Measures   |
|---|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Slightly complex:</u> Clear, narrowly focused on biographical information about the subject.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Chronological, with clear connections and transition words.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> Mostly literal and straightforward. Some more difficult vocabulary (professional, rhythm, foundation, engagement, orchestra, unique) but most have sufficient context for students to glean the meaning. Some words are used in ways that may be unfamiliar to students (rag, break).</p> <p><b>Knowledge Demands:</b><br/> <u>Slightly complex:</u> Some concepts with which students may not be familiar (e.g., Ragtime, Harlem) are explained. Others (soda fountain, honky-tonk) have sufficient context that students will understand their general meaning; an exact understanding is not necessary for comprehending the passage.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 930L; grades 4-5<br/>                     Flesch-Kincaid: 7.4<br/>                     Word Count: 326</p> <p style="background-color: #0056b3; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work

## ELA.05.SR.1.10.032 C1 T10

|   |  |
|---|--|
| Sample Item ID:   | <b>ELA.05.SR.1.10.032</b>  |
| Grade/Model:  | <b>05/1</b>  |
| Claim:  | <b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.   |
| Assessment Target(s):   | <b>10: WORD MEANINGS:</b> Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) |
| Secondary Target(s):  | n/a  |
| Standard(s):  | <b>RI-4; L-4, L-5c</b>   |
| DOK:  | 1  |
| Difficulty:   | M  |
| Item Type:  | Selected Response  |
| Score Points:   | 1  |
| Key:  | B  |
| Stimulus/Passage(s):  | "Throw Spears, Sing, Dance At Polynesian Culture Centre"   |
| Stimuli/Text Complexity:  | The quantitative measures most likely reflect the use of Hawaiian terms and proper nouns, most of which are explained. The qualitative measures suggest that this passage is appropriate for grade 5 or 6. <b>Based on these sets of measures, this passage is recommended for assessment at grade 5 or 6.</b> Please see text complexity worksheet attached.  |
| Acknowledgement(s):   | <a href="http://teachingkidsnews.com/2011/11/01/throw-spears-sing-dance-at-polynesian-culture-centre/">http://teachingkidsnews.com/2011/11/01/throw-spears-sing-dance-at-polynesian-culture-centre/</a>  |
| Item/Task Notes:  |  |
| How this item/task contributes to the sufficient evidence for this claim: | In order to show close, analytical reading, a student must be able to determine the precise meaning of a word based on context and word structure.   |
| Target-Specific Attributes (e.g., accessibility issues):                  | Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material. Text should be on grade level.   |

*Stimulus Text:***Throw Spears, Sing, Dance At Polynesian Culture Centre**

You may have seen pictures of Hawaii on postcards, with its beautiful beaches, lush gardens and fascinating volcanoes.

But the Hawaiian islands are also rich in history and culture.

On the north shore of Hawaii's island of Oahu, you'll find the



Polynesian Culture Centre. There, each group of Polynesian islands is represented in the form of a mini-village from that particular island chain.

At the cultural centre, you can visit “Fiji” and play the drums. Then, turn around the corner to “Tonga” to take a lesson in spear throwing, or make a headband out of palm leaves.

In “Samoa” learn about how they make tapa (used for cloth and paper) and watch a man climb barefoot, high up a coconut tree. Continue on to “Aotearoa” and see the exciting dancers perform the fearsome Haka.

The staff, or people in the “villages,” are actually from the places they represent; most of them are students from nearby Brigham Young University.

After spending several hours visiting each village, you can stay longer and enjoy a buffet dinner (try the poi) with a show at the Polynesian Culture Centre’s luau. In Hawaiian, luau means any type of gathering of family and friends. Dancers and singers perform traditional dances and songs while you eat your dinner.

Afterwards, you can also catch the live theatre performance Ha-breath of Life at the Polynesian Culture Centre.

*Item Stem:*

Read this sentence from the stimulus text.

*Continue on to “Aotearoa” and see the exciting dancers perform the **fearsome** Haka.*

Based on the root word and suffix, what does **fearsome** mean?

*Options:*

- A. complicated
- B. astonishing
- C. different
- D. lengthy

*Distractor Analysis:*

- A. Although the Haka dance may be complicated, “fearsome” means the extreme degree of a concept.
- B. KEY: Based on the text, in this context “fearsome” is used to describe the astonishing dancing performed in the Haka dance.
- C. Although the Haka dancers are described as “exciting,” which implies they might be interesting, “fearsome” extends beyond the simplicity of “interest.”
- D. Although the Haka dance may be lengthy, “fearsome” means the extreme degree of a concept.

| Worksheet: Text Complexity Analysis                    |        |   |
|--|--------|---|
| Title  | Author | Text Description  |
| Throw Spears, Sing, Dance at Polynesian Culture Center |        | A promotional-type passage about visiting a cultural center |



**Recommended Placement for Assessment: Grade 5 or 6**

The quantitative measures most likely reflect the use of Hawaiian terms and proper nouns, most of which are explained. The qualitative measures suggest that this passage is appropriate for grade 5 or 6. **Based on these sets of measures, this passage is recommended for assessment at grade 5 or 6.**

| Qualitative Measures  | Quantitative Measures  |
|---|--|
| <p><b>Meaning/Purpose:</b><br/> <u>Moderately complex:</u> The promotional purpose of the passage is revealed gradually through the reading.</p> <p><b>Text Structure:</b><br/> <u>Moderately complex:</u> The information is grouped by topic and includes some transitions.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> The language is mostly explicit and unfamiliar terms are defined.</p> <p><b>Knowledge Demands:</b><br/> <u>Moderately complex:</u> There are many references to Hawaiian culture that are usually defined; some references (e.g., Fiji and Tonga) are not explained.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1070L; grades 6-8<br/>                     Flesch-Kincaid: 9.3<br/>                     Word Count: 277</p> <p style="background-color: #0070C0; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work

## ELA.05.SR.2.03.033 C2 T3

|   |  |
|---|--|
| Sample Item ID:   | <b>ELA.05.SR.2.03.033</b>  |
| Grade/Model:  | <b>05/2b</b>   |
| Claim:  | <b>2.</b> Students can produce effective writing for a range of purpose and audiences.   |
| Assessment Target(s):   | <b>3: WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience.  |
| Secondary Target(s):  | n/a  |
| Standard(s):  | W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9   |
| DOK:  | 2  |
| Difficulty:   | M  |
| Item Type:  | Selected Response  |
| Score Points:   | 1  |
| Key:  | C  |
| Stimulus/Passage(s):  | "Election of the President"  |
| Stimuli/Text Complexity:  | The quantitative measures for this passage suggest that either grade 4 or grade 5 would be appropriate. Because of the denseness of ideas that may be unfamiliar to students and that require very careful reading, the recommended grade level for this passage is grade 5. <b>Based on these sets of measures, this passage is recommended for assessment at grade 5.</b> Please text complexity worksheet attached. |
| Acknowledgement(s):   | Source: Ben's Guide to the U.S. Government for Kids<br><a href="http://bensguide.gpo.gov/3-5/election/president.html">http://bensguide.gpo.gov/3-5/election/president.html</a>   |
| Item/Task Notes:  |  |
| How this item/task contributes to the sufficient evidence for this claim: | In order to show effective writing and revision, a student must be able to demonstrate ability to edit in supplemental ideas and through the addition of supporting evidence and elaboration.  |
| Target-Specific Attributes (e.g., accessibility issues):                  | Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material. Text should be one grade below grade level.  |

*Stimulus Text:***Election of the President**

The process of electing a President was set up in the United States Constitution. The Constitution requires a candidate for the presidency to be:

- At least 35 years old
- A natural born citizen of the United States

- A resident of the United States for 14 years

So how does one become President of the United States? The following steps outline the general process for presidential elections.

### **Step 1: Primaries and Caucuses**

There are many people who would like to become President. All of these people have their own ideas about how our government should work. Some of these people can belong to the same political party. That's where primaries and caucuses come in. In these elections, party members get to vote for the candidate that will represent their party in the upcoming general election.

### **Step 2: National Conventions**

At the end of the primaries and caucuses, each party holds a national convention to finalize the selection of one Presidential nominee. During this time, each Presidential candidate chooses a running mate (or Vice-Presidential candidate).

### **Step 3: The General (or Popular) Election**

Now that each party is represented by one candidate, the general election process begins. Candidates campaign throughout the country in an attempt to win the support of voters. Finally in November, the people vote for one candidate. When people cast a vote in the general election, they are not voting directly for an individual Presidential candidate. Instead, voters in each state actually cast their vote for a group of people known as electors. These electors are part of the Electoral College and are supposed to vote for their state's preferred candidate.

### **Step 4: The Electoral College**

In the Electoral College system, each state gets a certain number of electors, based on each state's total number of representatives in Congress. Each elector gets one electoral vote. For example, a large state like California gets 54 electoral

votes, while Rhode Island gets only four. All together, there are 538 Electoral votes.

In December (following the general election), the electors cast their votes. When the votes are counted on January 6th, the Presidential candidate that gets more than half (270) wins the election. The President-elect and Vice President-elect take the oath of office and are inaugurated two weeks later, on January 20th.

*Item Stem:*

Which statement adds appropriate supporting detail to the information in the first paragraph?

*Options:*

- A. For over two centuries the Constitution has remained in place to protect the rights of people.
- B. Since the Constitution was written in 1787, it has changed to meet the needs of modern Presidents.
- C. An amendment to the Constitution in 1804 guides the election of the President to the present day.
- D. The Constitution is a statement of national principles rather than a plan for how the government works.

*Distractor Analysis:*

- A. incorrect. This statement provides a generalization about the purpose of the Constitution, not on its definition of the presidential election process.
- B. incorrect. Although the Constitution has been amended since 1787, this information is only tangential to the main topic.
- C. correct. This detail elaborates on the information that the presidential election process is detailed in the Constitution.
- D. incorrect. This detail does not elaborate on the presidential election process but on the role of the Constitution.

| Worksheet: Text Complexity Analysis |        |   |
|-------------------------------------|--------|---|
| Title                               | Author | Text Description  |
| Election of the President           |        | Describes the process of electing a United States president |



**Recommended Placement for Assessment: Grade 5**  
 The quantitative measures for this passage suggest that either grade 4 or grade 5 would be appropriate. Because of the denseness of ideas that may be unfamiliar to students and that require very careful reading, the recommended grade level for this passage is grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

| Qualitative Measures  | Quantitative Measures  |
|---|--|
| <p><b>Meaning/Purpose:</b><br/> <u>Slightly complex:</u> Purpose is clearly stated in the first section of the passage.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Text is explicitly organized as steps in a process.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> The sentence structure is a mix of simple and compound; some are more complex, with embedded clauses. The vocabulary is generally on-grade level for grade 5, but is somewhat dense; students with less than grade 5 level vocabulary will struggle. The Spache level of this passage was run as an additional check. It is 4.2.</p> <p><b>Knowledge Demands:</b><br/> <u>Moderately complex:</u> There is quite a bit of discipline-specific information. It is all explained, but students must be careful and thoughtful readers to follow it if they lack the background knowledge. Some words may be familiar but used in unfamiliar ways (“natural born,” “general” election). Examples are given to support some ideas that may be unfamiliar (e.g., size of states = number of electoral votes).</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 960L; grades 4-5<br/>                     Flesch-Kincaid: 10.2<br/>                     Word Count: 336</p> <p style="background-color: #0070C0; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work



## ELA.05.SR.2.06.034 C2 T6

|  |  |
|--|--|
| Sample Item ID:  | <b>ELA.05.SR.2.06.034</b>  |
| Grade/Model:   | <b>05/3</b>  |
| Claim:   | <b>2.</b> Students can produce effective writing for a range of purpose and audiences.   |
| Assessment Target(s):  | <b>6: WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience                          |
| Secondary Target(s):   | n/a  |
| Standard(s):   | <b>W-1a, W-1b, W1-c, W-1d, W-8 and/or W-9</b>  |
| DOK:   | 2  |
| Difficulty:  | M  |
| Item Type:   | Selected Response  |
| Score Points:  | 1  |
| Key:   | A  |
| Stimulus/Passage(s):   | "Animals on the Move"  |
| Stimuli/Text Complexity:   | The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. <b>Based on these sets of measures, this passage is recommended for assessment at grade 5.</b><br>Please see the text complexity worksheet attached. |
| Acknowledgement(s):  | Source: <a href="http://spaceplace.nasa.gov/migration/en/">http://spaceplace.nasa.gov/migration/en/</a><br>Author: NASA  |
| Item/Task Notes:   |  |
| How this task contributes to the sufficient evidence for this claim: | In order to show effective writing and revision, a student must be able to recognize a short concluding paragraph that is appropriate for a specific purpose and audience.   |
| Target-Specific Attributes (e.g., accessibility issues):             | Students with visual impairments will need to be provided with audio/Braille/enlarged text versions of independent reading material. Text should be one grade below grade level.   |

*Stimulus Text:***Animals on the Move**

A flock of geese flies gracefully overhead. You wish you could see the world as they see it. You wish you could fly and be as free as they are. You wonder where they are going in such a hurry!

Well, don't envy them too much, because they may be on a

very long, tiring journey. Many geese and other birds migrate thousands of miles every year. Some travel over 7,000 miles one way! Some may travel up to 1000 miles without even a rest stop, crossing the Gulf of Mexico or the Sahara Desert.

These birds must follow their food supply and they must return to certain locations to breed.

### **They migrate to survive!**

Besides birds, some other long-distance travelers are fish, sea turtles, bears, caribou, whales, and porpoises. Some of these kinds of animals are shrinking in population. Some are in danger of disappearing forever. Scientists want to know what is happening to them and why. As part of the answer, they want to know where the animals go, how they get there, and how long they stay.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead. These satellites are operated by the National Oceanic and Atmospheric Administration (NOAA). The polar orbits of the satellites let them see nearly every part of Earth as it rotates below and receive signals from thousands of migrating animals.

After the satellite gets the signal from the animal's transmitter, it relays the information to a ground station. The ground station then sends the information to NASA's Goddard Space Flight Center in Maryland. Goddard then sends the information about the animal to the scientists, wherever they may be.

Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

*Item Stem:*

Which of the following statement is an appropriate addition to the final paragraph of "Animals on the Move"?

*Options:*

- A. Satellite technology has many benefits for migrating animals.
- B. Scientists can learn a great deal about animals from migration patterns.
- C. Information about safe migration routes is important for animal survival.
- D. Animals can be studied in great detail using radio transmitters and satellites.

*Distractor Analysis:*

- A. KEY: The statement concisely restates the key point of the article.
- B. The statement is related to specific detail presented in the previous paragraph.
- C. The statement presents a detail about migratory patterns that does not relate to the key point on the benefits of satellite technology.
- D. The statement covers detail that was presented in paragraph 5 and does not relate to the final summative statement.

| Worksheet: Text Complexity Analysis |        |  |
|-------------------------------------|--------|--|
| Title                               | Author | Text Description   |
| Animals on the Move                 | NASA   | An overview of the difficulties of migrating animals and ways that scientists are tracking them to potentially help them |



#### Recommended Placement for Assessment: Grade 5

The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

| Qualitative Measures   | Quantitative Measures   |
|--|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Moderately complex:</u> An opening that asks students to reflect on their perception of the ease/thrill of being a migrating bird – information that follows refutes this. This is a moderately complex “hook” to engage reader interest. The purpose of the passage is made clear in the second section.</p> <p><b>Text Structure:</b><br/> <u>Moderately complex:</u> Information is grouped by topic; headings help organize the information, and a graphic makes the abstract concept of conveying information via satellite transmission more concrete. The overall structure describes a problem and part of the solution, which is appropriate at this grade level.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> Both long and short sentences with some more complex sentence structure. The vocabulary is generally straightforward and non-technical, with the exception of the portion on satellite transmission of information. This information is explained and supported by a graphic.</p> <p><b>Knowledge Demands:</b><br/> <u>Moderately complex:</u> The Gulf of Mexico and Sahara Desert may not be specifically known to students, but the context makes it clear that these are large areas that are challenging for migrating birds to cross.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 940L; grades 4-5<br/> Flesch-Kincaid: 8.0<br/> Word Count: 326</p> <p style="background-color: #0070C0; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Grade 5 ELA Sample SR Item Form C2 T6

Adapted from the 2012 ELA SCASS work



## ELA.05.SR.2.08.035 C2 T8

|   |   |
|---|---|
| Sample Item ID  | <b>ELA.05.SR.2.08.035</b>   |
| Grade/Model:  | 05/2  |
| Claim:  | <b>2.</b> Students can produce effective writing for a range of purpose and audiences.  |
| Assessment Target(s):   | <b>8: LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts  |
| Secondary Target(s):  | n/a   |
| Standard(s):  | W-2d, W-3d, L-3a, L-6   |
| DOK:  | 1   |
| Difficulty:   | Medium  |
| Item Type:  | Selected Response   |
| Score Points:   | 1   |
| Correct Response:   | A   |
| Stimulus/Passage(s):  | "Animals on the Move"   |
| Stimuli/Text Complexity:  | The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. <b>Based on these sets of measures, this passage is recommended for assessment at grade 5.</b> Please see text complexity worksheet attached.   |
| Acknowledgement(s):   | <b>Source Title:</b> <i>Animals on the Move</i><br><b>Grade band:</b> 3–5<br><b>Author:</b> NASA<br><b>Source Location:</b> <a href="http://spaceplace.nasa.gov/migration/en/">http://spaceplace.nasa.gov/migration/en/</a><br><b>Source Publication Information:</b> <a href="http://spaceplace.nasa.gov/external/http://www.nasa.gov/about/highlights/HP_Privacy.html">http://spaceplace.nasa.gov/external/http://www.nasa.gov/about/highlights/HP_Privacy.html</a> |
| Item/Task Notes:  |   |
| How this item/task contributes to the sufficient evidence for this claim: | To complete this task, students must be able to recognize academic language that signals precise actions and is appropriate for a specific purpose and audience.  |
| Target-Specific Attributes (e.g., accessibility issues):                  | Stimulus text should be on grade level. Students with visual impairment will be provided with audio/Braille/enlarged text versions of independent reading material.   |

*Stimulus Text:*

*Read this text and then answer the question.*

### Animals on the Move

A flock of geese flies gracefully overhead. You wish you could see the world as they see it. You wish you could fly and be as free as

they are. You wonder where they are going in such a hurry! Well, don't envy them too much, because they may be on a very long, tiring journey. Many geese and other birds migrate thousands of miles every year. Some travel over 7,000 miles one way! Some may travel up to 1000 miles without even a rest stop, crossing the Gulf of Mexico or the Sahara Desert. These birds must follow their food supply and they must return to certain locations to breed.

### **They migrate to survive!**

Besides birds, some other long-distance travelers are fish, sea turtles, bears, caribou, whales, and porpoises. Some of these kinds of animals are shrinking in population. Some are in danger of disappearing forever. Scientists want to know what is happening to them and why. As part of the answer, they want to know where the animals go, how they get there, and how long they stay.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead. These satellites are operated by the National Oceanic and Atmospheric Administration (NOAA). The polar orbits of the satellites let them see nearly every part of Earth as it rotates below and receive signals from thousands of migrating animals. After the satellite gets the signal from the animal's transmitter, it relays the information to a ground station. The ground station then sends the information to NASA's Goddard Space Flight Center in Maryland. Goddard then sends the information about the animal to the scientists, wherever they may be.

Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

*Item Stem:*

*Read this sentence in Paragraph 5.*

Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters.

*Which set of words has the same meanings as the underlined words in the sentence in the box?*

*Options:*

- A. select, equip
- B. claim , connect
- C. examine, link
- D. determine , tame

*Distractor Analysis:*

- A. KEY: "Select" is a synonym for "pick"; "equip with" is a synonym of "fit with."
- B. Although scientists may possibly "claim" the individual animals, in this context this is unlikely. The phrase, "connect them to lightweight" does show something scientists could do after the animals have been selected and fitted with a tracking device.
- C. The scientists are able to "examine" the migratory path of an animal. But in this context scientists must select them first and then possibly examine them. The word "link" is to connect one part to another as a bond or tie. In this case there is no bond as the scientists want to attach a transmitter without the animals knowing it is there.
- D. The animal does not need to be "tamed" in order for it to be fitted with a tracking device.



| Worksheet: Text Complexity Analysis |        |  |
|-------------------------------------|--------|--|
| Title                               | Author | Text Description   |
| Animals on the Move                 | NASA   | An overview of the difficulties of migrating animals and ways that scientists are tracking them to potentially help them |



**Recommended Placement for Assessment: Grade 5**  
 The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

| Qualitative Measures   | Quantitative Measures   |
|--|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Moderately complex:</u> An opening that asks students to reflect on their perception of the ease/thrill of being a migrating bird – information that follows refutes this. This is a moderately complex “hook” to engage reader interest. The purpose of the passage is made clear in the second section.</p> <p><b>Text Structure:</b><br/> <u>Moderately complex:</u> Information is grouped by topic; headings help organize the information, and a graphic makes the abstract concept of conveying information via satellite transmission more concrete. The overall structure describes a problem and part of the solution, which is appropriate at this grade level.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> Both long and short sentences with some more complex sentence structure. The vocabulary is generally straightforward and non-technical, with the exception of the portion on satellite transmission of information. This information is explained and supported by a graphic.</p> <p><b>Knowledge Demands:</b><br/> <u>Moderately complex:</u> The Gulf of Mexico and Sahara Desert may not be specifically known to students, but the context makes it clear that these are large areas that are challenging for migrating birds to cross.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b><br/>                     Lexile: 940L; grades 4-5<br/>                     Flesch-Kincaid: 8.0<br/>                     Word Count: 326</p> <p style="background-color: #0070C0; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Grade 5 ELA Sample SR Item Form C2 T8



Adapted from the 2012 ELA SCASS work

## ELA.05.SR.2.09.036 C2 T9

|  |  |
|--|--|
| Sample Item Id:  | <b>ELA.05.SR.2.09.036</b>  |
| Grade/Model:   | 05/1a  |
| Claim:   | <b>2.</b> Students can produce effective writing for a range of purpose and audiences.   |
| Assessment Target(s):  | <b>9: EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts  |
| Secondary Target(s):   | n/a  |
| Standard(s):   | L-1, L-2, L-3b   |
| DOK:   | 1  |
| Difficulty:  | M  |
| Item Type:   | Selected Response  |
| Score Points:  | 1  |
| Correct Response:  | B  |
| Stimulus/Passage(s):   | "Election of the President"  |
| Stimuli/Text Complexity:   | The quantitative measures for this passage suggest that either grade 4 or grade 5 would be appropriate. Because of the denseness of ideas that may be unfamiliar to students and that require very careful reading, the recommended grade level for this passage is grade 5. <b>Based on these sets of measures, this passage is recommended for assessment at grade 5.</b> Please see text complexity worksheet attached. |
| Acknowledgement(S):  | <b>Source Title:</b> <i>Election of the President</i><br><b>Grade band:</b> 3–5<br><b>Author:</b><br><b>Source Location:</b> "Ben's Guide to the U.S. Government for Kids"<br><a href="http://bensguide.gpo.gov/3-5/election/president.html">http://bensguide.gpo.gov/3-5/election/president.html</a><br><b>Source Publication Information:</b> <a href="http://www.gpo.gov/">http://www.gpo.gov/</a>                      |
| Item/Task Notes:   |  |
| How this task contributes to the sufficient evidence for this claim: | To complete this task, students must be able to recognize the conventions of standard English punctuation, i.e. the use of the comma in a series.  |
| Target-Specific Attributes (e.g., accessibility issues):             | Stimulus text should be on grade level. Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.  |

*Stimulus Text:*

*Read this text and answer the question.*

### Election of the President

The process of electing a President was set up in the United

States Constitution. The Constitution requires a candidate for the presidency to be:

- At least 35 years old
- A natural born citizen of the United States
- A resident of the United States for 14 years

So how does one become President of the United States? The following steps outline the general process for presidential elections.

### **Step 1: Primaries and Caucuses**

There are many people who would like to become President. Each of these people has their own ideas about how our government should work. Some of these people can belong to the same political party. That's where primaries and caucuses come in.

In these elections, party members get to vote for the candidate that will represent their party in the upcoming general election.

### **Step 2: National Conventions**

At the end of the primaries and caucuses, each party holds a national convention to finalize the selection of one Presidential nominee. During this time, each Presidential candidate chooses a running-mate (or Vice-Presidential candidate).

### **Step 3: The General (or Popular) Election**

Now that each party is represented by one candidate, the general election process begins. Candidates campaign throughout the country in an attempt to win the support of voters. Finally in November, the people vote for one candidate. When a person casts a vote in the general election, they are not voting directly for an individual Presidential candidate. Instead, voters in each state actually cast their vote for a group of people, known as electors. These electors are part of the Electoral College and are supposed to vote for their state's

preferred candidate.

#### **Step 4: The Electoral College**

In the Electoral College system, each state gets a certain number of electors, based on each state's total number of representation in Congress. Each elector gets one electoral vote. For example, a large state like California gets 54 electoral votes, while Rhode Island gets only four. Altogether, there are 538 Electoral votes.

In December (following the general election), the electors cast their votes. When the votes are counted on January 6th, the Presidential candidate that gets more than half (270) wins the election. The President-elect and Vice President-elect take the oath of office and are inaugurated two weeks later, on January 20th.

*Item Stem:*

*The author of "Election of the President" wants to add to the first paragraph a sentence that identifies the four stages of a presidential election. Read this sentence:*

*The election of the president covers four stages: primaries and caucuses a national convention a general election and Electoral College voting.*

What is the correct position of commas in the underlined section of the sentence?

*Options:*

- A. primaries, and caucuses a national convention a general election, and Electoral College voting.
- B. primaries and caucuses, a national convention, a general election, and Electoral College voting.

C. primaries and caucuses a national, convention a general, election and Electoral, College voting.

D. primaries and, caucuses a national convention a general election and, Electoral College voting.

*Distractor Analysis:*

A. Commas are incorrectly placed only before the two instances of the conjunction 'and.'

B. KEY: commas are placed to separate the items into a list

C. Commas are incorrectly placed in phrases, separating the adjectives from their nouns.

D. Commas are incorrectly placed after the two instances of the conjunction 'and.'

| Worksheet: Text Complexity Analysis |        |   |
|-------------------------------------|--------|---|
| Title                               | Author | Text Description  |
| Election of the President           |        | Describes the process of electing a United States president |



**Recommended Placement for Assessment: Grade 5**

The quantitative measures for this passage suggest that either grade 4 or grade 5 would be appropriate. Because of the denseness of ideas that may be unfamiliar to students and that require very careful reading, the recommended grade level for this passage is grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

| Qualitative Measures  | Quantitative Measures  |
|---|--|
| <p><b>Meaning/Purpose:</b><br/> <u>Slightly complex:</u> Purpose is clearly stated in the first section of the passage.</p> <p><b>Text Structure:</b><br/> <u>Slightly complex:</u> Text is explicitly organized as steps in a process.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> The sentence structure is a mix of simple and compound; some are more complex, with embedded clauses. The vocabulary is generally on-grade level for grade 5, but is somewhat dense; students with less than grade 5 level vocabulary will struggle. The Spache level of this passage was run as an additional check. It is 4.2.</p> <p><b>Knowledge Demands:</b><br/> <u>Moderately complex:</u> There is quite a bit of discipline-specific information. It is all explained, but students must be careful and thoughtful readers to follow it if they lack the background knowledge. Some words may be familiar but used in unfamiliar ways (“natural born,” “general” election). Examples are given to support some ideas that may be unfamiliar (e.g., size of states = number of electoral votes).</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 960L; grades 4-5<br/>                     Flesch-Kincaid: 10.2<br/>                     Word Count: 336</p>   |
|   | <p><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Adapted from the 2012 ELA SCASS work

## ELA.05.SR.4.03.037 C4 T3

|  |  |
|--|--|
| Sample Item ID   | <b>ELA.05.SR.4.03.037</b>  |
| Grade/Model:   | <b>05/2</b>  |
| Claim:   | <b>4.</b> Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.   |
| Assessment Target(s):  | <b>3: ANALYSE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)  |
| Secondary Target(s):   | n/a  |
| Standard(s):   | W-8,W-9  |
| DOK:   | 2  |
| Difficulty:  | M  |
| Item Type:   | Selected Response  |
| Score Points:  | 1  |
| Key:   | A  |
| Stimulus/Passage(s):   | "Animals on the Move"  |
| Stimuli/Text Complexity:   | The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. <b>Based on these sets of measures, this passage is recommended for assessment at grade 5.</b><br>Please see text complexity worksheet attached. |
| Acknowledgement(s):  | Source: <a href="http://spaceplace.nasa.gov/migration/en/">http://spaceplace.nasa.gov/migration/en/</a><br>Author: NASA  |
| Item/Task Notes:   | Paragraphs should be numbered to facilitate students' interaction with the text  |
| How this task contributes to the sufficient evidence for this claim: | In order to show effective analysis of source material, a student must be able to distinguish between information that is factually based and opinion presented as information.  |
| Target-Specific Attributes (e.g., accessibility issues):             | Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.  |

*Stimulus Text:***Animals on the Move**

A flock of geese flies gracefully overhead. You wish you could see the world as they see it. You wish you could fly and be as free as they are. You wonder where they are going in such a hurry!

Well, don't envy them too much, because they may be on a very long, tiring journey. Many geese and other birds migrate



thousands of miles every year. Some travel over 7,000 miles one way! Some may travel up to 1000 miles without even a rest stop, crossing the Gulf of Mexico or the Sahara Desert.

These birds must follow their food supply and they must return to certain locations to breed.

### **They migrate to survive!**

Besides birds, some other long-distance travelers are fish, sea turtles, bears, caribou, whales, and porpoises. Some of these kinds of animals are shrinking in population. Some are in danger of disappearing forever. Scientists want to know what is happening to them and why. As part of the answer, they want to know where the animals go, how they get there, and how long they stay.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead. These satellites are operated by the National Oceanic and Atmospheric Administration (NOAA). The polar orbits of the satellites let them see nearly every part of Earth as it rotates below and receive signals from thousands of migrating animals.

After the satellite gets the signal from the animal's transmitter, it relays the information to a ground station. The ground station then sends the information to NASA's Goddard Space Flight Center in Maryland. Goddard then sends the information about the animal to the scientists, wherever they may be.

Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

*Item Stem:*

Which paragraphs include the author's opinions?

*Options:*

- A. Paragraphs 1 and 2
- B. Paragraphs 1 and 3
- C. Paragraphs 4 and 7
- D. Paragraphs 5 and 6

*Distractor Analysis:*

- A. KEY: Paragraphs 1 and 2 express a range of opinions about the graceful flight of geese and the freedom and fatigue that the migratory journey represents.
- B. Although paragraph 1 does include opinion expressed by the author, the content of paragraph 3 covers the reasons for migration of certain species of birds.
- C. In paragraph 4, the author uses some emotive language to describe the dangers faced by migratory species and, in paragraph 7, the author uses 'us' to involve both scientists and readers in the urgency of the message. However, these paragraphs are not expressing the author's opinion.
- D. In paragraphs 5 and 6, the author is describing the tracking of migratory animals using satellite technology. This information is factually expressed and supported by an image.

| Worksheet: Text Complexity Analysis |        |  |
|-------------------------------------|--------|--|
| Title                               | Author | Text Description   |
| Animals on the Move                 | NASA   | An overview of the difficulties of migrating animals and ways that scientists are tracking them to potentially help them |



**Recommended Placement for Assessment: Grade 5**

The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

| Qualitative Measures   | Quantitative Measures   |
|--|---|
| <p><b>Meaning/Purpose:</b><br/> <u>Moderately complex:</u> An opening that asks students to reflect on their perception of the ease/thrill of being a migrating bird – information that follows refutes this. This is a moderately complex “hook” to engage reader interest. The purpose of the passage is made clear in the second section.</p> <p><b>Text Structure:</b><br/> <u>Moderately complex:</u> Information is grouped by topic; headings help organize the information, and a graphic makes the abstract concept of conveying information via satellite transmission more concrete. The overall structure describes a problem and part of the solution, which is appropriate at this grade level.</p> <p><b>Language Features:</b><br/> <u>Moderately complex:</u> Both long and short sentences with some more complex sentence structure. The vocabulary is generally straightforward and non-technical, with the exception of the portion on satellite transmission of information. This information is explained and supported by a graphic.</p> <p><b>Knowledge Demands:</b><br/> <u>Moderately complex:</u> The Gulf of Mexico and Sahara Desert may not be specifically known to students, but the context makes it clear that these are large areas that are challenging for migrating birds to cross.</p> | <p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 940L; grades 4-5<br/>                     Flesch-Kincaid: 8.0<br/>                     Word Count: 326</p> <hr/> <p style="background-color: #0070C0; color: white; padding: 2px;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul> |

Grade 5 ELA Sample SR Item Form C4 T3



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