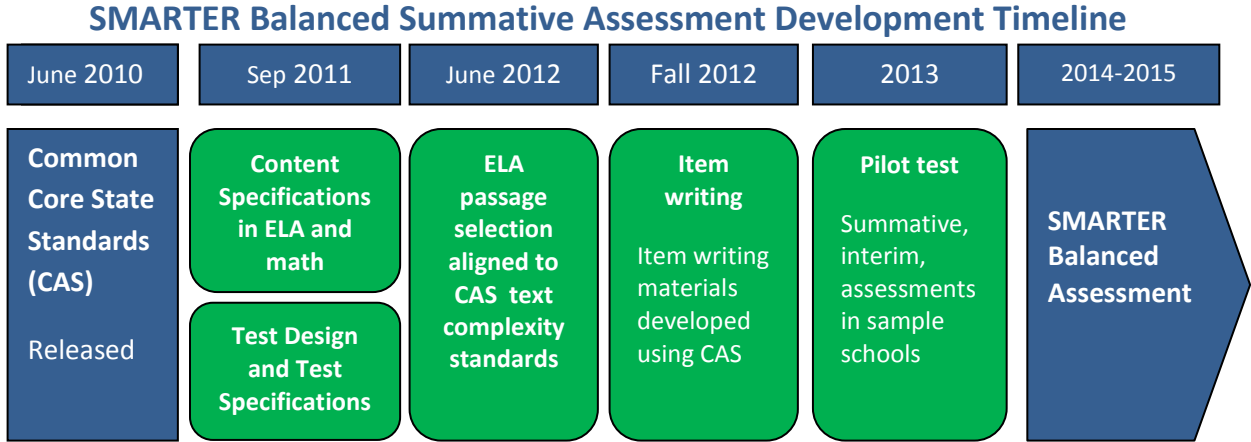


SMARTER Balanced Assessment 9th Grade ELA

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](#)

[7th GRADE SAMPLE
ELA ITEMS](#)

[8th 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.9.CR.1.02.093 C1 T2

Sample Item ID:	ELA.9.CR.1.02.093
Grade/Model:	9/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	2. CENTRAL IDEAS: Summarize central ideas/key events using key relevant details
Secondary Target(s):	n/a
Standard(s):	RL-2
DOK:	2
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0,1,2
Correct Response:	See rubric
Stimuli/Passage(s):	"The Discontented Pendulum," by Jane Taylor
Stimuli/Text Complexity:	While the qualitative measures are slightly lower, the levels of meaning embedded in this parable suggest that a higher grade level assignment is appropriate. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see text complexity worksheet attached.
Acknowledgement(s):	Public domain; reproduced in <i>McGuffey's Fifth Eclectic Reader, Revised Edition</i> by William Holmes McGuffey
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the central idea in the story and summarize the relevant events, using specific details.
Target-specific attributes (e.g., accessibility issues):	None

Stimulus Text:

Read the story "The Discontented Pendulum," about the pieces of a clock including a pendulum, a swinging, weighted lever. Then answer the question that follows.

The Discontented Pendulum

By Jane Taylor

An old clock that had stood for fifty years in a farmer's kitchen, without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly

stopped. Upon this, the dial plate (if we may credit the fable) changed countenance with alarm; the hands made a vain effort to continue their course; the wheels remained motionless with surprise; the weights hung speechless; and each member felt disposed to lay the blame on the others. At length the dial instituted a formal inquiry as to the cause of the stagnation, when hands, wheels, weights, with one voice, protested their innocence.

But now a faint tick was heard below from the pendulum, who spoke thus: "I confess myself to be the sole cause of the present stoppage; and I am willing, for the general satisfaction, to assign my reasons. The truth is, that I am tired of ticking." Upon hearing this, the old clock became so enraged that it was upon the very point of striking. "Lazy wire!" exclaimed the dial plate, holding up its bands.

"Very good!" replied the pendulum; "it is vastly easy for you, Mistress Dial, who have always, as everybody knows, set yourself up above me,—it is vastly easy for you, I say, to accuse other people of laziness! you who have had nothing to do all your life but to stare people in the face, and to amuse yourself with watching all that goes on in the kitchen. Think, I beseech you, how you would like to be shut up for life in this dark closet, and to wag backward and forward year after year, as I do."

"As to that," said the dial, "is there not a window in your house on purpose for you to look through?" "For all that," resumed the pendulum, "it is very dark here; and, although there is a window, I dare not stop even for an instant to look out at it. Besides, I am really tired of my way of life; and, if you wish, I'll tell you how I took this disgust at my employment. I happened, this morning, to be calculating how many times I should have to tick in the course of only the next twenty-four hours; perhaps some one of you above there can give me the exact sum."

The minute hand, being quick at figures, presently replied, "Eighty-six thousand four hundred times." "Exactly so," replied the pendulum. "Well, I appeal to you all, if the very thought of

this was not enough to fatigue anyone; and when I began to multiply the strokes of one day by those of months and years, really it was no wonder if I felt discouraged at the prospect. So, after a great deal of reasoning and hesitation, thinks I to myself, I'll stop."

The dial could scarcely keep its countenance during this harangue; but, resuming its gravity, thus replied: "Dear Mr. Pendulum, I am really astonished that such a useful, industrious person as yourself should have been seized by this sudden weariness. It is true, you have done a great deal of work in your time; so have we all, and are likely to do; which, although it may fatigue us to think of, the question is, whether it will fatigue us to do. Would you now do me the favor to give about half a dozen strokes to illustrate my argument?"

The pendulum complied, and ticked six times at its usual pace. "Now," resumed the dial, "may I be allowed to inquire if that exertion is at all fatiguing or disagreeable to you?" "Not in the least," replied the pendulum; "it is not of six strokes that I complain, nor of sixty, but of millions."

"Very good," replied the dial; "but recollect that, although you may think of a million of strokes in an instant, you are required to execute but one; and that, however often you may hereafter have to swing, a moment will always be given you to swing in." "That consideration staggers me, I confess," said the pendulum. "Then I hope," resumed the dial plate, "that we shall all return to our duty immediately; for the maids will be in bed if we stand idling thus."

Upon this, the weights, who had never been accused of light conduct, used all their influence in urging him to proceed; when, as if with one consent, the wheels began to turn, the hands began to move, the pendulum began to swing, and, to its credit, ticked as loud as ever; while a red beam of the rising sun, that streamed through a hole in the kitchen, shining full upon the dial plate, it brightened up as if nothing had been the matter.

When the farmer came down to breakfast that morning,

upon looking at the clock, he declared that his watch had gained half an hour in the night.

Item Prompt:

During the course of this story, the pendulum undergoes a major transformation. What lesson does he learn, and how does the dial help him reach this new understanding? Use details from the story to support your response.

	Scoring Rubric
2	The response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to summarize the central idea and key events from the story • Includes specific details that make clear reference to the text • Adequately supports the summary with clearly relevant details from the text
1	The response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize the central idea and key events from the story • Includes some specific details that make reference to the text • Supports the summary with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to summarize the central idea and key events, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The pendulum learns to approach life one step at a time rather than becoming overwhelmed by the totality of his responsibilities. The dial teaches him this important lesson by asking the pendulum to break down his ticking responsibilities into a short series of six ticks and evaluate his reaction. When hearing that the pendulum considers these discrete tasks to be quite manageable, the dial reminds his friend that he can make his task simpler by focusing only on what's immediately before him.

Score Point 2 Sample:

The pendulum learns that he needs to take life one step at a time and not worry about getting his whole job finished at a single stretch. The dial helps the pendulum understand this point by telling him to make a few ticks at a time. The pendulum can do this without feeling tired, and the dial reminds him that he just needs to focus on the single steps ahead in order to get the whole job done.

Score Point 1 Sample:

The pendulum learns that if he makes a just a few ticks at a time instead of worrying about ticking forever, then he will be able to get the job done without feeling exhausted.

Score Point 0 Sample:

The clock was old and lazy.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Discontented Pendulum	Jane Taylor	A parable of a clock that faces a defining moment

**Recommended Placement for Assessment: Grade 9**

While the qualitative measures are slightly lower, the levels of meaning embedded in this parable suggest that a higher grade level assignment is appropriate. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures**Meaning/Purpose:**

Very complex: The parable form may not be as familiar as some to students; the theme is revealed gradually over the course of the text.

Text Structure:

Moderately complex: The piece requires readers to see human characteristics in the parts of a clock and to consider the allegorical meaning.

Language Features:

Very complex: Relies entirely on figurative language (personification, mainly). The vocabulary and style are formal.

Knowledge Demands:

Very complex: The parable form may be unfamiliar; students must consider everything that is said and done on more than one level.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 990L; grades 6-8
Flesch-Kincaid: 7.0
Word Count: 818

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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.09.CR.1.06.094 C1 T6

Sample Item ID:	ELA.09.CR.1.06.094
Grade/Model:	9/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	6: TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation
Secondary Target:	n/a
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimuli/Passage(s):	Barbara Frietchie by John Greenleaf Whittier
Stimuli/Text Complexity:	The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see text complexity worksheet attached.
Acknowledgement(s):	English Poetry III: From Tennyson to Whitman, The Harvard Classics, 1909-1914. http://www.bartleby.com/42/800.html
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must explain how an author uses a particular text structure to create meaning in a poem.
Target-specific attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following poem and then answer the question.

The following poem is based on a story from the Civil War. According to legend, when Major General Stonewall Jackson led Confederate troops through Frederick, Maryland, on September 6, 1862, Union supporter Barbara Frietchie waved the Union flag in protest.

Barbara Frietchie

by John Greenleaf Whittier

UP from the meadows rich with corn,
Clear in the cool September morn,

The clustered spires of Frederick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep, 5
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall
When Lee marched over the mountain-wall; 10

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun 15

Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her fourscore years and ten;

Bravest of all in Frederick town,
She took up the flag the men hauled down; 20

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead

Under his slouched hat left and right 25
He glanced; the old flag met his sight

'Halt!' –the dust-brown ranks stood fast.
'Fire!' –out blazed the rifle-blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash. 30

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

'Shoot, if you must, this old gray head, 35
But spare your country's flag,' she said.

A shade of sadness, a blush of shame,
Over the face of the leader came;

The nobler nature within him stirred

To life at that woman's deed and word;	40
'Who touches a hair of yon gray head Dies like a dog! March on!' he said.	
All day long through Frederick street Sounded the tread of marching feet:	
All day long that free flag tost Over the heads of the rebel host.	45
Ever its torn folds rose and fell On the loyal winds that loved it well;	
And through the hill-gaps sunset light Shone over it with a warm good-night.	50
Barbara Frietchie's work is o'er, And the Rebel rides on his raids no more.	
Honor to her! and let a tear Fall, for her sake, on Stonewall's bier.	
Over Barbara Frietchie's grave, Flag of Freedom and Union, wave!	55
Peace and order and beauty draw Round thy symbol of light and law;	
And ever the stars above look down On thy stars below in Frederick town!	60

Item Prompt:

The poet wrote this poem using couplets, paired rhyming lines with the same meter. Describe how this structure emphasizes

what takes place in the poem. Support your answer using details from the poem.

Scoring Rubric	
2	<p>The response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the impact of text structures on meaning • Includes specific descriptions that make clear reference to the text • Adequately supports the descriptions with clearly relevant examples from the text
1	<p>The response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the impact of text structures on meaning • Includes some descriptions that make reference to the text • Supports the descriptions with limited examples from the text
0	<p>A response gets no credit if it provides no evidence of the ability to analyze the impact of text structures, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Response may include but is not limited to: The use of couplets creates a very distinct rhythm, like a march. In this poem it helps to reinforce the military theme of the poem and help the reader to feel the rhythmic steps of the soldiers marching. It also has a very uniform visual effect that is representative of lines of soldiers in uniform marching in unison.

Score Point 2 Sample:

The poet uses couplets, which are pairs of rhyming lines, to create a strong rhythm in the poem. There is a military theme in this poem, and the rhythm of the lines helps to create a marching quality that is similar to soldiers marching in battle. In addition, the ends of each pair of lines look similar because of the rhyming words and the lengths of the lines. This quality helps the reader think of soldiers marching in unison—all in the same uniform.

Score Point 1 Sample:

The poet's use of couplets emphasizes what happens in the poem. The ending words in each pair of lines rhyme, and most of the lines are about the same length. These features create a rhythm to the poem that matches the military theme.

Score Point 0 Sample:

The poem is about the civil war.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Barbara Frietchie	John Greenleaf Whittier	Classic poem about a fictitious figure from the Civil War



Recommended Placement for Assessment: Grade 9

The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> A narrative poem, with some subtle levels of meaning but also a straight storyline.</p> <p>Text Structure: <u>Moderately complex:</u> There is more than one storyline but it's accessible if students have a grasp of the use of language.</p> <p>Language Features: <u>Very complex:</u> The poem includes abstract language, figurative language, and archaic vocabulary. In addition, the poetic form is challenging.</p> <p>Knowledge Demands: <u>Very complex:</u> There are unexplained references to historical figures (e.g., Lee, Stonewall Jackson, etc.) that may be challenging.</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: 940L; grades 4-5 Flesch-Kincaid: 1.7 Word Count: 405</p> <p style="background-color: #ADD8E6;">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.09.CR.1.07.095 C1 T7

Sample Item ID:	ELA.09.CR.1.07.095
Grade/Model:	9/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone
Secondary Target(s):	n/a
Standard(s):	RL-4; L-5a
DOK:	3
Difficulty:	E
Item Type:	Constructed Response
Score Points:	3
Key:	See Rubric
Stimulus/Passage(s):	An Old-Fashioned Girl, by Louisa May Alcott
Stimuli/Text Complexity:	Though the quantitative measures suggest a lower grade placement, the language features and the fact that it is, essentially, focused on characterization, suggest that the appropriate placement for this passage is grade 9. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/catalog/world/readfile.php?fk_files=2346130
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the author's likely intent in using figurative language in this story.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

An Old-Fashioned Girl

by Louisa May Alcott

Polly hoped the "dreadful boy" would not be present; but he was, and stared at her all dinner-time, in a most trying manner. Mr. Shaw, a busy-looking gentleman, said, "How do you do, my dear? Hope you'll enjoy yourself;" and then appeared to forget her entirely. Mrs. Shaw, a pale, nervous woman, greeted her little guest kindly, and took care that she wanted for nothing. Madam Shaw, a quiet old lady, with an imposing cap, exclaimed on seeing Polly, "Bless my heart! The image of her mother a sweet woman how is she, dear?" and kept peering at the newcomer over her glasses, till, between Madam and Tom, poor Polly lost her appetite.

Fanny chatted like a magpie, and Maud fidgeted, till Tom proposed to put her under the big dish-cover, which produced such an explosion, that the young lady was borne screaming away, by the much-enduring Katy. It was altogether an uncomfortable dinner, and Polly was very glad when it was over. They all went about their own affairs; and after doing the honors of the house, Fan was called to the dressmaker, leaving Polly to amuse herself in the great drawing-room.

Polly was glad to be alone for a few minutes; and, having examined all the pretty things about her, began to walk up and down over the soft, flowery carpet, humming to herself, as the daylight faded, and only the ruddy glow of the fire filled the room. Presently Madam came slowly in, and sat down in her arm-chair, saying, "That's a fine old tune; sing it to me, my dear. I haven't heard it this many a day." Polly didn't like to sing before strangers, for she had had no teaching but such as her busy mother could give her; but she had been taught the

utmost respect for old people, and having no reason for refusing, she directly went to the piano, and did as she was bid.

"That's the sort of music it's a pleasure to hear. Sing some more, dear," said Madam, in her gentle way, when she had done.

Pleased with this praise, Polly sang away in a fresh little voice that went straight to the listener's heart and nestled there. The sweet old tunes that one is never tired of were all Polly's store; and her favorites were Scotch airs, such as, "Yellow-Haired Laddie," "Jock o' Hazeldean," "Down among the Heather," and "Birks of Aberfeldie." The more she sung, the better she did it; and when she wound up with "A Health to King Charlie," the room quite rung with the stirring music made by the big piano and the little maid.

"By George, that's a jolly tune! Sing it again, please," cried Tom's voice; and there was Tom's red head bobbing up over the high back of the chair where he had hidden himself.

It gave Polly quite a turn, for she thought no one was hearing her but the old lady dozing by the fire. "I can't sing anymore; I'm tired," she said, and walked away to Madam in the other room. The red head vanished like a meteor, for Polly's tone had been decidedly cool.

The old lady put out her hand, and drawing Polly to her knee, looked into her face with such kind eyes, that Polly forgot the impressive cap, and smiled at her confidingly; for she saw that her simple music had pleased her listener, and she felt glad to know it.

"You mustn't mind my staring, dear," said Madam, softly pinching her rosy cheek. "I haven't seen a little girl for so long, it does my old eyes good to look at you."

Polly thought that a very odd speech, and couldn't help

saying, "Aren't Fan and Maud little girls, too?"

"Oh, dear, no! Not what I call little girls. Fan has been a young lady this two years, and Maud is a spoiled baby. Your mother's a very sensible woman, my child."

"What a very queer old lady!" thought Polly; but she said "Yes'm" respectfully, and looked at the fire.

"You don't understand what I mean, do you?" asked Madam, still holding her by the chin.

"No 'm; not quite."

"Well, dear, I'll tell you. In my day, children of fourteen and fifteen didn't dress in the height of the fashion; go to parties, as nearly like those of grown people as it's possible to make them; lead idle, giddy, unhealthy lives, and get blas, at twenty. We were little folks till eighteen or so; worked and studied, dressed and played, like children; honored our parents; and our days were much longer in the land than now, it seems to, me."

The old lady appeared to forget Polly at the end of her speech; for she sat patting the plump little hand that lay in her own, and looking up at a faded picture of an old gentleman with a ruffled shirt and a queue.

"Was he your father, Madam?"

"Yes, dear; my honored father. I did up his frills to the day of his death; and the first money I ever earned was five dollars which he offered as a prize to whichever of his six girls would lay the handsomest darn in his silk stockings."

"How proud you must have been!" cried Polly, leaning on the old lady's knee with an interested face.

"Yes, and we all learned to make bread, and cook, and wore little chintz gowns, and were as gay and hearty as kittens. All lived to be grandmothers and fathers; and I'm the last, seventy,

next birthday, my dear, and not worn out yet; though daughter Shaw is an invalid at forty."

"That's the way I was brought up, and that's why Fan calls me old-fashioned, I suppose. Tell more about your papa, please; I like it," said Polly.

"Say 'father.' We never called him papa; and if one of my brothers had addressed him as 'governor,' as boys do now, I really think he'd have him cut off with a shilling."

Item Stem:

In the highlighted sentences in the excerpt, the narrator compares Fanny to a magpie and Tom to a meteor. Explain what the author suggests about Polly by using these similes.

Scoring Rubric	
3	The response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to interpret the intent of figurative language • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	The response: <ul style="list-style-type: none"> • Gives some evidence of the ability to interpret the intent of figurative language • Includes some specific explanations that make reference to the text • Adequately supports the explanations with 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 explanations, but they are not explicit or make only vague references to the text • Supports the explanation 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 interpret the intent of figurative language, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The first simile sets up a clear contrast between Fanny's nonstop chattering and Polly's respectful listening. The second simile contrasts Tom's rushed exit from the room with Polly's more measured and thoughtful behavior. Both similes show that Polly does not care for Fanny and Tom and prefers to spend time with Madam Shaw.

Score Point 3 Sample:

When the narrator compares Fanny to a magpie, which is a noisy bird, it shows that Fanny likes to talk a lot and probably doesn't give other people a chance to say much. Polly is described as being much quieter and low-key. The comparison of Tom to a meteor shows that he's very fast-moving and maybe knocks things around a little. The narrator describes Polly as a thoughtful and more careful person, someone who probably wouldn't run around like Tom. Using these comparisons shows the reader that Polly is very different from Fanny and Tom and is much more like Madam Shaw.

Score Point 2 Sample:

The narrator compares Fanny to a magpie, which is a noisy bird, because Fanny has similar characteristics. A meteor is a fast-moving object, and when the narrator compares Tom to it, it means that Tom also moves fast. These comparisons show that Fanny and Tom are different from Polly.

Score Point 1 Sample:

The narrator compares Fanny to a magpie and Tom to a meteor, which moves fast, to show that they share some characteristics with those objects. It shows that Polly is different than the other children.

Score Point 0 Sample:

Polly sings and Tom is a character in the story too.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
An Old-Fashioned Girl	Louisa May Alcott	Excerpt from chapter 1 of Alcott's well-known book



Recommended Placement for Assessment: Grade 9

Though the quantitative measures suggest a lower grade placement, the language features and the fact that it is, essentially, focused on characterization, suggest that the appropriate placement for this passage is grade 9. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Implied, but fairly straightforward literary text. After the first paragraphs, the passage becomes narrowly focused on the interaction between Polly and Madam.</p> <p>Text Structure: <u>Slightly complex:</u> Events proceed in a predictable, linear fashion.</p> <p>Language Features: <u>Very complex:</u> Language is somewhat archaic, with multiple expressions that will require interpretation (or reading over of) by the reader.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Most of the passage is devoted to conversation, rather than action or events, so requires more from the reader than a simple narrative does. The significance of the passage is in the characterization, which is a relatively sophisticated task to interpret.</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: 910L; grades 4-5 Flesch-Kincaid: 5.2 Word Count: 1008</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.09.CR.1.11.092 C1 T11, T8

Sample Item ID:	ELA.09.CR.1.11.092
Grade/Model:	9/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas).
Secondary Target(s):	8. KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts.
Standard(s):	RI-6, RH-6, RST-6, RI-8, RH-8, RST-8
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0,1,2,3,4
Correct Response:	See rubric
Stimuli/Passage(s):	NASA Gives Public New Internet Tool To Explore The Solar System
Stimuli/Text Complexity:	The Lexile and F-K are fairly high, most likely due to the vocabulary demands. However the information is fairly straightforward and students should be able to navigate the parts of the passage that have less familiar information. There is nothing terribly abstract about the ideas. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.nasa.gov/home/hqnews/2011/sep/HQ_11-288_System_Eyes.html
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the author's purpose and analyze how he/she constructs the passage to reinforce the purpose.
Target-specific attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following text and then answer the question.

The National Aeronautics and Space Administration (NASA) leads research in space exploration and aeronautics.

NASA Gives Public New Internet Tool To Explore The Solar System

PASADENA, Calif. -- NASA is giving the public the power to journey through the solar system using a new interactive Web-based tool.

The "Eyes on the Solar System" interface combines video game technology and NASA data to create an environment for users to ride along with agency spacecraft and explore the cosmos. Screen graphics and information such as planet locations and spacecraft maneuvers use actual space mission data.

"This is the first time the public has been able to see the entire solar system and our missions moving together in real-time," said Jim Green, director of NASA's Planetary Science Division at the agency's Headquarters in Washington. "It demonstrates NASA's continued commitment to share our science with everyone."

The virtual environment uses the Unity game engine to display models of planets, moons, asteroids, comets and spacecraft as they move through our solar system. With keyboard and mouse controls, users cruise through space to explore anything that catches their interest. A free browser plug-in, available at the site, is required to run the Web application.

"You are now free to move about the solar system," said Blaine Baggett, executive manager in the Office of Communication and Education at NASA's Jet Propulsion Laboratory (JPL) in Pasadena, Calif. "See what NASA's spacecraft see -- and where they are right now -- all without leaving your computer."

Users may experience missions in real-time, and "Eyes on the Solar System" also allows them to travel through time. The tool is populated with NASA data dating back to 1950 and projected to 2050.

The playback rate can be sped up or slowed down. When

NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds.

Point of view can be switched from faraway to close-up to right "on board" spacecraft. Location, motion and appearance are based on predicted and reconstructed mission data. Dozens of controls on a series of pop-up menus allow users to fully customize what they see, and video and audio tutorials explain how to use the tool's many options. Users may choose from 2-D or 3-D modes, with the latter simply requiring a pair of red-cyan glasses to see.

"By basing our visualization primarily on mission data, this tool will help both NASA and the public better understand complex space science missions," said Kevin Hussey, manager of Visualization Technology Applications and Development at JPL, whose team developed "Eyes on the Solar System."

"Eyes on the Solar System" is in beta release. It has been demonstrated at science conferences, in classrooms and at the 2011 South by Southwest Interactive Conference in Austin, Texas.

Designers are updating "Eyes on the Solar System" to include NASA science missions launching during the coming months, including GRAIL to the moon and the Mars Science Laboratory Curiosity rover.

Item Prompt:

What is the author's main purpose for writing this text? Analyze how the author uses language and other strategies to reinforce the main purpose? Support your response using specific details from the text.

	Scoring Rubric
4 Exemplary	<p>An <i>exemplary</i> response:</p> <ul style="list-style-type: none"> • Gives substantial evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant information from the text
3 Adequate	<p>An <i>adequate</i> response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant information from the text
2 Partial	<p>A <i>partial</i> response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes general explanations that make few references to the text • Partially supports the explanations with few relevant information from the text
1 Minimal	<p>A <i>minimal</i> response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes explanations but they are not explicit or make only vague references to the text • Supports the explanations with at least one detail but the relevance of that detail to the text must be inferred
0 No credit	<p>A response gets no credit if it provides no evidence of the ability explain how an author presents information to reinforce a specific purpose, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Response may include but is not limited to: The primary purpose of this press release is to notify the public about the launch of a new technology interface and to encourage people to try it once it is released. The author uses evocative verbs such as “journey,” “explore,” and “cruise” to engage and interest readers. The author also includes a quote by Blaine Baggett that is based on a familiar and reassuring statement heard on commercial airplanes. In addressing the second part of his quote directly to the readers (“See what NASA’s spacecraft see...”), the speaker creates a feeling of immediacy and energy and appeals to their sense of adventure. The author uses specific word choice to describe functionality to clarify for the reader (e.g. “2-D” “3-D”)

Score Point 4 Sample:

The main purpose of the press release is for NASA to tell the public about the new

technology tool and to encourage people to use it. The author uses powerful words that make the reader feel eager about trying out the new interface. For example, he uses verbs such as “journey,” “cruise,” and “explore” to create a sense of adventure. He also puts in a quote that sounds similar to “You are now free to move about the cabin,” which is a statement that is often heard on airplanes. Once passengers hear it, they feel safe and reassured that everything is going well, and readers will also feel comfortable with the new technology. Finally, the quote by Blaine Baggett addresses the readers directly (“See what NASA’s spacecraft see”), which helps people feel more interested and engaged in what is being described in the press release. They might be more willing to try out the new technology.

Score Point 3 Sample:

The press release is meant to tell the public about NASA’s new technology tool and encourage them to try it out. In order to accomplish this goal, the author uses strong and descriptive words in the text to interest the readers (for example, “cruise,” “journey,” and “explore”). These words are action verbs that help the readers feel as if they’re on a space trip. The author also uses direct quotations from experts that show some interesting features of the tool and some of its benefits. Quotes from experts can convince readers that this is a worthy technology to try out.

Score Point 2 Sample:

The author of the press release is announcing to the public the release of a new technology tool and is trying to encourage people to try it out. The writer uses language and other strategies to achieve his goal. For example, he uses descriptive verbs when talking about how users can experience space travel. These action verbs help the readers become excited about going on a space adventure. Also, the author uses quotations from experts to convince readers to try out the technology tool.

Score Point 1 Sample:

The author’s point in writing the press release is to announce the launch of NASA’s new technology tool. He uses language and other strategies to encourage readers to try out the new tool. The language in the text is more casual than a scientific document and is written in such a way to interest its readers. For example, the author uses quotes from experts in the press release.

Score Point 0 Sample:

The author writes about NASA. It is an interesting text.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
NASA Internet Tool	NASA	Press release describing new tool available to the public



Recommended Placement for Assessment: Grade 9

The Lexile and F-K are fairly high, most likely due to the vocabulary demands. However the information is fairly straightforward and students should be able to navigate the parts of the passage that have less familiar information. There is nothing terribly abstract about the ideas. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Straightforward press release/news article format.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is fairly clear – an overview, then specific information, interspersed with a promotional-type information.</p> <p>Language Features: <u>Very complex:</u> The vocabulary is dense and highly technological. While exact understanding of all terms is not necessary, it does make for a more challenging read. There are many complex sentences with several subordinate phrases or clauses.</p> <p>Knowledge Demands: <u>Very complex:</u> A great deal of subject-specific information and some challenging technological concepts.</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 Flesch-Kincaid: 13.2 Word Count: 467</p> <p style="background-color: #0000FF; 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

Grade 9 ELA C3 T3

Sample Item ID:	ELA.09.PT.3.03.148
Title:	Electric Cars
Grade/Model:	9/1
Claim(s):	<p>Primary Claims</p> <p>3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 3</p> <p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials</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):	L-1, L-3a, L-6, SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, RI-1, 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. Gather information from a series of sources and analyze the relationships among these sources 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively

	<p>demonstrating</p> <ul style="list-style-type: none"> • a clearly-established position about the various sources • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • 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 audio material. Students with visual impairments will need to be provided with descriptions of visual materials.
Stimuli:	<p>Sources (2 videos, 1 article, 3 charts presented in the order in which they are used)</p> <p>Article 1: Electric Vehicles by the US Department of Energy http://www.fueleconomy.gov/feg/evtech.shtml</p> <p>Electric vehicles (EVs) are propelled by an electric motor (or motors) powered by rechargeable battery packs. Electric motors have several advantages over internal combustion engines (ICEs):</p> <ul style="list-style-type: none"> • Energy efficient. Electric motors convert 75% of the chemical energy from the batteries to power the wheels—internal combustion engines (ICEs) only convert 20% of the energy stored in gasoline. • Environmentally friendly. EVs emit no tailpipe pollutants, although the power plant producing the electricity may emit them. Electricity from nuclear-, hydro-, solar-, or wind-powered plants causes no air pollutants. • Performance benefits. Electric motors provide quiet, smooth operation and stronger acceleration and require less maintenance than ICEs. • Reduce energy dependence. Electricity is a domestic energy source. <p>EVs face significant battery-related challenges:</p> <ul style="list-style-type: none"> • Driving range. Most EVs can only go about 100–200 miles before recharging—gasoline vehicles can go over 300 miles before refueling. • Recharge time. Fully recharging the battery pack can take 4 to 8 hours. Even a "quick charge" to 80% capacity can take 30 min. • Battery cost: The large battery packs are expensive and may need to be replaced one or more times. • Bulk & weight: Battery packs are heavy and take up

	<p>considerable vehicle space.</p> <p>However, researchers are working on improved battery technologies to increase driving range and decrease recharging time, weight, and cost. These factors will ultimately determine the future of EVs.</p> <p>Video 1: Revenge of the Electric Car Trailer for a documentary about the global resurgence of electric cars. Includes interviews with major U.S. car manufacturers. http://www.pbs.org/independentlens/revenge-of-the-electric-car/film.html *Edit video to remove the phrases—"fall on butts," killed grandchildren," and "rot in hell."</p> <p>Video 2: Electric Cars Face Issues in the US By Voice of America Video about electric car sales in the US http://www.voanews.com/english/news/usa/Electric-Cars-Face-Issues-in-US-142037823.html</p> <p>Research Packet (statistics on hybrid vehicles) Chart 1: Hybrid Vehicle Sales 2001-2011 Chart showing sales figures of electric hybrid vehicles http://www.evscroll.com/Hybrid_Car_Statistics.html</p> <p>Chart 2: Comparison of Hybrid Cars Charts comparing hybrid vehicles http://www.evscroll.com/Comparison_of_Hybrid_Cars.html</p> <p>Chart 3: Monthly Hybrid Sales Statistics Chart showing hybrid vehicle sales and gas prices http://www.green-energy-efficient-homes.com/hybrid-car-sales-statistics.html</p>
Stimuli/Text Complexity:	

Stimuli: Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>Video 1: Revenge of the Electric Car http://www.pbs.org/independentlens/revenge-of-the-electric-car/film.html</p> <p>Article 1: Electric Vehicles http://www.fueleconomy.gov/feg/evtech.shtml</p> <p>Video 2: Electric Cars Face Issues in the US http://www.voanews.com/english/news/usa/Electric-Cars-Face-Issues-in-US-142037823.html</p> <p>Chart 1: Hybrid Vehicle Sales 2001-2011 http://www.evscroll.com/Hybrid_Car_Statistics.html</p> <p>Chart 2: Comparison of Hybrid Cars http://www.evscroll.com/Comparison_of_Hybrid_Cars.html</p> <p>Chart 3: Monthly Hybrid Sales Statistics http://www.green-energy-efficient-homes.com/hybrid-car-sales-statistics.html</p>
Task Notes:	
<p>Task Overview (120 total minutes): Title: Electric Cars Part 1 (35 minutes): Ultimately tasked with delivering an oral presentation on electric cars, students will read three an article, watch two videos, and review 3 charts, 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 (85 minutes): Finally, students will work individually to compose and deliver an oral presentation on electric cars, referring to their notes and the sources as needed. Scorable Products: Student responses to the constructed-response questions and the presentation will be scored.</p>	
<p>Teacher Directions: Students are given the texts, research, and any additional information about the speech.</p> <p>Session 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 the part 1. <p>Stretch Break</p> <p>Session 2 (85 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. • Alert the students when 30 minutes have elapsed. • After students have been working for 65 minutes, alert them that there are 10 minutes left. 	

- Close the testing session.
- Direct students to deliver their presentations.

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.

Time Requirements:

The Performance Task will take 120 minutes in one session.

Pre-Task Activity:

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

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read an article, watch 2 videos, review a packet of research materials, and answer some questions about these sources. Then prepare and deliver an oral presentation about electric cars.

Steps you will be following:

In order to plan your presentation you will do the following:

1. Read an article

2. Watch 2 videos
3. Review three charts
4. Answer three questions about the articles, the video, and the charts
5. Plan and deliver your presentation

Directions for beginning:

You will now read the sources. 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.

(Article 1)

(Video 1)

(Video 2)

(Research Packet)

Questions

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

1. Explain what ideas about electric vehicles are common to the videos and the article. Use details from the videos and the article to support your answer.
2. Analyze how the information in the charts supports and enhances the ideas in the article and videos. Use specific details from sources to support your answer.
3. Analyze how the tone of "Revenge of the Electric Car" differs from the tone of "Electric Cars Face Issues in the US." Use details from both videos to support your

answer.

Part 2 (85 minutes)

You now have 85 minutes to prepare an oral presentation. You may refer back to the sources you read in part 1. Now read your assignment and the information about how your presentation will be scored, then begin your work.

Your Assignment:

Plan and deliver a presentation on the future of electric cars in the United States. Support your analysis with details from what you have read and viewed.

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

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

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

- plan your presentation

- prepare your presentation

Word-processing and presentation tools 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 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.
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4-point Speech Rubric (Grades 3-11)					
Score	Establishment of Focus and Organization		Development: Language and Elaboration of Evidence		Presentation
	Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Presentation
4	<p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clearly stated and strongly maintained controlling idea, opinion or claim is introduced and communicated clearly within the context 	<p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> employs a strong opening and logical progression of ideas effective introduction and conclusion for audience and purpose 	<p>The speech provides thorough and convincing support/evidence for the writer’s controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated and relevant 	<p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> use of precise language (including academic and domain-specific language) consistent use of syntax and discourse appropriate to the audience and purpose 	<p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> use of effective eye contact and volume with clear pronunciation understandable pace adapted to the audience consistently aware of audience’s engagement use of strong visual/graphics/ audio enhancements, when appropriate, to effectively clarify message.

<p>3</p>	<p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present some context for the controlling idea, opinion, or claim 	<p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety ideas progress from beginning to end introduction and conclusion are adequate adequate, if slightly inconsistent, connection among ideas 	<p>The speech provides adequate support/evidence for the writer’s controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is smoothly integrated though may be general or imprecise 	<p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of academic and domain-specific language is adequate use of syntax and discourse generally appropriate to the audience and purpose 	<p>The speech is adequately presented with minor flaws:</p> <ul style="list-style-type: none"> appropriate use of eye contact, volume, and pronunciation generally understandable pace adapted to the audience sufficiently aware of audience’s engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message
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<p>2</p>	<p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift controlling idea, opinion, or claim may be lacking an appropriate context 	<p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety ideas progress unevenly from beginning to end introduction and conclusion, if present, may be weak weak connection among ideas 	<p>The speech provides uneven, cursory support/evidence for the writer's controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated 	<p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> insufficient use of academic and domain-specific language use of syntax and discourse may at times be inappropriate to the audience and purpose 	<ul style="list-style-type: none"> The speech is unevenly presented with evident flaws : inconsistent use of eye contact, volume, and pronunciation pace partially adapted to the audience partially aware of audience's engagement sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message
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<p>1</p>	<p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous 	<p>The speech 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 speech provides minimal support/evidence for the writer's controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:</p> <ul style="list-style-type: none"> evidence from sources is minimal, absent, in error, or irrelevant 	<p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose 	<p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience's engagement little or no visual/graphics/ audio enhancements to clarify message
<p>0 A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally</p>					

deliver short speech.

ELA.09.PT.2.4.081 C2 T2

Sample Item ID:	ELA.09.PT.2.4.081
Title:	Author Study—Emily Dickinson
Grade/Model:	09/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded 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.</i></p> <p>Claim 2</p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus , develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with 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>RI-1, RI-9, W-1a, W-1b, 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>
DOK:	4
Difficulty:	High
Score Points:	TBD

Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write an informational essay that includes <ul style="list-style-type: none"> • a clearly stated controlling idea about the topic • 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 will enter lengthy text on a keyboard.
Stimuli:	<p>Sources (2 poems, 3 articles; presented in the order in which they are used)</p> <p>Poem 1 Surgeons must be very careful (by Emily Dickinson) Surgeons must be very careful When they take the knife! Underneath their fine incisions Stirs the culprit, — Life!</p> <p>Poem 2 The pedigree of honey (by Emily Dickinson) The pedigree of honey Does not concern the bee; A clover, any time, to him Is aristocracy.</p> <p>Article 1 Biography of Emily Dickinson briefly describing her family, education, interests (e.g., gardening), and writing– to be written (assigned to freelancer) – approximately 200–250 words</p> <p>Article 2 Excerpt from The Poetry Foundation’s biography about Emily Dickinson’s fascination with botany (excerpt comprises the fifth paragraph from beginning to “...botany textbook for the rest of her life.”)</p> <p>Article 3 Excerpt about Emily Dickinson’s herbarium from <i>My Wars Are Laid Away in Books</i>, by Alfred Habegger, p. 154–156 (cut after “became increasingly lax in her identifications.”)</p>

Stimuli/Text Complexity:	
Acknowledgments:	<p>Sources have been taken from the following sources:</p> <p>http://www.gutenberg.org/zipcat2.php/12242/12242-h/12242-h.htm#Index_of_First_Lines http://www.poetryfoundation.org/bio/emily-dickinson Harbegger, Alfred. <i>My Wars are Laid Away in Books</i>. NY: Random House, 2001.</p> <p>Additional sources still to come from freelancer:</p> <p>Biography of Emily Dickinson</p>
Task Notes:	
<p>Task Overview (120 total minutes): Title: Author Study—Emily Dickinson</p> <p>Part 1 (35 minutes): Ultimately tasked with writing an informational essay on connections between Emily Dickinson’s life and her poetry, students will read two poems by Dickinson and three articles about the poet, taking notes on these sources. They will then respond to three constructed-response questions, each addressing the research skills of analyzing and evaluating information.</p> <p>Part 2 (85 minutes): Students work individually to compose full-length informational essays on the connection between Dickinson’s life and poetry, referring to their notes as needed. Prior to composing their full-length essays, students will be allowed access to the articles and poems they viewed in the beginning. Pre-writing, drafting, and revising will be involved.</p> <p>Scorable Products: Student responses to the constructed-response questions and the essay will be scored.</p>	
<p>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.</p>	
<p>Teacher Directions: Students are given the texts, research, and any additional information about the essay.</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 (85 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.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 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: The Performance Task will take 120 minutes in one session.

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

You will read three articles about the nineteenth-century poet Emily Dickinson and two poems written by Dickinson, taking notes on all of these sources, and then write an informational essay about the relationship between the poet's life and her poems.

Steps you will be following:

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

1. Read the two poems and the three articles.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read two poems and three articles. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like.

(poem 1)

(poem 2)
(article 1)
(article 2)
(article 3)

Questions

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

1. What does your research reveal about Dickinson's interest in botany? Use details from the articles to support your answer.
2. How do poems 1 and 2 support or contradict the information in the articles? Support your answer with details from the poems and articles.
3. Explain why both the articles and the poems are necessary for developing a better understanding of Dickinson. Use details from the articles and the poems to support your answer.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment

In order to provide some context to an author's work, it can be helpful to also read about his or her life and experiences. Write an informational essay in which you analyze and explain how Emily Dickinson's life experiences influenced her poetry. Support your controlling idea with evidence and elaboration from what you have read.

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 grammar, 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:

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.

Scoring Notes:

Responses may include but are not limited to:

Articles show that Dickinson loved botany. She liked to garden and took science courses at school. Dickinson particularly liked studying flowers. Her poems and letters often describe flowers. She collected flowers in an herbarium.

Sample 2-point Response:

The three articles provide several examples that show Dickinson was passionate about botany. As a young woman, she spent a great deal of time working in her garden. In school she took many science courses including botany and natural history and she was interested in studying and describing flowers. Her poems and letters included descriptions of flowers. Dickinson collected about 500 flowers in an album and identified and labeled their scientific names.

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.

Scoring Notes:

Responses may include but are not limited to:

Poem 1 shows the threat of science to the "life" of Nature and supports the information in the articles.

Dickinson rebelled against certain scientific traditions by mislabeling and misgrouping flowers in her herbarium.

Poem 2 describes artificial limits and labels that humans put on Nature. This poem supports

the articles' discussion of Dickinson's shift from traditional scientific structures to a more personal connection with Nature.

Sample 2-point Response:

Poem 1 is about how humans cannot control nature. Surgeons are performing an operation and they need to be very careful when doing it but no matter how much they plan, something can always go wrong. The theme of Dickinson's poem supports the research found in the articles. Although she loved studying flowers, Dickinson rebelled against some of the scientific traditions she was being taught in school. For example, according to article 2, she mislabeled and misgrouped many of the flowers in her herbarium. Poem 2 makes fun of the "pedigree of honey," which can symbolize the artificial limits that humans use to describe Nature. This poem supports the articles' descriptions of Dickinson's movement away from science to a more personal relationship with Nature.

3. 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.

Scoring Notes:

Responses may include but are not limited to:

The articles and poems together provide a more complete understanding of Dickinson's relationship to Nature.

The articles provide a biographical background and context about Dickinson's education in science, and botany in particular. Articles 2 and 3 describe her herbarium and portray her as detailed, meticulous, and rebellious. An example is that she places her flowers according to her own rules and doesn't follow standard scientific guidelines.

The poems provide insights to the reader about Dickinson's voice and style in describing her feelings about science's relationship to Nature. They help the reader understand Dickinson's priorities in observing rather than disturbing or dissecting Nature.

Sample 2-point Response:

From the articles and the poems, one can develop a more complete understanding of Dickinson's relationship with Nature. The research found in the articles helps one understand what a strong educational background in botany and science Dickinson had. The

descriptions of her herbarium in Articles 2 and 3 give a picture of someone who is very detail-oriented but also a little rebellious. For example, Dickinson places flowers that normally would be grouped together in different sections of her album showing that she likes to create her own rules. Her poems her own voice to the descriptions that are included in the articles. For example, they show how Dickinson worries about science disturbing Nature when she says surgeons could harm "Life!"

Sample Generic 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 	<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

		variety			
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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 language 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, attending to purpose and audience.</p>				

ELA.09.PT.2.07.082 C2 T7, T9, T9 And C4 T2, T3, T4

Sample Item ID:	ELA.09.PT.2.07.082
Title:	Virtual Schools
Grade/Model:	9/1
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>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):	W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6, RI-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. 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 claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources,

	<p>purpose, and audience</p> <ul style="list-style-type: none"> • 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 visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with a description of the chart.
Stimuli:	<p>Sources (1 short story, 1 article, 1 video, statistics, presented in the order in which they are used)</p> <p>Story The Fun They Had (word count: 1004) By Isaac Asimov This is a short science-fiction story about two children in the future, where all learning is done at home with a computer. The children find a book, which tells about schools from the past where students were all together and taught by a person. The children wish they could attend such a fun school.</p> <p>Video 1: "Virtual High School Interview" September 2009. http://www.youtube.com/watch?v=kChHLNgV3ec. An NBC news interview with a family using virtual schooling for their three children. (cut after interview ends) (2:23)</p> <p>Article 2 Virtual Schools Not for Everyone Article discusses criticisms of virtual schools and concludes that while they are a good idea for some students in specific situations, they should not be considered as a viable option for the general population. (To be written, 300–400 words)</p> <p>Research Statistics Keeping Pace with K–12 Online Learning: An Annual Review of Policy and Practice Include tables (and necessary brief descriptions) from the following pages: 22, 30, 31 (http://kpk12.com/reports/graphics/)</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>"Virtual High School Interview" September 2009. http://www.youtube.com/watch?v=kChHLNgV3ec.</p> <p>"The Fun They Had"</p>

Task Notes:	<p>By Isaac Asimov</p> <p>Keeping Pace with K–12 Online Learning: An Annual Review of Policy and Practice (http://kpk12.com/reports/graphics/)</p> <p>Additional source acknowledgements to be added</p> <p>Virtual Schools Not for Everyone</p>
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Task Overview (120 total minutes):
Title: Virtual Schools
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on virtual schools, students will read a story and article, view a video, and review research statistics, 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 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on virtual schools, 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 essay will be scored.

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

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (85 minutes)

- Initiate 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 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 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: The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

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

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

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 essay. You can refer back to any of the sources as often as you like.

(short story)

(article 1)

(video)

(research statistics)

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. Analyze the different opinions expressed in “The Fun They Had” and the “Virtual High School Interview” video. Use details from the story and the video to support your answer.
2. What do the statistics from “Keeping Pace with K–12 Online Learning” suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.
3. Explain how the information presented in the “Virtual High School Interview” video and the article “Virtual Schools Not for Everyone” differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have 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 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, 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.
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Scoring Notes:

Responses may include but are not limited to:

In the short story—The character does not like her virtual school; She thinks it is boring; She doesn't like her computer "teacher"; She wishes she could go to a school from the past and be with other students and learn from a live person.

In the video—The family chose to attend a virtual school after attending traditional schools; It was a difficult choice and not for everyone; They are happy with their decision; The curriculum is very challenging; The older daughter misses her friends but likes her new school; It makes her a better student; She has fewer distractions.

Sample 2-point Response:

The main character in the short story does not enjoy attending a virtual school. She thinks it is boring and impersonal and especially dislikes having to insert her homework papers into a special slot for grading. When her friend finds a book about traditional schools she thinks it would be a lot more fun and interesting to attend school with other children and have a real person as a teacher. The family in the video chose to have their children attend a virtual school instead of a traditional school, and they like it much better. The older girl thinks the curriculum is harder and will help her get into college. She misses her friends but thinks not having them around makes her more focused and a better student.

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.

Scoring Notes:

Responses may include, but are not limited to:

Not all states have online school options.

States that do have seen a dramatic increase in the number of online schools and students attending those schools.

Students attending online schools are still a small percentage of the total population of students.

Popularity is increasing, but use is not widespread.

Sample 2-point Response:

The statistics from the report suggest that while the number of students attending online schools has increased dramatically, they still represent a small percentage of the total population of students. For example, Arizona has the highest percentage, with 3.89% of all students in the state enrolled in online schools. These numbers indicate that online schools are becoming more popular but that most people do not use them.

3. 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.

Scoring Notes:

Responses may include, but are not limited to:

The article and the video provide subjective opinions about the topic. They include personal feelings and beliefs.

The report provides research statistics that can be used to draw conclusions.

Sample 2-point Response:

The video and the article present the opinions of the family being interviewed and the author. The family likes attending a virtual school, and the article writer believes they are generally not a good idea. These sources are about what a few people think and how they feel about virtual schools. The report presents statistics from research. The statistics are facts about the number of students attending virtual schools, but they don't tell readers anything about what virtual schools are like or whether or not they are a good idea.

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 9 ELA Sample PT Item Form
 C2 T7, T9, T9 And C4 T2, T3, T4



<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’s 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

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

DRAFT

ELA.09.PT.2.07.158 C2 T7, T8, T9 and C4 T2, T3, T4

Sample Item ID:	ELA.09.PT.2.07.158
Title:	Graffiti
Grade/Model:	9/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded 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>7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, 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 a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and 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 persuasive/argument texts.</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6, RI-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"> Gather, select, and analyze information in a series of sources Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> a clearly-established claim about the topic presentation of relevant supporting evidence, details, and elaboration consistent with the position,

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

	<p>sources, purpose, and audience</p> <ul style="list-style-type: none"> • effective organization of ideas • adherence to conventions and rules of 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 transcripts of video material. Students with visual impairments will need to be provided with descriptions of the photographs and video.
Stimuli:	<p>Sources (2 articles, 1 video, 4 photos, research material; presented in the order in which they are used)</p> <p>Article 1: Is Graffiti Art? (word count: 527) http://ezinearticles.com/?Is-Graffiti-Art?&id=717054 An introduction to the issues surrounding labeling graffiti as art or vandalism</p> <p>Video 1: Graffiti as an Artform http://www.youtube.com/watch?v=o4kALPdvACU Video with graffiti artists and museum staff discussing the concept of graffiti as art. (2:29)</p> <p>Article 2: City Should Crack Down on Graffiti Newspaper editorial outlining concerns about graffiti and vandalism in the community—emphasizing the illegality of painting without express permission—to be written (assigned to freelancer)—approximately 250–300 words</p> <p>Photographs 1–2: http://www.marcofolio.net/photoshop/graffiti_art_to_boost_your_inspiration.html (select 2 images from this collection of graffiti as art to show students)</p> <p>Photographs 3–4: Images of defaced buildings, street signs, sidewalks (to be identified by freelancer)</p> <p>Research Packet:</p> <p>Article 4: http://dictionary.reference.com/browse/graffiti A dictionary definition of “graffiti”</p> <p>Article 5: http://dictionary.reference.com/browse/art A dictionary definition of “art”</p> <p>Article 6: http://www.sandiego.gov/graffiti/whatis.shtml</p>

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

	City of San Diego's (CA) statement about graffiti as vandalism (cut paragraph with heading "A Sign of Urban Decay") word count: 171
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>http://www.youtube.com/watch?v=o4kALPdvACU http://www.marcofolio.net/photoshop/graffiti_art_to_boost_your_inspiration.html http://www.bing.com/images/search?q=graffiti+in+museums&view=detail&id=80CB7235401E0BA0F743EF07BF742754A14E9F28&first=0&qpv=graffiti+in+museums&FORM=IDFRIR http://dictionary.reference.com/browse/graffiti http://dictionary.reference.com/browse/art http://ezinearticles.com/?!s-Graffiti-Art?&id=717054 http://www.sandiego.gov/graffiti/whatis.shtml</p> <p>Article 2: City Should Crack Down on Graffiti</p>
Task Notes:	

C2 T7 Performance Task, Draft

Task Overview (120 total minutes):
 Title: Graffiti
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on graffiti, students will read two articles and view a video and 4 photographs, taking notes on these sources. They will then respond to three constructed-response questions, each addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on graffiti, referring to their notes as needed. Prior to composing their full-length essays, students will receive a research packet of additional information. 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, but not to grammar check.

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

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 (85 minutes)

- Initiate the testing part 2.
- Allow students to access the additional research materials.
- 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 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 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: The Performance Task will take 120 minutes in one session.

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

You will read several articles and view a video and several photographs and then write an argumentative essay about graffiti.

Steps you will be following:

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

1. Read two articles, watch a video, and view four photographs.
2. Answer three questions about the sources.
3. Plan and write your essay.

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 essay. You can refer back to any of the sources as often as you like.

(article 1)

(video 1)

(article 2)

(photos 1–4)

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 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. The video, "Graffiti as an Art Form," suggests that graffiti has important benefits to the artist and audience. What evidence does it provide to support this conclusion? Use details from the video to support your answer.

2. What points about graffiti do the video, "Graffiti as an Art Form," and the article "Is Graffiti Art?" discuss that is not included in the article "City Should Crack Down on Graffiti"? Why is this additional information important when making an informed decision about graffiti? Support your answer with details from the articles and video.

3. How do photographs 3 and 4 help the article "City Should Crack Down on Graffiti" in presenting a particular viewpoint on graffiti? Use details from the photographs and article to support your answer.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment:

An art gallery in your town is planning to place several examples of graffiti on display. Many people in your community who support or oppose the exhibit are writing to the gallery's board of managers. Write an argumentative essay explaining why you agree or disagree with the idea of displaying graffiti in museum and gallery exhibits. Support your claim with details from what you have 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 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, punctuation, capitalization, and spelling

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

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

1. plan your essay
2. write your essay
3. 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 4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	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. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	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 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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.

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

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
3	<p>The response is adequately sustained and generally focused:</p>	<p>The response has an evident organizational structure and a sense</p>	<p>The response provides adequate support/evidence for</p>	<p>The response adequately expresses ideas,</p>	<p>The response demonstrates an adequate</p>

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

	<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>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 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>employing a mix of precise language 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>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
2	<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 	<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 	<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 	<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,

Grade 9 ELA Sample PT Item C2 T7, T8, T9 And C4 T2, T3, T4

	unfocused	<ul style="list-style-type: none"> conclusion and introduction, if present, are weak weak connection among ideas 	<ul style="list-style-type: none"> weak or uneven use of elaborative techniques 		capitalization, and spelling
1	<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 expresses ideas vaguely, 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
0	A response gets no credit if it provides no evidence of the ability to write full arguments about topics or sources, attending to purpose and audience.				

*Begins in 7th grade

ELA.09.SR.1.01.097 C1 T1

Sample Item ID:	ELA.09.SR.1.01.097
Grade/Model:	9/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	n/a
Standard(s):	RL-1, RL-3
DOK:	2
Difficulty:	E
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	An Old-Fashioned Girl, by Louisa May Alcott
Stimuli/Text Complexity:	Though the quantitative measures suggest a lower grade placement, the language features and the fact that it is, essentially, focused on characterization, suggest that the appropriate placement for this passage is grade 9. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/catalog/world/readfile.php?fk_files=2346130
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must select the sentence that provides the best textual evidence in support of a stated inference.
Target-specific attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

An Old-Fashioned Girl
by Louisa May Alcott

Polly hoped the "dreadful boy" would not be present; but he was, and stared at her all dinner-time, in a most trying manner. Mr. Shaw, a busy-looking gentleman, said, "How do you do, my dear? Hope you'll enjoy yourself;" and then appeared to forget her entirely. Mrs. Shaw, a pale, nervous woman, greeted her

little guest kindly, and took care that she wanted for nothing. Madam Shaw, a quiet old lady, with an imposing cap, exclaimed on seeing Polly, "Bless my heart! The image of her mother a sweet woman how is she, dear?" and kept peering at the new-comer over her glasses, till, between Madam and Tom, poor Polly lost her appetite.

Fanny chatted like a magpie, and Maud fidgeted, till Tom proposed to put her under the big dish-cover, which produced such an explosion, that the young lady was borne screaming away, by the much-enduring Katy. It was altogether an uncomfortable dinner, and Polly was very glad when it was over. They all went about their own affairs; and after doing the honors of the house, Fan was called to the dressmaker, leaving Polly to amuse herself in the great drawing-room.

Polly was glad to be alone for a few minutes; and, having examined all the pretty things about her, began to walk up and down over the soft, flowery carpet, humming to herself, as the daylight faded, and only the ruddy glow of the fire filled the room. Presently Madam came slowly in, and sat down in her arm-chair, saying, "That's a fine old tune; sing it to me, my dear. I haven't heard it this many a day." Polly didn't like to sing before strangers, for she had had no teaching but such as her busy mother could give her; but she had been taught the utmost respect for old people, and having no reason for refusing, she directly went to the piano, and did as she was bid.

"That's the sort of music it's a pleasure to hear. Sing some more, dear," said Madam, in her gentle way, when she had done.

Pleased with this praise, Polly sang away in a fresh little voice, that went straight to the listener's heart and nestled there. The sweet old tunes that one is never tired of were all Polly's store; and her favorites were Scotch airs, such as, "Yellow-Haired Laddie," "Jock o' Hazeldean," "Down among the Heather," and "Birks of Aberfeldie." The more she sung, the

better she did it; and when she wound up with "A Health to King Charlie," the room quite rung with the stirring music made by the big piano and the little maid.

"By George, that's a jolly tune! Sing it again, please," cried Tom's voice; and there was Tom's red head bobbing up over the high back of the chair where he had hidden himself.

It gave Polly quite a turn, for she thought no one was hearing her but the old lady dozing by the fire. "I can't sing any more; I'm tired," she said, and walked away to Madam in the other room. The red head vanished like a meteor, for Polly's tone had been decidedly cool.

The old lady put out her hand, and drawing Polly to her knee, looked into her face with such kind eyes, that Polly forgot the impressive cap, and smiled at her confidingly; for she saw that her simple music had pleased her listener, and she felt glad to know it.

"You mustn't mind my staring, dear," said Madam, softly pinching her rosy cheek. "I haven't seen a little girl for so long, it does my old eyes good to look at you."

Polly thought that a very odd speech, and couldn't help saying, "Aren't Fan and Maud little girls, too?"

"Oh, dear, no! Not what I call little girls. Fan has been a young lady this two years, and Maud is a spoiled baby. Your mother's a very sensible woman, my child."

"What a very queer old lady!" thought Polly; but she said "Yes 'm" respectfully, and looked at the fire.

"You don't understand what I mean, do you?" asked Madam, still holding her by the chin.

"No'm; not quite."

"Well, dear, I'll tell you. In my day, children of fourteen and

fifteen didn't dress in the height of the fashion; go to parties, as nearly like those of grown people as it's possible to make them; lead idle, giddy, unhealthy lives, and get blas, at twenty. We were little folks till eighteen or so; worked and studied, dressed and played, like children; honored our parents; and our days were much longer in the land than now, it seems to me."

The old lady appeared to forget Polly at the end of her speech; for she sat patting the plump little hand that lay in her own, and looking up at a faded picture of an old gentleman with a ruffled shirt and a queue.

"Was he your father, Madam?"

"Yes, dear; my honored father. I did up his frills to the day of his death; and the first money I ever earned was five dollars which he offered as a prize to whichever of his six girls would lay the handsomest darn in his silk stockings."

"How proud you must have been!" cried Polly, leaning on the old lady's knee with an interested face.

"Yes, and we all learned to make bread, and cook, and wore little chintz gowns, and were as gay and hearty as kittens. All lived to be grandmothers and fathers; and I 'm the last, seventy, next birthday, my dear, and not worn out yet; though daughter Shaw is an invalid.

"That's the way I was brought up, and that's why Fan calls me old-fashioned, I suppose. Tell more about your papa, please; I like it," said Polly.

"Say 'father.' We never called him papa; and if one of my brothers had addressed him as 'governor,' as boys do now, I really think he'd have him cut off with a shilling."

Item Stem:

Madame Shaw seems to regard Polly more warmly than she

does the other children. Click on the highlighted sentence from the story that provides the best evidence that Polly shares this feeling.

Options:

[See highlighted sentences in passage.]

Distractor Analysis:

- A. Madam Shaw, a quiet old lady, with an imposing cap, exclaimed on seeing Polly, "Bless my heart! The image of her mother a sweet woman how is she, dear?" and kept peering at the new-comer over her glasses, till, between Madam and Tom, poor Polly lost her appetite. : While this sentence shows Madam Shaw's initial warmth toward Polly, it also demonstrates Polly's initial level of anxiety around her.
- B. Polly didn't like to sing before strangers, for she had had no teaching but such as her busy mother could give her; but she had been taught the utmost respect for old people, and having no reason for refusing, she directly went to the piano, and did as she was bid. : While this sentence shows Polly's respect for Madam Shaw, it doesn't show that she feels a strong connection to her.
- C. "I can't sing any more; I 'm tired," she said, and walked away to Madam in the other room. : Although this sentence demonstrates Polly preferring to be with Madam Shaw rather than Tom, it doesn't show that she feels a strong connection to her.
- D. KEY: "How proud you must have been!" cried Polly, leaning on the old lady's knee with an interested face. : The fact that Polly feels comfortable enough to lean on Madam Shaw after her initial formality reflects Polly's growing warmth and sense of connection with the older woman.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
An Old-Fashioned Girl	Louisa May Alcott	Excerpt from chapter 1 of Alcott's well-known book



Recommended Placement for Assessment: Grade 9

Though the quantitative measures suggest a lower grade placement, the language features and the fact that it is, essentially, focused on characterization, suggest that the appropriate placement for this passage is grade 9. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Implied, but fairly straightforward literary text. After the first paragraphs, the passage becomes narrowly focused on the interaction between Polly and Madam.</p> <p>Text Structure: <u>Slightly complex:</u> Events proceed in a predictable, linear fashion.</p> <p>Language Features: <u>Very complex:</u> Language is somewhat archaic, with multiple expressions that will require interpretation (or reading over of) by the reader.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Most of the passage is devoted to conversation, rather than action or events, so requires more from the reader than a simple narrative does. The significance of the passage is in the characterization, which is a relatively sophisticated task to interpret.</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: 910L; grades 4-5 Flesch-Kincaid: 5.2 Word Count: 1008</p> <p style="background-color: #0000FF; 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.09.SR.1.03.098 C1 T3

Sample Item ID:	ELA.09.SR.1.03.098
Grade/Model:	9/4
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	3: WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
Secondary Target(s):	n/a
Standard(s):	RL-4, L-4, L-5b, L-6
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	calm expression
Stimulus/Passage(s):	Excerpted from "The Discontented Pendulum," by Jane Taylor, reproduced in <i>McGuffey's Fifth Eclectic Reader, Revised Edition</i> by William Holmes McGuffey
Stimuli/Text Complexity:	While the qualitative measures are slightly lower, the levels of meaning embedded in this parable suggest that a higher grade level assignment is appropriate. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/cache/epub/15040/pg15040.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must select a definition from a dictionary entry that best replaces two instances of the same word in the passage.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read an excerpt from "The Discontented Pendulum" and then answer the question.

The Discontented Pendulum
By Jane Taylor

An old clock that had stood for fifty years in a farmer's kitchen, without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped. Upon this, the dial plate (if we may credit the fable) changed countenance with alarm; the hands made a vain effort to continue their course; the wheels remained motionless with surprise; the weights hung speechless; and each member felt disposed to lay the blame on the others.

...The dial could scarcely keep its countenance during this harangue; but, resuming its gravity, thus replied: "Dear Mr. Pendulum, I am really astonished that such a useful, industrious person as yourself should have been seized by this sudden weariness. It is true, you have done a great deal of work in your time; so have we all, and are likely to do; which, although it may fatigue us to think of, the question is, whether it will fatigue us to do. Would you now do me the favor to give about half a dozen strokes to illustrate my argument?"

Item Stem:

Read this dictionary entry for the word "countenance."

Countenance (n) 1. calm expression. 2. moral support. 3. behavior. 4. face.

Which definition best applies to the way the word "countenance" is used in the highlighted sentences above?

- A. calm expression
- B. moral support
- C. behavior
- D. face

Distractor Analysis:

- A. KEY—calm expression: In both paragraphs, the dial’s composure and calmness is tested by challenges resulting from the pendulum’s refusal to operate.
- B. moral support: The dial’s interactions with the other clock parts (including the pendulum) reflect his own concern rather than support and encouragement of others.
- C. behavior: While the context of the first paragraph might support this definition, the usage in the second paragraph does not. In the latter, the dial exhibits more specific concern than is described by the general nature of “behavior.”
- D. face: While the dial’s calm facial expression changes as a result of the challenges posed by the pendulum’s behavior, its actual face does not. In particular, the context of the second paragraph does not support this definition.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Discontented Pendulum	Jane Taylor	A parable of a clock that faces a defining moment



Recommended Placement for Assessment: Grade 9

While the qualitative measures are slightly lower, the levels of meaning embedded in this parable suggest that a higher grade level assignment is appropriate. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The parable form may not be as familiar as some to students; the theme is revealed gradually over the course of the text.</p> <p>Text Structure: <u>Moderately complex:</u> The piece requires readers to see human characteristics in the parts of a clock and to consider the allegorical meaning.</p> <p>Language Features: <u>Very complex:</u> Relies entirely on figurative language (personification, mainly). The vocabulary and style are formal.</p> <p>Knowledge Demands: <u>Very complex:</u> The parable form may be unfamiliar; students must consider everything that is said and done on more than one 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: 990L; grades 6-8 Flesch-Kincaid: 7.0 Word Count: 818 (full passage)</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.09.SR.1.07.104 C1 T7

Sample Item ID:	ELA.09.SR.1.07.104
Grade/Model:	9/3
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	7: LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone
Secondary Target(s):	n/a
Standard(s):	RL-4, L-5a
DOK:	3
Difficulty:	medium
Item Type:	Selected Response
Score Points:	1
Correct Response:	B
Stimuli/Passage(s):	Barbara Frietchie by John Greenleaf Whittier
Stimuli/Text Complexity:	The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see the text complexity worksheet attached.
Acknowledgement(s):	English Poetry III: From Tennyson to Whitman, The Harvard Classics, 1909-1914. http://www.bartleby.com/42/800.html
Notes:	Full credit is given to students who identify 3 or 4 phrases; partial credit is given to students who identify 1 or 2 phrases
How this task addresses the sufficient evidence for this claim:	To complete this task students must identify language that expresses a particular intent.
Target-Specific Attributes (e.g., accessibility issues):	None

Stimulus Text:

Read the following passage and then answer the question.

The following poem is based on a story from the Civil War. According to legend, when Major General Stonewall Jackson led Confederate troops through Frederick, Maryland, on September 6, 1862, Union supporter Barbara Frietchie waved the Union flag in protest.

Barbara Frietchie

by John Greenleaf Whittier

UP from the meadows rich with corn,
Clear in the cool September morn,

The clustered spires of Frederick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep, 5
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall
When Lee marched over the mountain-wall; 10

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun 15
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her fourscore years and ten;

Bravest of all in Frederick town,
She took up the flag the men hauled down; 20

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,

Stonewall Jackson riding ahead	
Under his slouched hat left and right He glanced; the old flag met his sight	25
'Halt!' –the dust-brown ranks stood fast. 'Fire!' –out blazed the rifle-blast.	
It shivered the window, pane and sash; It rent the banner with seam and gash.	30
Quick, as it fell, from the broken staff Dame Barbara snatched the silken scarf.	
She leaned far out on the window-sill, And shook it forth with a royal will.	
'Shoot, if you must, this old gray head, But spare your country's flag,' she said.	35
A shade of sadness, a blush of shame, Over the face of the leader came;	
The nobler nature within him stirred To life at that woman's deed and word;	40
'Who touches a hair of yon gray head Dies like a dog! March on!' he said.	
All day long through Frederick street Sounded the tread of marching feet:	
All day long that free flag tost Over the heads of the rebel host.	45
Ever its torn folds rose and fell	

On the loyal winds that loved it well;

And through the hill-gaps sunset light
Shone over it with a warm good-night. 50

Barbara Frietchie's work is o'er,
And the Rebel rides on his raids no more.

Honor to her! and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and Union, wave! 55

Peace and order and beauty draw
Round thy symbol of light and law;

And ever the stars above look down
On thy stars below in Frederick town! 60

Item Stem:

Which words from the poem are intended to emphasize Barbara Frietchie's advanced age?

Options:

- A. rose (line 17) and snatched (line 32)
- B. bowed (line 18) and gray (lines 35 and 41)
- C. bravest (line 19) and royal (line 34)
- D. dame (line 32) and deed (line 40)

Distractor Analysis:

- A. "Rose" and "snatched" describe Barbara's actions but have nothing to do with age.
- B. KEY "Bowed" and "gray" suggest a picture of a woman whose hair has grayed and back is bowed over with age.
- C. "Bravest" and "royal" indicate her courage and determination, not age.
- D. "Dame" and "deed" are older words not often used but do not have anything to do with Barbara's age.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Barbara Frietchie	John Greenleaf Whittier	Classic poem about a fictitious figure from the Civil War



Recommended Placement for Assessment: Grade 9

The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> A narrative poem, with some subtle levels of meaning but also a straight storyline.</p> <p>Text Structure: <u>Moderately complex:</u> There is more than one storyline but it's accessible if students have a grasp of the use of language.</p> <p>Language Features: <u>Very complex:</u> The poem includes abstract language, figurative language, and archaic vocabulary. In addition, the poetic form is challenging.</p> <p>Knowledge Demands: <u>Very complex:</u> There are unexplained references to historical figures (e.g., Lee, Stonewall Jackson, etc.) that may be challenging.</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: 940L; grades 4-5 Flesch-Kincaid: 1.7 Word Count: 405</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.09.SR.1.08.105 C1 T8

Sample Item ID:	ELA.09.SR.1.08.105
Grade/Model:	9/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	8: KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	n/a
Standard(s):	RI-1, RH-1, RST-1, RI-3, RH-3
DOK:	2
Difficulty:	E
Item Type:	Selected Response
Score Points:	1
Key:	"The tool is populated with NASA data dating back to 1950 and projected to 2050." AND "When NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds."
Stimulus/Passage(s):	"NASA Gives Public New Internet Tool To Explore The Solar System," by Dwayne Brown and Stephanie Smith. Sept. 02, 2011.
Stimuli/Text Complexity:	The Lexile and F-K are fairly high, most likely due to the vocabulary demands. However the information is fairly straightforward and students should be able to navigate the parts of the passage that have less familiar information. There is nothing terribly abstract about the ideas. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.nasa.gov/home/hqnews/2011/sep/HQ_11-288_System_Eyes.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must correctly identify evidence from the text that supports an inference about the information presented in the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the passage and then answer the question.

The National Aeronautics and Space Administration (NASA) leads research in space exploration and aeronautics.

NASA Gives Public New Internet Tool To Explore The Solar System

PASADENA, Calif. -- NASA is giving the public the power to journey through the solar system using a new interactive Web-based tool.

The "Eyes on the Solar System" interface combines video game technology and NASA data to create an environment for users to ride along with agency spacecraft and explore the cosmos. Screen graphics and information such as planet locations and spacecraft maneuvers use actual space mission data.

"This is the first time the public has been able to see the entire solar system and our missions moving together in real-time," said Jim Green, director of NASA's Planetary Science Division at the agency's Headquarters in Washington. "It demonstrates NASA's continued commitment to share our science with everyone."

The virtual environment uses the Unity game engine to display models of planets, moons, asteroids, comets and spacecraft as they move through our solar system. With keyboard and mouse controls, users cruise through space to explore anything that catches their interest. A free browser plug-in, available at the site, is required to run the Web application.

"You are now free to move about the solar system," said Blaine Baggett, executive manager in the Office of Communication and

Education at NASA's Jet Propulsion Laboratory (JPL) in Pasadena, Calif. "See what NASA's spacecraft see -- and where they are right now -- all without leaving your computer."

Users may experience missions in real-time, and "Eyes on the Solar System" also allows them to travel through time. The tool is populated with NASA data dating back to 1950 and projected to 2050.

The playback rate can be sped up or slowed down. When NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds.

Point of view can be switched from faraway to close-up to right "on board" spacecraft. Dozens of controls on a series of pop-up menus allow users to fully customize what they see, and video and audio tutorials explain how to use the tool's many options. Users may choose from 2-D or 3-D modes, with the latter simply requiring a pair of red-cyan glasses to see.

"By basing our visualization primarily on mission data, this tool will help both NASA and the public better understand complex space science missions," said Kevin Hussey, manager of Visualization Technology Applications and Development at JPL, whose team developed "Eyes on the Solar System."

"Eyes on the Solar System" is in beta release. It has been demonstrated at science conferences, in classrooms and at the 2011 South by Southwest Interactive Conference in Austin, Texas.

Designers are updating "Eyes on the Solar System" to include NASA science missions launching during the coming months, including GRAIL to the moon and the Mars Science Laboratory Curiosity rover.

Item Stem:

Click on the two highlighted sentences that show that NASA makes predictions about the data space missions will generate before the missions occur.

Distractor Analysis:

KEY: "The tool is populated with NASA data dating back to 1950 and projected to 2050." AND "When NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds." In order for NASA to include projected data to 2050 and the five-year mission of a spacecraft that just launched, the agency must predict data from missions before the missions occur.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
NASA Internet Tool	NASA	Press release describing new tool available to the public



Recommended Placement for Assessment: Grade 9

The Lexile and F-K are fairly high, most likely due to the vocabulary demands. However the information is fairly straightforward and students should be able to navigate the parts of the passage that have less familiar information. There is nothing terribly abstract about the ideas. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Straightforward press release/news article format.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is fairly clear – an overview, then specific information, interspersed with a promotional-type information.</p> <p>Language Features: <u>Very complex:</u> The vocabulary is dense and highly technological. While exact understanding of all terms is not necessary, it does make for a more challenging read. There are many complex sentences with several subordinate phrases or clauses.</p> <p>Knowledge Demands: <u>Very complex:</u> A great deal of subject-specific information and some challenging technological concepts.</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 Flesch-Kincaid: 13.2 Word Count: 467</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.09.SR.1.10.102 C1 T10

Sample Item ID:	ELA.09.SR.1.10.102
Grade:	09/1b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	10: WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation-denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools)
Secondary Target(s):	n/a
Standard(s):	RI-4, RH-4, RST-4; L-4, L-5b, L-6
DOK:	2
Difficulty:	Hard
Item Type:	Selected Response
Score Points:	1
Key:	maneuvers
Stimulus/Passage(s):	"NASA Gives Public New Internet Tool To Explore The Solar System," by Dwayne Brown and Stephanie Smith. Sept. 02, 2011.
Stimuli/Text Complexity:	The Lexile and F-K are fairly high, most likely due to the vocabulary demands. However the information is fairly straightforward and students should be able to navigate the parts of the passage that have less familiar information. There is nothing terribly abstract about the ideas. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.nasa.gov/home/hqnews/2011/sep/HQ_11-288_System_Eyes.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must correctly determine the meaning of a phrase through its contextualization in the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

The National Aeronautics and Space Administration (NASA) leads research in space exploration and aeronautics.

NASA Gives Public New Internet Tool To Explore The Solar System

PASADENA, Calif. -- NASA is giving the public the power to journey through the solar system using a new **interactive** Web-based tool.

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Baggett, executive manager in the Office of Communication and Education at NASA's Jet Propulsion Laboratory (JPL) in Pasadena, Calif. "See what NASA's spacecraft see -- and where they are right now -- all without leaving your computer."

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The playback rate can be sped up or slowed down. When NASA's Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission's five-year journey to Jupiter in a matter of seconds.

Point of view can be switched from faraway to close-up to right "on board" spacecraft. Location, motion and appearance are based on predicted and reconstructed mission data. Dozens of controls on a series of pop-up menus allow users to fully customize what they see, and video and audio tutorials explain how to use the tool's many options. Users may choose from 2-D or 3-D modes, with the latter simply requiring a pair of red-cyan glasses to see.

"By basing our visualization primarily on mission data, this tool will help both NASA and the public better understand complex space science missions," said Kevin Hussey, manager of Visualization Technology Applications and Development at JPL, whose team developed "Eyes on the Solar System."

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Designers are updating "Eyes on the Solar System" to include NASA science missions launching during the coming months,

including GRAIL to the moon and the Mars Science Laboratory Curiosity rover.

Item Stem:

Click on the highlighted word that comes from a Latin root that means "to perform work by hand."

Distractor Analysis:

KEY: maneuvers is the only option that comes from the Latin manuopera, meaning "hand work"

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
NASA Internet Tool	NASA	Press release describing new tool available to the public



Recommended Placement for Assessment: Grade 9

The Lexile and F-K are fairly high, most likely due to the vocabulary demands. However the information is fairly straightforward and students should be able to navigate the parts of the passage that have less familiar information. There is nothing terribly abstract about the ideas. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Straightforward press release/news article format.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is fairly clear – an overview, then specific information, interspersed with promotional-type information.</p> <p>Language Features: <u>Very complex:</u> The vocabulary is dense and highly technological. While exact understanding of all terms is not necessary, it does make for a more challenging read. There are many complex sentences with several subordinate phrases or clauses.</p> <p>Knowledge Demands: <u>Very complex:</u> A great deal of subject-specific information and some challenging technological concepts.</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 Flesch-Kincaid: 13.2 Word Count: 467</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.09.SR.2.03.160 C2 T3

Sample Item ID:	ELA.09.SR.2.03.160
Grade/Model:	09/2a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	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 complex topic/subtopics 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:	Second sentence "Many types of caves can be found throughout the world and contain incredible rock formations."
Stimulus/Passage(s):	Lava Tubes
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Written in-house.
Item/Task Notes:	none
How this task contributes to the sufficient evidence for this claim:	This item requires students to identify extraneous information in a piece of student writing.
Target-Specific Attributes (e.g., accessibility issues):	Ability to read text one level below grade level.

*Stimulus Text:***Lava Tubes**

Lava tubes are the most common type of cave formed by lava. Many types of caves can be found throughout the world and contain incredible rock formations. Most lava tubes form from a type of lava called "pahoehoe" flows. The smooth, continuous surfaces of pahoehoe flows are created by lava continuously moving under a hard outer layer. As a stream of lava flows away from a volcano, it cools in the surrounding air. This

creates a hard outer crust that thickens as more lava begins to cool. Hot lava continues to flow under this crust. When the eruption stops, the outer crust cools completely, leaving a tube-like cave.

Item Stem:

The author needs to revise the paragraph below to eliminate information that is not part of the topic. Click on the sentence that should be removed.

Key and Distractor Analysis:

KEY Second Sentence ("Many types of caves can be found throughout the world and contain incredible rock formations.") This sentence is not about lava tubes and should be removed from the passage.

All other sentences contribute information to the main topic and should remain in the passage.

ELA.09.SR.2.06.099 C2 T6

Sample Item ID:	ELA.09.SR.2.06.099
Grade/Model:	9/1e
Claim:	2: Students can produce effective and well-grounded writing for a range of purpose 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 precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) 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:	E
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	Advertising
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Freelancer
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the most appropriate conclusion for an argumentative paragraph.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

One reason that all schools should teach students about how advertising works is that advertisers understand us better than we understand ourselves. Not all people study psychology, but you can bet that advertisers use the insights of modern psychology to make us want their products. Psychological research shows that humans get more happiness from relationships than from things. Therefore, a large number of ads

deliberately confuse products with people or relationships in order to suggest that buying that product will bring us the positive feelings that good relationships offer. For example, one car ad in a magazine showed a happy and attractive young couple hugging next to a new car. The ad said “The best relationships are lasting ones,” which was clearly intended to refer to the car’s reputation for reliability as well as to the happy couple. Another ad for health insurance showed a grandfather playing with his grandkids, with the words “Life’s precious gift.”

Item Stem:

Which of the following is the best conclusion for this paragraph?

Options:

- A. Clearly the ad was trying to convince readers that only people with health insurance would be well enough to play with their grandkids.
- B. All ads are designed to take advantage of consumers by showing us our deepest desires and greatest fears.
- C. Most consumers are smart enough not to be taken advantage of by advertising schemes.
- D. Consumers who understand the way advertising works are less likely to fall for the psychological tricks of advertisers.

Distractor Analysis:

- A. This option discusses the ad in the previous sentence but is not a conclusion for the paragraph.
- B. This option does not logically follow the ideas presented in the paragraph.
- C. This option does not logically follow the ideas presented in the paragraph.
- D. KEY

ELA.09.SR.2.08.100 C2 T8

Sample Item ID:	ELA.09.SR.2.08.100
Grade/Model:	9/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target(s):	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and 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:	1, 2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	Lizards
Stimuli/Text Complexity:	n/a (editing stimulus)
Acknowledgement(s):	Freelancer
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine how to revise a sentence so that the language and style fit with the rest of a paragraph.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

Lizards are fascinating creatures. There are over 3,000 known species, including monitors, skinks, geckos, chameleons, and iguanas, and they vary greatly in appearance. The largest lizard, the Komodo dragon, can grow over ten feet long, and the smallest, the Jaragua lizard, can fit on a dime. Skinks usually have smooth scales like snakes, iguanas have mohawk-like crests running down their backs, and the moloch is covered with spikes from head to tail. Lizards vary in color from shades of gray and brown to bright red or green, spotted or striped. Most have four legs but some are legless and easily confused with

snakes (Hint: if it has external eardrums and eyelids it's a lizard). **Geckos can walk up walls.** Chameleons not only change color but also have prehensile tails, similar to those of monkeys, that wrap around branches and their eyes can move in different directions.

Item Stem:

What is the **best** way to revise the highlighted sentence to match the language and style of the paragraph?

Options:

- A. Geckos are able to adhere to flush surfaces because setae on their footpads facilitate van der Waals forces between the setae structures and the surface.
- B. Geckos are awesome because they have sticky toes that allow them to climb windows like Spiderman.
- C. Geckos have the remarkable ability to walk up walls thanks to tiny hair-like structures on their toes that cling to smooth surfaces.
- D. Geckos scurry up walls like tiny dancers gliding effortlessly across a stage, their movements as natural as a well-rehearsed ballet.

Distractor Analysis:

- A. This option uses too much scientific language to fit with the rest of the paragraph.
- B. This option is more informal than the rest of the paragraph.
- C. KEY
- D. This option uses too much figurative language to fit with the rest of the paragraph.

ELA.09.SR.2.09.101 C2 T9

Sample Item ID:	ELA.09.SR.2.09.101
Grade/Model:	9/1
Claim:	2: Students can produce effective and well-grounded 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 persuasive/argument texts.
Secondary Target(s):	n/a
Standard(s):	L-1, L-2
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	Lizards
Stimuli/Text Complexity:	n/a (editing stimulus)
Acknowledgement(s):	Freelancer
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must select the correct way to revise a sentence that contains grammatical and mechanical errors.
Target-specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

Lizards are fascinating creatures. There are over 3,000 known species, including monitors, skinks, geckos, chameleons, and iguanas, and they vary greatly in appearance. The largest lizard, the Komodo dragon, can grow over ten feet long and the smallest, the Jaragua lizard, can fit on a dime. **Skinks usually has smooth scales like snakes iguanas have mohawk-like crests running down their backs and the moloch is covered with spikes from head to tail.** Lizards vary in color from shades of gray and brown to bright red or green, spotted or striped. Most have four legs but some are legless and easily confused with snakes (Hint: if it has external eardrums and eyelids it's a lizard). Chameleons

not only change color but also have prehensile tails, similar to those of monkeys, that wrap around branches and their eyes can move in different directions.

Item Stem:

Select the correct way to revise the highlighted sentence.

Options:

- A. Skinks usually have smooth scales like snakes iguanas have mohawk-like crests running down their backs, and the moloch are covered with spikes from head to tail.
- B. Skinks usually have smooth scales like snakes, iguanas have mohawk-like crests running down their backs, and the moloch is covered with spikes from head to tail.
- C. Skinks usually have smooth scales, like snakes iguanas have mohawk-like crests running down their backs and the moloch is covered with spikes, from head to tail.
- D. Skinks usually have smooth scales, like snakes, iguanas have mohawk-like crests running down their backs, and the moloch are covered with spikes from head to tail.

Distractor Analysis:

- A. This option has incorrect grammar and comma usage.
- B. KEY
- C. This option has incorrect comma usage.
- D. This option has incorrect grammar and comma usage.

Grade 9 ELA Sample TE Item C4 T3

ELA.09.TE.4.03.077 C4 T3

Sample Item ID:	ELA.09.TE.4.03.077
Grade/Model:	9/1b
Claim:	4. Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.
Assessment Target:	3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources
Secondary Target(s)	n/a
Standard(s):	W-8; W Literacy-8, W-9
DOK:	3
Item Type:	TE
Score Points:	2
Difficulty:	E
Key:	See scoring notes
Stimulus/Passage(s):	Year-round Schools
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to answer the item, students must evaluate the relevance and credibility of evidence used to support a claim.
Target-specific attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p>TEI Template: Select and order text</p> <p>Interaction Parameters: Text selection includes highlighted sentences.</p> <p>Scoring Data: Yellow and purple blocks of text = not a credible source Blue block of text = not relevant to the argument Green block of text = credible and relevant</p> <p>Scoring Rule: NumErrors [0 errors=2, 1 error=1.5, 2 errors=1, 3 errors=.5, 4 errors=0]</p> <p>Scoring Algorithm: SumOnly <i>This scoring algorithm will assign .5 point for each correct sentence selected. Points will not be deducted for incorrect selections.</i></p>

Stimulus Text:

Read these paragraphs from a student's report and then answer the question.

Year-round Schools

Year-round schools are a better way to educate students than the traditional nine-month schedule. Students are more likely to remember information over short breaks than they are during a long summer vacation. One study conducted by a group that runs year-round schools showed that their students had higher test scores than students who attended schools with a traditional schedule. Many teachers say they have to spend September and October reviewing material taught the previous year.

Some people argue that students shouldn't have to go to school any longer than they already do, but with year-round schools students get the same amount of time off, it is just at different times during the year. Short vacations throughout the year give students and teachers much needed breaks and help keep them from burning out. This schedule actually gives families more freedom to plan trips since they aren't limited to traveling in the summer. In addition, ski resort owners say that a longer break in winter is beneficial because people can spend more time skiing. My friend says that students won't mind attending school in the summer if they get to relax during their other breaks.

Item Stem:

Evaluate whether the evidence used in these paragraphs is relevant and comes from a credible source. Click on the highlighted statements and drag them to the appropriate boxes below.

Not a credible source	Not relevant to the argument	Credible and relevant

Key and Distractor Analysis:

Not a credible source	Not relevant to the argument	Credible and relevant
<p>their students had higher test scores than students who attended schools with a traditional schedule.</p> <p>students won't mind attending school in the summer if they get to relax during their other breaks.</p>	<p>that a longer break in winter is beneficial because people can spend more time skiing.</p>	<p>they have to spend September and October reviewing material taught the previous year.</p>