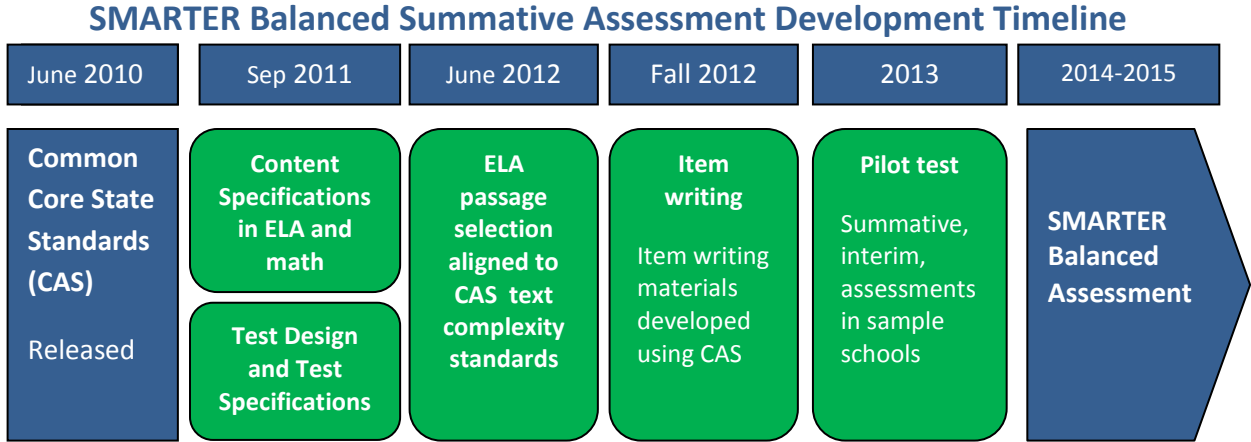


SMARTER Balanced Assessment 7th Grade ELA

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:

[3rd GRADE SAMPLE
ELA ITEMS](#)

[4th GRADE SAMPLE
ELA ITEMS](#)

[5th GRADE SAMPLE
ELA ITEMS](#)

[6TH GRADE SAMPLE
ELA ITEMS](#)

[8TH GRADE SAMPLE
ELA ITEMS](#)

[9TH GRADE SAMPLE
ELA ITEMS](#)

[10TH GRADE SAMPLE
ELA ITEMS](#)

[11TH GRADE SAMPLE
ELA ITEMS](#)

[3rd GRADE SAMPLE
MATHEMATICS ITEMS](#)

[4TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[5TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[6TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[7TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[8TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[HIGH SCHOOL SAMPLE
MATHEMATICS ITEMS](#)

ELA.07.SR.1.08.027 C1 T8

Sample Item ID:	ELA.07.SR.1.08.027
Grade / Model:	07/1
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Secondary Target(s):	n/a
Standard(s):	RI-1, RI-3
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"What Are Hurricanes?"
Stimuli/Text Complexity:	The sentence structure is probably the source of the higher grade level assignment by the quantitative measures. The text is very clear, however, and the ideas are not terribly complex. Based on these sets of measures, this passage is recommended for assessment at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.nasa.gov/audience/forstudents/k-4/stories/what-are-hurricanes-k4.html
Item/Task Notes:	Stimulus text Lexile level is 690. (typical Lexile text range for 4 th grade is 645-780)
How this task contributes to the sufficient evidence for this claim:	To demonstrate close and analytical reading, students use a detail from the text to support a claim made from an informational text.
Target-specific attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the passage and answer the question that follows it.

What Are Hurricanes?

Hurricanes are large, swirling storms. They produce winds of 119 kilometers per hour (74 mph) or higher. That's faster than a cheetah, the fastest animal on land. Winds from a hurricane can damage buildings and trees.

Hurricanes form over warm ocean waters. Sometimes they strike land. When a hurricane reaches land, it pushes a wall of ocean water ashore. This wall of water is called a storm surge. Heavy rain and storm surge from a hurricane can cause flooding.

Once a hurricane forms, weather forecasters predict its path. They also predict how strong it will get. This information helps people get ready for the storm.

What Are the Parts of a Hurricane?

Eye: The eye is the "hole" at the center of the storm. Winds are light in this area. Skies are partly cloudy, and sometimes even clear.

Eye wall: The eye wall is a ring of thunderstorms. These storms swirl around the eye. The wall is where winds are strongest and rain is heaviest.

Rain bands: Bands of clouds and rain go far out from a hurricane's eye wall. These bands stretch for hundreds of miles. They contain thunderstorms and sometimes tornadoes.

How Does a Storm Become a Hurricane?

A hurricane starts out as a tropical disturbance. This is an area over warm ocean waters where rain clouds are building.

A tropical disturbance sometimes grows into a tropical depression. This is an area of rotating thunderstorms with winds of 62 km/hr (38 mph) or less.

A tropical depression becomes a tropical storm if its winds reach 63 km/hr (39 mph).

A tropical storm becomes a hurricane if its winds reach 119 km/hr (74 mph).

What Makes Hurricanes Form?

Scientists don't know exactly why or how a hurricane forms. But they do know that two main ingredients are needed.

One ingredient is warm water. Warm ocean waters provide the energy a storm needs to become a hurricane. Usually, the surface water temperature must be 26 degrees Celsius (79 degrees Fahrenheit) or higher for a hurricane to form.

The other ingredient is winds that don't change much in speed or direction as they go up in the sky. Winds that change a lot with height can rip storms apart.

Item Stem:

The passage says that hurricanes form over warm ocean water. Which sentence from the text reveal that hurricanes sometimes move across land?

Options:

- A. That's faster than a cheetah, the fastest animal on land.
- B. Winds from a hurricane can damage buildings and trees.
- C. Bands of clouds and rain go far out from a hurricane's eye wall.
- D. Winds that change a lot with height can rip storms apart.

Distractor Analysis:

- A. This option compares the speed of a land animal and wind speed, but it does not give evidence of hurricanes on land.
- B. KEY: This option cites evidence of the damage done by hurricanes on land since buildings and trees are only present on land.
- C. This option uses the term "wall" which is often used to describe a land structure. But

Grade 7 ELA SR Sample Item C1 T8

in this case, the wall is composed of clouds and rain with no evidence of the presence of hurricanes on land.

- D. This option explains the impact of changing wind speed. Although both winds and storms can travel over land, this sentence does not refer to the presence of hurricanes on land.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How do Hurricanes Form		An explanation of how hurricanes form



Recommended Placement for Assessment: Grade 7

The sentence structure is probably the source of the higher grade level assignment by the quantitative measures. The text is very clear, however, and the ideas are not terribly complex. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Title clearly sets the purpose for reading.</p> <p>Text Structure: <u>Moderately complex:</u> Information is sequential. The organization is evident.</p> <p>Language Features: <u>Moderately complex:</u> The language is primarily easy to understand; unfamiliar terms/concepts are defined or explained. A variety of sentence structures is used.</p> <p>Knowledge Demands: <u>Moderately complex:</u> While ideas are clearly explained, they are still somewhat abstract.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1090L; upper grades 6-8 or grades 9-10 Flesch-Kincaid: 7.6 Word Count: 403</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.07.CR.1.02.056 C1 T2

Sample Item ID:	ELA.07.CR.1.02.056
Grade/Model:	07/1c
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text
Secondary Target(s)	n/a
Standard(s):	RL-2
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric below
Stimulus/Passage(s):	<i>Annie John</i>
Stimulus/Text Complexity:	While the qualitative measures suggest a range between 8 and 10, this is probably due to the complexity of the sentences alone. The quantitative measures indicate that a lower grade is appropriate. Because of the relative simplicity of the ideas, this passage is recommended for use at grade 7. Based on these sets of measures, this passage is recommended for assessment at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	Jamaica Kincaid, <i>Annie John</i> (New York: Penguin, 1985), p. 35 Fair Use: <5% of text, <125 words
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to complete the task, students must read the passage and write a brief summary indicating their understanding of the main character's feelings.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to read a grade-level literary text and enter text using a keyboard. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

In the following passage from Jamaica Kincaid's novel Annie John, the narrator describes her first morning at a new school, as she watches the other students.

*from **Annie John**
by Jamaica Kincaid*

When I looked at them, they made up a sea. They were walking in and out among the beds of flowers, all across the fields, all

across the courtyard, in and out of classrooms. Except for me, no one seemed a stranger to anything or anyone. Hearing the way they greeted each other, I couldn't be sure that they hadn't all come out of the same woman's belly, and at the same time, too. Looking at them, I was suddenly glad that because I had wanted to avoid an argument with my mother I had eaten all my breakfast, for now I surely would have fainted if I had been in any more weakened a condition.

Item Prompt:

Summarize in your own words the way Annie John feels during her first morning at school. Support your answer with details from the passage.

	Scoring Rubric
2	The response: <ul style="list-style-type: none"> • Gives some evidence of the ability to summarize the narrator's feelings • Includes some specific opinions that make reference to the text • Adequately supports the summary with relevant details from the text
1	The response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize the narrator's feelings • Includes opinions, but they are not explicit or make only vague references to the text • Includes some details, but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to summarize the narrator's feelings, includes no relevant information from the text, or is vague.

Scoring Notes:

Annie feels lonely and nervous on her first day of school.
 She says all the other kids look like they aren't strangers to anything and like they could all be brothers and sisters, except for her.
 She says she would have fainted if she hadn't eaten breakfast.
 She is so scared that she feels sick.
 She feels like she doesn't belong in the new school.

Score Point 2 Sample:

Annie feels lonely and nervous on her first day of school. I think this is true because she says all the other kids look like they aren't strangers to anything and like they could all be brothers and sisters, except for her. She also says she would have fainted if she hadn't

eaten breakfast, which probably means that she is so scared that she feels sick.

Score Point 1 Sample:

I think she feels bad. It says the other kids all have the same mom.

Score Point 0 Sample:

She feels happy about starting a new school.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Annie John	Jamaica Kincaid	A brief excerpt describing the speaker's first day in a new school



Recommended Placement for Assessment: Grade 7

While the qualitative measures suggest a range between 8 and 10, this is probably due to the complexity of the sentences alone. The quantitative measures indicate that a lower grade is appropriate. Because of the relative simplicity of the ideas, this passage is recommended for use at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The purpose is implied, but a fairly familiar topic to students and not difficult to discern. The reader is left to draw his/her own conclusions about what these qualities suggest overall about the character, which is a relatively sophisticated task.</p> <p>Text Structure: <u>Moderately complex:</u> The passage is a single paragraph, all focused on the speaker's impressions as she takes in her surroundings. There's no organization, per se, but the connection between the ideas is clear.</p> <p>Language Features: <u>Moderately complex:</u> There is some figurative language ("they made up a sea") and imagery throughout. The sentence structure is varied and complex.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The ideas are somewhat abstract but accessible at this grade level.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1130L; upper grades 6-8 or grades 9-10 Flesch-Kincaid: 8.1 Word Count: 116</p> <p style="background-color: #0056b3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.07.CR.1.11.053 C1 T11

Sample Item ID:	ELA.07.CR.1.11.053
Grade/Model:	07/1b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas)
Secondary Target(s)	8: KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Standard(s):	RI-2, RI-3, RI-8, RH-8, RST-8 (Secondary: RI-1, RH-1, RST-1)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	"What is Mold?"
Stimulus/Text Complexity:	The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. Based on these sets of measures, this passage is recommended for assessment at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	Adapted from: http://www.epa.gov/students/pdf/holdthemold.pdf
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must support an inference about informational text with textual evidence.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to read a grade-level literary text and enter text using a keyboard. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Read the passage and answer the question that follows.

What is Mold?

Mold is the common name for many kinds of tiny organisms called fungi. There are thousands of types of molds that can be found indoors and outdoors. Different molds grow in colonies. They live on dead organisms such as decaying plants and

animals. They can also live on wood, brick, stone, food, fabric and books. Some molds even thrive on living organisms as parasites!

Spores from mold growth can pose health risks. Some people are very sensitive to mold. Molds may cause a runny nose or itchy, watery eyes. Or mold may cause major concerns such as difficulty breathing, asthma attacks, infections, fever and major skin irritations. The best way to reduce and prevent mold growth is to control moisture. It is important to keep humidity levels low. It is important to reduce excess moisture that molds need to grow. People should repair leaks, completely remove any existing mold growth, and ventilate rooms that are prone to damp conditions. Outside, molds may grow in damp, shaded areas. People who are sensitive to molds should avoid such places.

Item Prompt:

Write a paragraph explaining why people who live in moist climates work harder to prevent mold than people that live in dry climates. Include details from the passage about how they prevent mold.

Rubric for a 2-point CR item	
2	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to justify interpretations of information • Includes specific examples that make clear reference to the text • Adequately supports examples with clearly relevant information from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to justify interpretations of information • Includes some examples that make clear reference to the text. Supports examples with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.

Scoring Notes:

Students should explain that mold is more likely to be found in humid climates since it grows better where moisture is present. Students should tell specific ways to prevent or eliminate mold growth that are cited in the text.

Score Point 2 Sample:

The passage says, "The best way to reduce and prevent mold growth is to control moisture," and, "It is important to reduce excess moisture that molds need to grow." Since mold needs moisture to grow, it grows more easily in areas that are moist. It cannot grow as well in dry areas. To keep humidity low, people in moist areas have to fix anything that leaks water and keep rooms well ventilated. They have to get rid of any mold so it does not continue growing. People should also stay away from moist areas outside.

Score Point 1 Sample:

The passage says that mold needs moisture to grow. So it cannot grow in dry places. In moist places people have to make sure it doesn't grow in their houses.

Score Point 0 Sample:

Mold grows on just about anything, including food. Mold just keeps growing if people don't get rid of it.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
What is Mold?	EPA	An explanation of what mold is and the cautions to take around it



Recommended Placement for Assessment: Grade 7

The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> No explicit connection made between the two major sections of the passage, but fairly easy to identify based upon the context.</p> <p>Text Structure: <u>Moderately complex:</u> Ideas are grouped into two major topic areas, with headings. There are some sidenotes or brief tangents that the reader must follow.</p> <p>Language Features: <u>Moderately complex:</u> The language and sentence structure are fairly clear, though some vocabulary will be more challenging (irritations, excess, ventilations). There is sufficient context for these above-grade terms. The tone is conversational.</p> <p>Knowledge Demands: <u>Moderately complex:</u> There is quite a bit of science content knowledge in here, but it's largely explained and clear.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1360L; above grade level Flesch-Kincaid: 9.6 Word Count: 386</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.07.CR.1.4.054 C1 T14

Sample Item ID:	ELA.07.CR.1.4.054
Grade/Model:	07 / 1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	14: LANGUAGE USE: Interpret intent of figurative language (e.g., clichés, puns, hyperbole) use of literary devices, or connotative meanings of words and phrases used in context
Secondary Target(s)	8: KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Standard(s):	RI-4; L-5, L-5a, L-5b (Secondary: RI-1, RH-1, RST-1)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	Excerpt from <i>The Biography of Harriet Beecher Stowe</i>
Stimulus/Text Complexity:	Most of the text follows standard biography practices. The ideas are usually straightforward, with just a few instances of more complex meaning. The language/style of the piece are really what make it more appropriate for the higher grades, as reflected in the quantitative measures. This passage is recommended for use at grade 7 or 8, with some footnoting of the vocabulary for which there is insufficient context. Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8. Please see text complexity worksheet attached.
Acknowledgement(s):	<i>The Biography of Harriet Beecher Stowe</i> By Charles Edward Stowe http://www.gutenberg.org/cache/epub/6702/pg6702.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must identify and interpret figurative language and explain its impact on the meaning of informational text.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to read a grade-level literary text and enter text using a keyboard. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

The following text is from a biography of Harriet Beecher Stowe. She wrote one of the first books against slavery called Uncle Tom's Cabin. This part of her biography tells about her older sister Catherine, who had a strong influence on Harriet.

Read the text and answer the question that follows.

from ***The Biography of Harriet Beecher Stowe***
by Charles Edward Stowe

Catherine was the oldest child of Lyman Beecher and Roxanna Foote, his wife. In a little battered journal found among her papers is a short sketch of her life. It was written when she was seventy-six years of age. In a shaking hand she begins: "I was born at East Hampton, L. I., September 5, 1800, at 5 P.M., in the large parlor opposite father's study. Don't remember much about it myself." The sparkle of wit in this brief notice of the circumstances of her birth is very characteristic. All through her life, little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.

Item Prompt:

Explain the meaning and purpose of the metaphor in the final sentence of the text. Use details from the text to support your response.

Rubric for a 2-point CR item	
2	The response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to interpret the intent of figurative language • Includes specific inferences that make clear reference to the text • Adequately supports inferences with clearly relevant details from the text
1	The response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to interpret the intent of figurative language • Includes some inferences that make clear reference to the text • Supports inferences with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to interpret the intent of figurative language, includes no relevant information from the text, or is vague.

Scoring Notes:

- Students explain the meaning and purpose of the metaphor that compares Catherine’s personality to a river and explain how it conveys that her serious nature was tempered with humor.
- The metaphor suggests that Catherine had a strength hidden below the surface or where people could not easily see it.
- The author uses a metaphor comparing Catherine’s personality to a river in the passage to show her strength and serious nature. “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.”
- The author uses the words, “playing on the surface,” to imply that Catherine’s sense of humor was fun, like a child playing in the water on a riverbank.

Score Point 2 Sample:

The author uses a metaphor comparing Catherine’s personality to a river in the passage, “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.” Although Catherine was a serious person who had a lot of deep feelings and a good life, when she states, “Don’t remember much about it myself,” it shows that she has a sense of humor because no one remembers much about being born.

Score Point 1 Sample:

The author uses a metaphor comparing Catherine’s personality to a river in the passage: “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.” The words, “Don’t remember much about it myself,” show that she was funny.

Score Point 0 Sample:

The author uses a metaphor comparing Catherine’s personality to a river in the passage. “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.”

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Biography of Harriet Beecher Stowe	Charles Edward Stowe	Biographical information about Harriet Beecher Stowe



Recommended Placement for Assessment: Grade 7 or 8

Most of the text follows standard biography practices. The ideas are usually straightforward, with just a few instances of more complex meaning. The language/style of the piece are really what make it more appropriate for the higher grades, as reflected in the quantitative measures. This passage is recommended for use at grade 7 or 8, with some footnoting of the vocabulary for which there is insufficient context. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The purpose is stated in the passage title, and the text follows conventional/predictable structure for biographies.</p> <p>Text Structure: <u>Slightly complex:</u> Events are more or less chronological, though there is no real conclusion to the piece.</p> <p>Language Features: <u>Very complex:</u> The style is somewhat formal. The vocabulary includes many higher-level words (indelibly, tremulous, versatile, proficient) and some instances of figurative language that require interpretation (see, for example, the last sentence of paragraph 2).</p> <p>Knowledge Demands: <u>Slightly complex:</u> Some understanding of the historical period is helpful but not necessary.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1280L; grades 11-CCR Flesch-Kincaid: 12.1 Word Count: 478</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.Gr7.CR.2.01.058 C2 T1

Sample Item ID:	ELA.Gr7.CR.2.01.058
Grade/Model:	7/4c
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target(s):	1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description,) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g. closure, introduce narrator or use dialogue when describing an event)
Secondary Target(s)	n/a
Standard(s):	W-3a, W-3b, W-3c, W-3d, and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	n/a
Stimulus/Passage(s):	Old House
Stimulus/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	This item provides evidence of students' ability to compose short narrative texts, appropriately employing the narrative technique of description.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to read a grade-level literary text and enter text using a keyboard. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Even on sunny days, the house seemed to sag like a sad, lonely man with drooped shoulders. Just a few flecks of yellow paint were left on it—reminders of a happier time, when children used to play in its yard.

Item Prompt:

These sentences begin the description of a setting. Write a paragraph that develops this description and fits the mood and situation. Use vivid details about sights, sounds, smells, tastes, and/or feelings in your paragraph.

Sample Generic rubric for a 3-point CR item	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to use vivid, multi-sensory details in a narrative description • Includes specific descriptions consistent with the mood and situation of the text and makes clear reference to the text • Fully supports the descriptions with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to use vivid, multi-sensory details in a narrative description • Includes some specific descriptions consistent with the mood and situation of the text and makes reference to the text • Adequately supports the descriptions with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to use vivid, multi-sensory details in a narrative description • Includes descriptions but they are not explicit or make only vague references to the text • Supports the descriptions with at least one detail but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to use vivid, multi-sensory details in a narrative description, includes no relevant information from the text, or is vague.

Scoring Notes:

Successful responses:

- Include references to sights, sounds, smells, tastes, and/or feelings associated with the house
- Reflect the mournful, nostalgic mood
- Reflect the fact that happy children used to live in the house

Score Point 3 Sample:

When strong winds blew, people walking by the house heard the crash of a door frame or a floorboard collapsing. Once, on a dare, a teenage girl from the neighborhood got as close as the front door, but a strange, rotting smell and the sight of a scurrying rat, with his pink tail held high, made her run the other way. If she had made it inside, she would have seen the banister that kids her age used to slide down with big smiles on their faces.

Score Point 2 Sample:

The house was two stories, and it was full of smelly dust. It used to be full of toys and books and dolls, but most of these were gone. There was just a little doll, the wind-up talking kind that had gotten stuck saying "Are you ready to play?" and kept saying it over and over.

Score Point 1 Sample:

It was a gloomy, dark house. When it rained the house looked really sad, like the rain was tears. But then when the rain stopped the house looked beautiful and happy.

Score Point 0 Sample:

I don't like old houses. They are creepy. My grandma has an old house. I don't like the way her house smells.

ELA.7.PT.2.02.159

Sample Item ID:	ELA.7.PT.2.02.159
Title:	Narrating History
Grade/Model:	7/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded 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>Claim 2</p> <p>2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: 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):	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-3, L-6 RI-9; W-1a, W-1b, W-8 W-9
DOK:	4
Difficulty:	Medium
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"> 1. Read and analyze literary text and audiovisual sources about real historical events. 2. Compare and contrast examples of historical fiction about the same historical event. 3. Gather and organize information from sources and integrate the information into their own narrative writing. 4. Plan, write, and revise a full work of historical fiction

	<p>narrative demonstrating</p> <ul style="list-style-type: none"> • a strong, accurate historical point of view, with dialogue and descriptive details of historical setting, events, facts, and characters • effective organization within and between paragraphs to establish a situation, introduce the narrator, naturally unfold the sequence of events, and provide closure • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item type	PT
Target-Specific Attributes (E.G., Accessibility Issues):	Students with visual and hearing impairments will need to be provided with descriptions and/or transcripts of video material. Students with visual impairments will need to be provided with a description of the illustrations.
Stimuli:	<p>Sources (1 article, 1 video, 1 picture book, 1 novel excerpt; presented in the order in which they are used)</p> <p>Source 1: Article What is Historical Fiction? A brief (under 100 words) article describing the historical fiction genre. The article explains that historical fiction is not true, may be based on real or imagined characters and/or events, and takes place during an historical time period with an authentic setting.</p> <p>Source 2: Video Deborah Hopkinson interview Video clips of a Reading Rockets interview with Deborah Hopkinson who writes historical fiction for children and teens. http://www.readingrockets.org/books/interviews/hopkinson/ Video clips to include: Always a Reader 0:46 It's all in the details 1:52 We're all discoverers 2:22 History's boys and girls 1:31 An excerpt from <i>Abe Lincoln Crosses a Creek</i> 2:01 (For transcript of this interview: http://www.readingrockets.org/books/interviews/hopkinson/transcript/)</p> <p>Source 3: Picture Book A Band of Angels, by Deborah Hopkinson An historical fiction narrative in picture book format that is based on real people and events. The book tells the story of the Jubilee Singers, an African-American chorus that travels the country after the Civil War in order to raise money to save a school for freed slaves.</p> <p>Source 4: Novel excerpt The Red Badge of Courage, by Stephen Crane A boy who dreams of being a hero in battle is confronted by the</p>

	realities of the Civil War.
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>Deborah Hopkinson interview http://www.readingrockets.org/books/interviews/hopkinson/</p> <p>Additional source acknowledgements to be added What is Historical Fiction?</p>
Task Notes:	
<p>Task Overview (105 total minutes): Title: Narrating History Part 1 (35 minutes): Ultimately tasked with writing an historical narrative, students will read an article and two stories and view a video, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information. Part 2 (70 minutes): Students will work individually to compose full-length historical narratives, referring to their notes as needed. Pre-writing, drafting, and revising will be involved. Scorable Products: Student responses to the constructed-response questions and the narrative will be scored.</p>	
<p>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, but not to grammar check.</p>	
<p>Teacher Directions: Students are given the texts, research, and any additional information about the narrative.</p> <p>Part 1 (35 minutes)</p> <ul style="list-style-type: none"> • 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. <p>Stretch Break</p> <p>Part 2 (70 minutes)</p> <ul style="list-style-type: none"> • 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. • After students have been writing for 50 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their narratives. • Alert the students when there are 5 minutes remaining. • Close the testing session. 	
<p>Pre-Task Activity: There are no specific pre-task activities to be conducted.</p>	
<p>Time Requirements: The Performance Task will take 105 minutes in one session.</p>	

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

You will read about historical fiction, listen to an interview with an historical fiction author, and read a picture book and an excerpt of a classic historical fiction novel. You will answer some questions about the sources. Then you will plan, write, and revise your own historical fiction narrative.

Steps you will be following:

In order to plan and compose your narrative, you will:

- 1) Read an article about elements of historical fiction.
- 2) Listen to an interview with an historical fiction author.
- 3) Read a picture book.
- 4) Read an excerpt from a novel.
- 5) Answer questions about the sources.
- 6) Plan, write, and revise your narrative.

Directions for beginning:

You will now read the sources and watch a video. 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.

(source 1)

(source 2)

(source 3)

(source 4)

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 narrative. 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 elements of historical fiction are mentioned in both the article, “What is Historical Fiction?” and the video interview with author Deborah Hopkinson. Use details from the article and the video to support your answer.
2. “A Band of Angels” is based on real people and events. “The Red Badge of Courage” is about a made-up character during a real time period. Analyze how these differences impact the way the author’s tell the stories. Use details from the sources to support your answer.
3. Explain why you agree or disagree with the following statement: “Even though historical fiction stories are not true, they develop more accurate and true understandings of real events from the past.” Use details from the sources to support your answer.

Part 2 (70 minutes)

You have 70 minutes to plan, draft, and revise your narrative. You may refer to the sources and the answers you wrote to the questions in part 1, but you cannot change those answers.

Your Assignment

Write a historical narrative using what you learned from the sources. Your story may take place during the same time periods or in the same places as the sources, but do not use the same characters, exact settings, or specific situations from the sources. When writing your story, be sure to include strong descriptive details, an identifiable historical setting, and believable characters.

Use this planning guide to make sure you get started quickly and keep your story short enough to finish in one hour.

I. Setting – The time and place should be real since you are

writing historical fiction.

II. Main character – Focus your narrative on one main character since you have just an hour to complete it. The character can be real or imaginary, but you should include details that make it seem like the person is really in the time and place you chose for your setting.

III. Plot –

a. Problem

1. What is the problem your character will be trying to solve?

b. Events

1. What is happening as your story begins?

2. How will your story end?

3. What happens to move your story from the beginning to its ending?

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, and point of view*

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:

- write your narrative
 - revise and edit the final draft of your narrative
- Word-processing tools and spell check are available to you.

Key and scoring information for questions:

1. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

2. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

3. Claim 4, Target 4

Sample Generic 2-point Research (Grades 6-11): Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

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

<p>3</p>	<p>The narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> adequately establishes a setting, narrator and/or characters, and point of view* 	<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"> adequate use of a variety of transitional strategies adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience 	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> adequate use of sensory, concrete, and figurative language generally advance the purpose 	<p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation but no systematic pattern of errors is displayed adequate use of punctuation capitalization, and spelling
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<p>2</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"> inconsistently establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of basic transitional strategies with little variety uneven sequence of events from beginning to end opening and closure, if present, are weak weak connection among ideas 	<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"> narrative techniques, if present, are uneven and inconsistent 	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> partial or weak use of sensory, concrete, and figurative language that may not advance the purpose 	<p>The narrative, real or imagined, demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> frequent errors in usage may obscure meaning inconsistent use of punctuation capitalization, and spelling
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<p>1</p>	<p>The narrative, real or imagined, may be maintained but may provided little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The narrative, real or imagined, has little or no discernible plot:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description:</p> <ul style="list-style-type: none"> • use of narrative techniques is minimal, absent, in error, or irrelevant 	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language • may have little sense of purpose 	<p>The narrative, real or imagined, demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscured
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write longer narrative texts demonstrating narrative strategies.</p>				

*Point of view begins in Grade 7.

ELA.07.PT.2.04.145 C2 T4

Sample Item ID:	ELA.07.PT.2.04.145
Title:	Animals and Tool Use
Grade/Model:	07/1
Claim(s):	<p>Primary Claims</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>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: 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. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(s):	NA
Standard(s):	<p>Writing W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-3a, L-6</p> <p>Research RI-9; RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9, RI-1; RL-1; W-1a, W-1b</p>
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"> 1. Gather, select, and analyze information in a series of sources 2. Write an informational essay effectively demonstrating <ul style="list-style-type: none"> • a clearly-established main idea

	<ul style="list-style-type: none"> • relevant supporting evidence, details, and elaboration that are consistent with the main idea, purpose, and audience • effective organization of ideas and transitions between ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language and tone for purpose and audience
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 and/or physical impairments may need alternative formats to access written material.
Stimuli:	<p>Video 1 An informational video introducing the topic of animals and tool use, explaining the significance of the topic, as well as how and why certain animals (e.g., dolphins, crows, elephants, otters, chimpanzees) use tools</p> <p>Article 1 An article focused on tool use in different animals (i.e., not those featured in the video)</p>
Stimuli/Text Complexity:	
Acknowledgments:	N/A
Task Notes:	

Task Overview (105 total minutes):

Title: Animals and Tool Use

Part 1 (35 minutes): Ultimately tasked with composing a full-length informational essay, students will read an informational text introducing the idea of animals using tools, focused on at least three different types of animals that use tools for a particular purpose. Students will then watch a video focused on tool use by two or three other animals (animals not discussed in the informational text). Students will take notes on both of these sources. They will then respond to three questions focused on research skills.

Part 2 (70 minutes): Students will work individually to compose full-length informational essays on animals and tool use, referring to their notes as needed and to the sources they read/viewed during Session 1. Pre-writing, drafting, revising, and editing will be involved.

Scorable Products: Student responses to the CR items and the essays 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 and a thesaurus, but not grammar check.

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.

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 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.

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

You will view a video and read an article on the topic of animals using tools, taking notes on these sources, and then write an informational essay about animal tool use.

Steps you will be following:

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

- 1) Watch a video and read an article.
- 2) Answer three questions about the sources.
- 3) Plan and write your essay.

Directions for beginning:

You will now watch a short video and read an article. 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.

(video)
(article)

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. What is one specific reason, mentioned in both the video and the article, for animals to use tools? Explain why this use of tools would be helpful or beneficial to animals. Support your answer using details from the video and the article.
2. Explain one way in which the article supports or confirms the information you learned from the video. Support your answer using details from both sources.
3. "Some animals would not survive if they were not able to use tools." What three pieces of evidence from the video and text would you use to support the above statement?

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

Your assignment is to write an informational essay about animals and tool use. In the essay, you should explain why tool use in animals is significant, and present examples of three different types of animals that use tools, including specific details from the sources you read and viewed.

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 are available to you.

Key and scoring information for questions:

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Sample Generic 4-point Informative-Explanatory (Grades 6-11) Writing R				
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence	
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary

<p>4</p>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<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. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling
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<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate 	<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"> • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language :</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<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"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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<p>1</p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<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"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic, attending to purpose and audience.</p>				

ELA.08.PT.2.04.165 C2 T4

Sample Item ID:	ELA.08.PT.2.04.165
Title:	Positive Digital Footprint
Grade/Model:	8/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded 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>Claim 2</p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT AND CLARIFY: Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p>
Secondary Target(s):	NA
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-3a, L-6, RI-9; RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9, RI-1; RL-1; W-1a, W-1b
DOK:	4
Difficulty:	Medium
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"> 1. Identify the key ideas in several informational sources and analyze the relationship between these sources and a literary text 2. Identify the types of evidence the authors use to support their key ideas 3. Analyze information sources and evaluate evidence in order

	<p>to generate a thesis or controlling idea</p> <p>4. Write an informational essay that includes</p> <ul style="list-style-type: none"> • a clearly stated controlling idea • presentation of relevant supporting evidence, details, and elaboration consistent with the controlling idea, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item type	PT
Target-Specific Attributes (E.G., Accessibility Issues):	Students with hearing impairments will need to be provided with transcripts of video material. Students will enter lengthy text on a keyboard.
Stimuli:	<p>Sources (1 article, 2 journal entries, 1 story; presented in the order in which they are used)</p> <p>Source 1: Video Creating your digital footprint A video introducing the idea of positive digital footprints and why they are important in today's world (1:56) http://www.youtube.com/watch?v=AdWmhZsJQHo)</p> <p>Source 2: Article Building a Positive Digital Footprint An informational article about how to use social networking tools to build a positive digital footprint.</p> <p>Source 3: Blog 25 Days to Make a Difference Select several posts from this middle school student blog about doing a good deed every day for a month. http://twentyfivedays.wordpress.com/</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>Creating your digital footprint http://www.youtube.com/watch?v=AdWmhZsJQHo)</p> <p>25 Days to Make a Difference http://twentyfivedays.wordpress.com/</p>
Task Notes:	
<p>Task Overview (105 total minutes): Title: Positive Digital Footprint</p>	

Part 1 (35 minutes): Students will watch a video introducing the idea of positive digital footprints and explaining why they are important in today's world. They will also read an article about using social networking tools, such as Facebook, to build a positive digital footprint and excerpts from a blog as an example of how one student has created a positive footprint. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Students will work individually to compose full-length informational essays on the benefits of creating a positive digital footprint and the different ways to accomplish this. Pre-writing, drafting, and revising will be involved.

Scorable Products:

Student responses to the constructed-response questions and the essay 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 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.
- Alert the students when 15 minutes remain in the testing session 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 view a video, read an article and a blog, then write an informational essay about creating a positive digital footprint.

Steps you will be following:

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

1. View a video.
2. Read an article and blog entries.
3. Answer three questions about the sources.
4. Plan and write your essay

Directions for beginning:

You will now see three sources about creating a positive digital footprint: a video clip, an article, and a blog. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(Source 1)

(Source 2)

(Source 3)

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. Explain the importance of creating a positive digital footprint. Use details from the sources to support your answer.
2. Evaluate which source best explains what someone should do to create a positive digital footprint. Use details from the sources to support your answer.
3. Explain how the blog is an example of the ideas for creating a positive digital footprint discussed in the video and the article. Use details from 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 use your notes and refer back to the sources. You may also refer to the answers you wrote to questions at the end of 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

Your class is writing articles for the school newspaper on the positive uses of technology. Write an informational essay answering the following questions:

- What is a positive digital footprint, and why is having one important?
- What are the different ways in which students can create positive digital footprints?

Support the statements you make in your essay with details from the sources you read and viewed.

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.

Key and scoring information for questions:

1. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

2. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

3. Claim 4, Target 4

Sample Generic 2-point Research (Grades 6-11): Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

4-point Informative-Explanatory (Grades 6-11) Writing Rubric					
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
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<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. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate 	<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"> • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language :</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<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"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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<p>1</p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<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"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic, attending to purpose and audience.</p>				

ELA.07.PT.2.07.086

Sample Item Id:	ELA.07.PT.2.07.086
Title:	Graphic Novels
Grade/Model:	7/2
Claim(S):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded 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>These claims and targets will be measured by scorable evidence collected.</p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(S):	N/A
Standard(S):	<p>Primary Standards</p> <p>Writing W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9, W-2d, W-3d, L-3a, L-6, L-1, L-2, L-3</p> <p>Research RI-9; RH-1-3, RST-1-3, RST 7-9, WL-8, WL-9; RI-1; RL-1</p>
DOK:	4

Difficulty:	Hard
Score Points:	TBD
Task Source:	(no sources provided)
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"> 1. Gather, select, and analyze information in a series of sources 2. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly-established argumentative claim • presentation of relevant supporting evidence, details, and elaboration consistent with the claim, sources, purpose, and audience • effective organization of ideas and evidence • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item Type	Performance Task
Target-Specific Attributes (E.G., Accessibility Issues):	Item should be accessible. Braille, audio, and screen reader formats have means for representing the types of text features used in the texts students will be reading for this task.
Stimuli:	<p>Sources (3 written excerpts, 1 video, 1 radio report, presented in the order in which they are used)</p> <p>Passage 1 Original passage of pivotal moment in canonical novel</p> <p>Video 1 Same moment from novel above in video format</p> <p>Passage 2 A few frames from graphic novel version of canonical novel above</p> <p>Passage 3 Text arguing for the use of graphic novels in middle school language arts classes, which includes video interviews of middle school teachers and students</p> <p>Radio report 1 Radio report arguing against the use of graphic novels in middle school language arts classes</p>
Stimuli/Text Complexity:	
Acknowledgments:	N/A
Task Notes:	
<p>Task Overview (105 total minutes): Title: Graphic Novels</p> <p>Part 1- (35 minutes) Teacher explains the performance task to the students. Students then read online the original passage of pivotal moment in canonical novel. Students take notes as they read. Then students read a few frames from the graphic novel version of the same novel. Next, students independently read or listen to two short texts about the use of graphic novels in M.S.</p>	

Grade 7 ELA Sample PT Items C2 T7

classrooms, one pro and one con. Students take notes on points they will want to present in their final argumentative essay and organize the notes using appropriate strategies according to their individual preference. They will then respond to four questions addressing research in both texts.

Part 2- (85 minutes)

Students retain access to all versions of the novel, both reports, and their notes. Teacher reads the item prompt to students as they follow along. Students draft, revise, and edit their argumentative essays. Students submit their final drafts for scoring. All notes are collected and destroyed.

Scorable Products: Student responses to the constructed-response questions at the end of 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 120 minutes in one session.

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

Your assignment:

Today you will write an argumentative essay for publication in a school newspaper on whether or not graphic novels should be used in Middle-School English and Language Arts classrooms. You will first be given a prose and graphic-novel version of the same scene from a literary work. You will then read and listen to two authors' opposing views before writing your argumentative essay.

Now you will read online a brief excerpt from a novel and take notes. Next, you will read the same scene in comic book/graphic novel form. Take notes because you will use them to write your essay. Refer back to the excerpt and graphic novel as often as you like while you are taking notes. Your notes and the two sources will be the basis for writing your final draft.

Steps you will be following:

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

1. Read the 3 articles, watch the video, and listen to the radio excerpt.
2. Answer four questions about the sources.
3. Plan and write your essay.

Directions for beginning:

Listen to the description of the performance task. Read the brief excerpt and take notes. Read the frames from the graphic novel and take notes. Throughout the task, you may click on the appropriate buttons to refer back to the sources when you think doing so would be helpful. You may also refer to your notes.

You will now review two reports, taking notes on both. One is a text in favor of the use of graphic novels in Middle-School classes, and the other is a radio report disapproving of their use. Take notes because you will use them when you write your essay. You can refer back to any of the sources as often as you like while you are taking notes. Your notes and the sources will

be your basis for writing your final essay.

(passage 1)

(video 1)

(passage 2)

(passage 3)

(radio report 1)

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. Of the four highlighted sentences in the text, which is the best excerpt to cite in order to appeal to the reader's emotions?
2. Which of the six highlighted sentences presents the most compelling evidence in favor of graphic novels' use in Middle-School classes?
3. Using your notes, identify and contrast the strategies that the author of the text and the speaker in the radio report use to make their claims.
4. Using your notes, contrast the evidence presented in the radio report as opposed to the text. Identify and evaluate areas in which the radio report surpassed or lacked the evidence presented in the text.

Part 2 (70 minutes)

You will have 85 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer back to the sources, you must work on your own. You may

also refer to the questions at the end of 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:

Your school district is planning to revise its Middle-School Language-Arts curriculum. Write an argumentative essay for publication as an editorial in the school newspaper. Make a claim for or against the use of graphic novels within the curriculum. Your essay will be read by students, parents, teachers, and community members who read the school newspaper. Support your claim with details from what you have read, viewed, heard, and discussed with some of your classmates.

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 claim on the topic, maintain your focus, and address the alternate and opposing claims
- 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 and mechanics (spelling, punctuation, capitalization, etc.)

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:

Keys, rubrics, and sample responses to all SR/CR Items:

TBD since stimuli are just described, not included

1. SR C4T3

Sample Generic 2-point Research (Grades 6-11):	
Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. SR C4T3

Sample Generic 2-point Research (Grades 6-11):	
Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

3. CR C4T2

Sample Generic 2-point Research (Grades 6-11):	
Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

4. CR C4T4

Sample Generic 2-point Research (Grades 6-11):	
Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

Sample Generic 4-point Argumentative Writing Rubric (Grades 6-11)					
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
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused and strongly maintained *alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<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"> adequate use of transitional strategies with some variety adequate progression of Ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • Weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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Grade 7 ELA Sample PT Items C2 T7

<p>1</p>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscured
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full arguments about topics or texts, attending to purpose and audience.</p>				

*Begins in 7th grade

ELA.07.SR.1.03.059

Sample Item ID:	ELA.07.SR.1.03.059
Grade/Model:	7/3
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)
Secondary Target(s):	n/a
Standard(s):	RL-4; L-4, L-5b, L-5c, L-6
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"The Forsaken Merman"
Stimulus/Text Complexity:	The qualitative measures are of little use in measuring the difficulty of this archaic poem. Because the knowledge demands and the language difficulty are somewhat high, but the meaning/purpose more moderate, this passage is recommended for use at grade 7. Based on these sets of measures, this passage is recommended for assessment at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	"The Forsaken Merman," Matthew Arnold http://www.gutenberg.org/files/16436/16436-h/16436-h.htm#The_Forsaken_Merman
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must select a word from the poem that is the antonym of a given word.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

This poem is spoken in the voice of a male mermaid, whose wife has decided to leave the ocean and return to life on land.

The Forsaken Merman
By Matthew Arnold

Come, dear children, let us away;

Down and away below!
Now my brothers call from the bay,
Now the great winds shoreward **blow**,
Now the salt tides seaward flow;
Now the wild white horses play,
Champ and chafe and toss in the spray.
Children dear, let us away!
This way, this way!

Call her once before you go—
Call once yet!
In a voice that she will know:
"Margaret! Margaret!"
Children's voices should be dear
(Call once more) to a mother's ear;
Children's voices, wild with pain—
Surely she will come again!
Call her once and come away;
This way, this way!
"Mother dear, we cannot stay!
The wild white horses **foam** and fret."
Margaret! Margaret!

Come, dear children, come away down;
Call no more!
One last look at the white-wall'd town,
And the little gray church on the windy shore;
Then come down!
She will not come though you call all day;
Come away, come away!
Children dear, was it yesterday
We heard the sweet bells over the bay?
In the caverns where we lay,
Through the surf and through the swell,
The far-off sound of a silver bell?
Sand-strewn caverns, cool and deep,
Where the winds are all asleep;

Where the spent lights **quiver** and gleam,
Where the salt weed sways in the stream,
Where the sea-beasts, ranged all round,
Feed in the ooze of their pasture-ground;
Where the sea-snakes coil and twine,
Dry their mail and **bask** in the brine;
Where great whales come sailing by,
Sail and sail, with unshut eye,
Round the world forever and aye?
When did music come this way?
Children dear, was it yesterday?

Item Stem:

Which highlighted word from the poem is an antonym of the verb "to be still"?

Options:

- A. blow
- B. foam
- C. quiver
- D. bask

Distractor Analysis:

- A. Incorrect: While "blow" is a word of movement, it is not the antonym of "to be still."
- B. Incorrect: While "foam" is a word of action, it is not the antonym of "to be still."
- C. Correct: The word "quiver" means "beat," for which the antonym is "to be still" or "stop."
- D. Incorrect: While "bask" is an action verb, it is not the antonym of "to be still."

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Forsaken Merman	Matthew Arnold	A poem with a merman narrator, exhorting his children to call their mother home to the sea



Recommended Placement for Assessment: Grade 7

The qualitative measures are of little use in measuring the difficulty of this archaic poem. Because the knowledge demands and the language difficulty are somewhat high, but the meaning/purpose more moderate, this passage is recommended for use at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The theme is clear but conveyed in a way that may be challenging for some readers, from the perspective of the speaker (a merman).</p> <p>Text Structure: <u>Moderately complex:</u> There is just one storyline but because of the point of view it may still be a challenging read.</p> <p>Language Features: <u>Very complex:</u> The language is largely archaic and the many literary devices make this a more challenging read. There are some words with which some students will not be familiar (brine, chafe, champ, ranged [multiple meaning]).</p> <p>Knowledge Demands: <u>Very complex:</u> Students must put themselves in the place of the merman and make some inferences about the conflict portrayed.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 670L; grades 2-3 Flesch-Kincaid: 1.5 Word Count: 272</p> <p style="background-color: #0070C0; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.07.SR.1.07.052 C1 T7

Sample Item ID:	ELA.07.SR.1.07.052
Grade/Model:	7/1b
Claim:	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	7. LANGUAGE USE: Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation
Secondary Target(s):	1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn
Standard(s):	RL-4; L-5, L-5a, L-5c
DOK:	2
Difficulty:	H
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"The Forsaken Merman"
Stimulus/Text Complexity:	The qualitative measures are of little use in measuring the difficulty of this archaic poem. Because the knowledge demands and the language difficulty are somewhat high, but the meaning/purpose more moderate, this passage is recommended for use at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	"The Forsaken Merman," Matthew Arnold http://www.gutenberg.org/files/16436/16436-h/16436-h.htm#The_Forsaken_Merman
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must select a phrase from the text that reveals the turning point of the poem for the reader.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

This poem is spoken in the voice of a male mermaid, whose wife has decided to leave the ocean and return to life on land.

The Forsaken Merman
By Matthew Arnold

Come, dear children, let us away;

Down and away below!

Now my brothers call from the bay,
Now the great winds shoreward blow,
Now the salt tides seaward flow;
Now the wild white horses play,
Champ and chafe and toss in the spray.
Children dear, let us away!
This way, this way!

Call her once before you go—

Call once yet!

In a voice that she will know:

"Margaret! Margaret!"

Children's voices should be dear
(Call once more) to a mother's ear;
Children's voices, wild with pain—
Surely she will come again!
Call her once and come away;

This way, this way!

"Mother dear, we cannot stay!
The wild white horses foam and fret."
Margaret! Margaret!

Come, dear children, come away down;

Call no more!

One last look at the white-wall'd town,
And the little gray church on the windy shore;
Then come down!
She will not come though you call all day;
Come away, come away!
Children dear, was it yesterday
We heard the sweet bells over the bay?
In the caverns where we lay,
Through the surf and through the swell,
The far-off sound of a silver bell?
Sand-strewn caverns, cool and deep,

Where the winds are all asleep;
Where the spent lights quiver and gleam,
Where the salt weed sways in the stream,
Where the sea-beasts, ranged all round,
Feed in the ooze of their pasture-ground;
Where the sea-snakes coil and twine,
Dry their mail and bask in the brine;
Where great whales come sailing by,
Sail and sail, with unshut eye,
Round the world forever and aye?
When did music come this way?
Children dear, was it yesterday?

Item Stem:

Which phrase signals a major change in the action of the poem?

Options:

- A. "Down and away below!"
- B. "This way, this way!"
- C. "Call no more!"
- D. "Children dear, was it yesterday?"

Distractor Analysis:

- A. Incorrect: While the speaker tells his family that they must leave in the first stanza, the action of their departure does not begin until the third stanza.
- B. Incorrect: While this phrase seems one of action, it occurs at the end of the first stanza, before the main action of the poem occurs.
- C. Correct: The third stanza is the turning point of the poem, indicating the moment when the speaker and his family must leave and cannot look back. The phrase "Call no more!" represents this moment of decision.
- D. Incorrect: While this is a phrase of nostalgia that relates to the main action of the poem, this is the last line of the poem, after the action of the poem has occurred.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Forsaken Merman	Matthew Arnold	A poem with a merman narrator, exhorting his children to call their mother home to the sea



Recommended Placement for Assessment: Grade 7

The qualitative measures are of little use in measuring the difficulty of this archaic poem. Because the knowledge demands and the language difficulty are somewhat high, but the meaning/purpose more moderate, this passage is recommended for use at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The theme is clear but conveyed in a way that may be challenging for some readers, from the perspective of the speaker (a merman).</p> <p>Text Structure: <u>Moderately complex:</u> There is just one storyline but because of the point of view it may still be a challenging read.</p> <p>Language Features: <u>Very complex:</u> The language is largely archaic and the many literary devices make this a more challenging read. There are some words with which some students will not be familiar (brine, chafe, champ, ranged [multiple meaning]).</p> <p>Knowledge Demands: <u>Very complex:</u> Students must put themselves in the place of the merman and make some inferences about the conflict portrayed.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 670L; grades 2-3 Flesch-Kincaid: 1.5 Word Count: 272</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.07.SR.1.10.051 C1 T10

Sample Item ID:	ELA.07.SR.1.10.051
Grade/Model:	7/1a
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	10. WORD MEANINGS: 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, inset text)
Secondary Target(s):	n/a
Standard(s):	RI-4; L-4, L-5b, L-5c, L-6
DOK:	1
Difficulty:	Easy
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"What is Mold?"
Stimulus/Text Complexity:	The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. Based on these sets of measures, this passage is recommended for assessment at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.epa.gov/students/pdf/holdthemold.pdf
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must identify the meaning of a word based on the given root and the passage.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Read the passage and answer the question that follows.

What is Mold?

Mold is the common name for many kinds of tiny organisms called fungi. There are thousands of types of molds that can be found indoors and outdoors. Different molds will grow in

colonies, living on dead organisms such as decaying plants and animals, as well as non-living materials such as wood, brick, stone, food, fabric and books. Some molds even thrive on living organisms as parasites! Molds play an important part of the natural decaying process of living organisms in the natural world. However, they may present a health risk in indoor environments. Molds need moisture to thrive and usually grow and reproduce spores in damp or moist places. Light and temperature also impact mold growth in different locations such as showers, kitchens, damp basements and around windows. Mold travels by releasing spores into the air. Spores are reproductive structures that allow organisms such as fungi to spread and survive in almost any environment. Mold spores float through the air, landing on and interacting with thousands of living organisms and non-living objects.

What are the health impacts of mold?

Spores from mold growth, while natural, can also pose health risks. Some people, with or without allergies, are very sensitive to mold or may become sensitive to mold from single or repeated exposure. Molds, mold spores and pieces of mold may impact a person's health by causing minor irritations such as a runny nose or itchy, watery eyes to major health concerns such as difficulty breathing, asthma attacks, infections, fever and major skin irritations. The best way to reduce and prevent mold growth is to control moisture. To reduce mold growth in homes, schools and other buildings, it is important to keep humidity levels low, between 30-60%. To reduce excess moisture that mold needs to grow, it's also important to repair leaks, completely clean and remove any existing mold growth, ventilate bathrooms, kitchens and basements that are more prone to damp conditions and use a dehumidifier to remove moisture from the air if necessary. Outside, molds may grow in damp, shaded areas with lots of leaves or compost. People who are sensitive to molds should be careful to avoid such places and areas prone to lots of mold growth.

When cleaning and removing mold at home or in school, use soap and hot water and always wear gloves, and a breathing mask, if necessary.

Item Stem:

The word ventilate comes from a Latin word that means “wind.”

Based on this root and the text, what is the meaning of “ventilate”?

Options:

- A. to clean air
- B. to bring air in
- C. to push warm air out
- D. to add moisture to air

Distractor Analysis:

- A. Incorrect: While the word “ventilate” relates to the root for “wind,” it does not mean “to clean air.” Cleaning air does make sense in the context of the passage.
- B. Correct: Based on the Latin root for “wind” and the passage, it is clear that “ventilate” means “to bring air in.”
- C. Incorrect: While the word “ventilate” relates to the root for “wind,” it does not mean “to push warm air out.” The passage is about moisture in the air, not air temperature.
- D. Incorrect: While the word “ventilate” relates to the root for “wind,” it does not mean “to add moisture to air.” The passage makes it clear that it is important to reduce moisture.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
What is Mold?	EPA	An explanation of what mold is and the cautions to take around it



Recommended Placement for Assessment: Grade 7

The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> No explicit connection made between the two major sections of the passage, but fairly easy to identify based upon the context.</p> <p>Text Structure: <u>Moderately complex:</u> Ideas are grouped into two major topic areas, with headings. There are some sidenotes or brief tangents that the reader must follow.</p> <p>Language Features: <u>Moderately complex:</u> The language and sentence structure are fairly clear, though some vocabulary will be more challenging (irritations, excess, ventilations). There is sufficient context for these above-grade terms. The tone is conversational.</p> <p>Knowledge Demands: <u>Moderately complex:</u> There is quite a bit of science content knowledge in here, but it's largely explained and clear.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1360L; above grade level Flesch-Kincaid: 9.6 Word Count: 386</p>
	<p>Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.07.SR.02.03.055 C2 T3

Sample Item ID:	ELA.07.SR.02.03.055
Grade/Model:	07/1c
Claim:	2. Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing 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-2f
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"Orangutans"
Stimulus/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing Contractor, based on Patricia Miller-Schroeder's <i>Orangutans: The Untamed World</i> (Chicago: Raintree, 2004), pp. 39, 22, 23, 60, 61
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	This item provides evidence of students' ability to clearly establish a topic and employ appropriate vocabulary when writing short informational/explanatory texts.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Read the passage and complete the task that follows it.

Orangutans

When they are hungry, they can use sticks to open their favorite fruit. These great apes can make at least 13 different kinds of noises to send messages to other orangutans; they can also "talk" to each other by making signs with their hands.

Orangutans can easily learn to use zippers and to open latches. From watching humans, some have even learned to wash clothes and paddle canoes!

Item Stem:

This paragraph about orangutans is missing a thesis statement. Select the most appropriate thesis statement to begin the paragraph.

Options:

- A. I am going to tell you about orangutans and their skills.
- B. Orangutans are very intelligent animals.
- C. Orangutans are the monkeys most like humans.
- D. Orangutans like to do many interesting things.

Distractor Analysis:

- A. Incorrect: This sentence is not the most appropriate thesis statement because it uses the first-person point of view, which is usually avoided in informational text and does not match the style of this stimulus.
- B. Correct: This is the best thesis statement. It concisely states the main idea of the paragraph in a way that links all of the supporting information about orangutans, and it reflects the style of the stimulus.
- C. Incorrect: This sentence is not the most appropriate thesis statement. It reflects an imprecise use of language because orangutans are referred to in the passage as "great apes," not "monkeys." It also makes a comparative claim that is not supported by the stimulus paragraph.
- D. Incorrect: Although this sentence supports the ideas within the paragraph, it is not specific enough to serve as a thesis statement.

ELA.07.SR.2.06.050

Sample Item ID:	ELA.07.SR.2.06.050
Grade/Model:	7/1a
Claim:	2. Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, and/or W-1e
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	an argumentative paragraph
Stimulus/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	n/a
How this task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must identify the statement that clearly states the main claim of the argumentative paragraph.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Read the passage and complete the task that follows it.

Many experts will tell you that television is bad for you. Yet this is an exaggeration. Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. The days of limited programming with little interaction are gone. Public television and other stations have shows about science, history, and technical topics.

Item Stem:

Which sentence should be added to the paragraph to state the author's main claim?

Options:

- A. Watching television makes a person healthy.
- B. Watching television can be a sign of intelligence.
- C. Television can be a positive influence on people.
- D. Television has more varied programs than ever before.

Distractor Analysis:

- A. Incorrect: While the paragraph talks about how television can encourage people to be healthier, it does not suggest that the sheer act of watching television actually makes you healthy.
- B. Incorrect: While the paragraph mentions television programming that teaches people things, it does not suggest that watching television is a sign of intelligence.
- C. Correct: The main claim of the argumentative paragraph is that television can be a positive influence on people.
- D. Incorrect: While the paragraph discusses the varied programming available these days, this is not the main claim of the paragraph.

ELA.07.SR.2.08.049

Sample Item ID:	ELA.07.SR.2.08.049
Grade/Model:	07/3
Claim:	2. Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style 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:	2
Difficulty:	H
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	Driving Age Letter
Stimulus/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing Contractor
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	The item measures students' ability to use language, style, and vocabulary appropriate for the purpose and audience when revising texts.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

A student is writing a letter to the editor of her local newspaper after hearing that lawmakers in her state are thinking about changing the driving age from sixteen to seventeen years old. Here is a draft of her letter.

The driving age in our state should stay at sixteen. Most fifteen-year-olds take drivers' education classes. When they finish, they have the skills and the responsibility to be safe drivers. Teenagers have busy lives, with lots of afterschool activities, and their parents do not have the time to drive them everywhere. In some states, people can get their drivers'

licenses as early as age fourteen, so it's not fair that we should have to wait until we are seventeen. Most sixteen-year-olds are ready to drive. We should let them.

Item Stem:

Read this sentence from the letter.

In some states, people can get their drivers' licenses as early as age fourteen, so it's not fair that we should have to wait until we are seventeen.

The author of the letter wants to replace the highlighted section to better match the letter's purpose and audience. Which replacement best matches the author's intended purpose and audience?

Options:

- A. ...who really knows what the right age is?
- B. ...it is not appropriate to require young people to delay until the age of seventeen.
- C. ...it is not fair to make us wait until we are seventeen.
- D. ...why should young people in our state wait until age seventeen?

Distractor Analysis:

- A. Incorrect: Although this phrase is more concise than the highlighted phrase, it is not the best replacement because it undercuts the purpose of the letter.
- B. Incorrect: This phrase is not the best replacement because it uses overly formal language which does not match the style of the rest of the letter.
- C. Incorrect: This phrase is not the best replacement because it fails to correct the shift in intended audience that takes place in the highlighted phrase. For most of the paragraph, "we" means "we citizens of the state," but in both the highlighted sentence and this option, "we" means "we young teenagers."

D. Correct: This phrase corrects the shift in intended audience that takes place in the highlighted phrase and also aligns with the style and purpose of the letter.

ELA.07.SR.2.09.056 C2 T9

Sample Item ID:	ELA.07.SR.2.09.056
Grade/Model:	07/3
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target(s):	9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts
Secondary Target(s):	n/a
Standard(s):	L-1, L-2, L-3
DOK:	1
Difficulty:	H
Item Type:	Selected Response
Score Points:	1
Key:	A
Stimulus/Passage(s):	n/a
Stimulus/Text Complexity:	n/a
Acknowledgement(s):	n/a
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	The item measures students' knowledge of grade-appropriate grammar, usage, and mechanics by asking them to evaluate sentences for correctness.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

NA

Item Stem:

Choose the sentence that does not have any errors in grammar, usage, or mechanics.

Options:

- A. Maria's dog loved to play with that old, brown teddy bear.
- B. Swimming as fast as she could, the boat was still too far away for Lucy to reach in ten minutes.

C. The fish, with the orange and black stripes, was the one that I wanted.

D. When deciding what instrument to learn, the huge number of choices can be overwhelming.

Distractor Analysis:

- A. Correct: This sentence has no errors in grammar, usage, or mechanics. It correctly separates two coordinate adjectives (“old” and “brown”) with a comma.
- B. Incorrect: This sentence is incorrect because it includes a misplaced modifier.
- C. Incorrect: This sentence is incorrect because the phrase “with the orange and black stripes” is restrictive and therefore should not be set off with commas.
- D. Incorrect: This sentence is incorrect because it includes a dangling modifier.

ELA.07.4.3.048

Sample Item ID:	ELA.07.4.3.048
Grade / Model:	07 / 2
Claim:	4. Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.
Assessment Target(s):	3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses
Secondary Target(s):	n/a
Standard(s):	W-8, WL-8, W-9
DOK:	3
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"Amelia Earhart"
Stimulus/Text Complexity:	Word Count: 228 Flesch-Kincaid: 7.4 Lexile: 950L, grade 6-9. This passage is used to provide students a context for a research task. Both the quantitative and qualitative analysis suggest the passage is appropriate for use at grade 7.
Acknowledgement(s):	
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must use reasoning and evidence to analyze information presented in a source.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Below is a text a student is using to research how flight has changed over time. Read the text and answer the question that follows.

Amelia Earhart

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897. In those days, airplanes were not as common as they are today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to

take flying lessons.

Earhart excelled as a pilot. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. "The idea of just going as 'extra weight' did not appeal to me at all," she said, but she accepted the offer nonetheless. On June 17, Amelia Earhart flew in a plane named Friendship with co-pilots Wilmer "Bill" Stultz and Louis "Slim" Gordon. The plane landed at Burry Port, South Wales, with just a small amount of fuel left.

Today, pilots routinely cross the Atlantic in about seven hours. How long was Earhart's flight? Earhart's first trip across the Atlantic took more than 20 hours! Following the trip, she was given parties and even a ticker tape parade down Broadway in New York City. President Coolidge called to congratulate her on crossing the Atlantic.

Item Stem:

A student is doing research for a report about how human flight has changed since it began. The report will have four sections. Each section is listed below with a brief explanation of the main idea of the section. For which of the following sections would the passage provide details?

Options:

A. Uses of Flight

Flight was not used in as many ways then because planes could not fly as far as they can now.

B. Public Interest in Flight

The public was more excited by flight then because there were fewer airplanes and people flying them than there are now.

C. Changes Caused by Flight

People did not know as much about life in other countries then because flight did not give as much contact with others as it does now.

D. Flight equipment

The equipment used for flight did not protect those who flew as well as it does now.

Distractor Analysis:

- A. Incorrect: The article does not give information about different uses of flight at the time.
- B. Correct: The article gives details that support the statement that the public was more excited by flight then because there were fewer airplanes and people flying them than there are now: "In those days, airplanes were not as common as they are today," and, "Following the trip, she was given parties and even a ticker tape parade down Broadway in New York City," and, "President Coolidge called to congratulate her on crossing the Atlantic."
- C. Incorrect: The article does not give details about contacts between various countries.
- D. Incorrect: The article does not give details about dangers presented by equipment inadequate for potential risks.