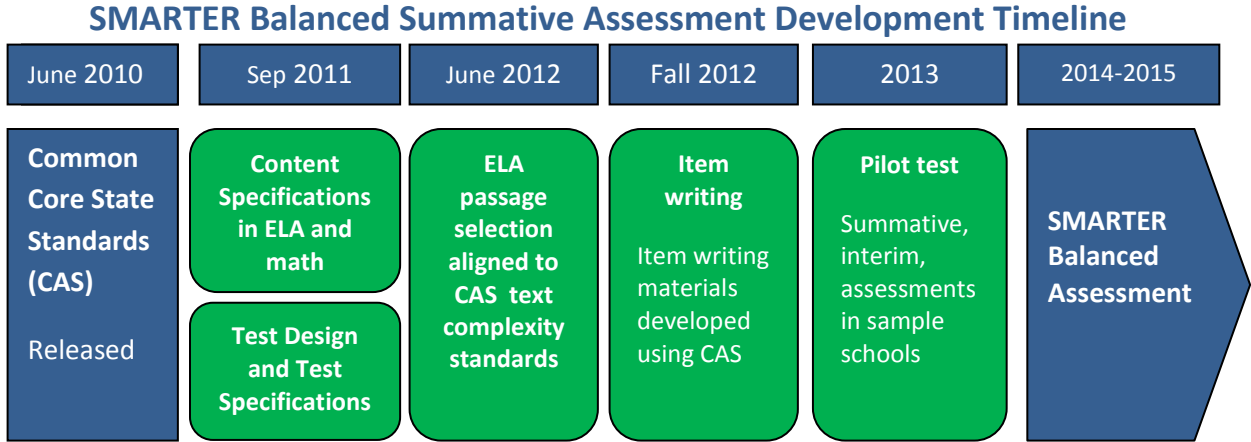


SMARTER Balanced Assessment 6th Grade ELA

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](#)

[7TH GRADE SAMPLE
ELA ITEMS](#)

[8TH GRADE SAMPLE
ELA ITEMS](#)

[9TH GRADE SAMPLE
ELA ITEMS](#)

[10TH GRADE SAMPLE
ELA ITEMS](#)

[11TH GRADE SAMPLE
ELA ITEMS](#)

[3rd GRADE SAMPLE
MATHEMATICS ITEMS](#)

[4TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[5TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[6TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[7TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[8TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[HIGH SCHOOL SAMPLE
MATHEMATICS ITEMS](#)

Grade 6 ELA C1 T8

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| Sample Item ID: | ELA.06.TE.1.08.004 |
| Grade/Model: | 06/1a |
| Claim: | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target(s): | 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented |
| Secondary Target(s): | NA |
| Standard(s): | RI-1, RI-3 |
| DOK: | 3 |
| Item Type: | TE |
| Score Points: | 1 |
| Difficulty: | Medium |
| Key: | "Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened" or "She spoke out against injustice, wherever she found it." |
| Stimulus/Passage(s): | "Sojourner Truth" |
| Acknowledgement(s): | Joy Hakim, <i>A History of US: Liberty for All?</i> (Oxford University Press, 1994), p. 131. Fair Use (<5% of full text) |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | To complete this task students must select evidence from the text to support a given conclusion. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. |
| Notes: | <p>TEI Template: Select Text</p> <p>Interaction Parameters:</p> <ul style="list-style-type: none"> A. Text selection limited to whole sentences B. All sentences can be selected C. True (limit the number of selections) D. Maximum selections is 1 <p>Scoring Data:</p> <p>Yellow block of text = correct response (students can choose either block of text to answer correctly)</p> <p>Scoring Algorithm: Exact Match</p> |

Stimulus Text:

The following passage is about the African-American activist Sojourner Truth, who lived in the 1800s. Read the passage and then answer the question.

Sojourner Truth
By Joy Hakim

Grade 6 ELA Item Specification C1 T8

Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened. Across her chest she wore a banner that said, PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF. Those words from the Bible are written on the Liberty Bell in Philadelphia.

Sojourner Truth soon became famous. Harriet Beecher Stowe, a well-known writer, was her friend, and Abraham Lincoln invited her to the White House. She spoke out against injustice, wherever she found it. She worked for women's rights, black rights, prison reform, and temperance. Once, a man tried to make fun of her, saying, "I don't care any more for your talk than I do for the bite of a flea."

Sojourner Truth chuckled as she replied, "Maybe not, but the Lord willing, just like the flea, I'll keep you scratching."

Item Stem:

Read the statement below, and then answer the question that follows it.

"Joy Hakim, the author of this passage, admires Sojourner Truth."

How can you tell that the above statement is true? Click on a sentence in the passage that could be used as evidence to support this statement.

Key and Distractor Analysis:

Student selects either Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened. OR She spoke out against injustice, wherever she found it., 1 correct = 1 point

Student selects neither of the above sentences, 0 correct = 0 points

ELA.6.PT.3.03.083 C3 T1, T3, T4 And C4 T2, T3, T4

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| Sample Item ID: | ELA.6.PT.3.03.083 |
| Title: | Young Wonders |
| Grade/Model: | 6 /1 |
| Claim(s): | <p>Primary Claims</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>Claim 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., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually</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): | <p>Primary Standards</p> <p>Speaking & Listening SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, L-1, L-3a, L-6</p> <p>Research R-1, R-9, RLiteracy-1, RH and RST 1-3 and 7-9 W-1a, W-1b, W-8, W-9, WLiteracy 8, WLiteracy 9</p> |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | TBD |
| Task Source: | Testing Contractor |
| How this task contributes to the sufficient | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Make inferences and summarize using key details in text. 2. Analyze information presented in multiple texts. |

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| evidence for the claims: | <ol style="list-style-type: none"> 3. Analyze information delivered orally and visually. 4. Conduct short research on a topic, analyze and interpret the information, and cite evidence about how it supports a concept. 5. Organize, compose, and deliver oral presentations using precise language appropriate to purpose and audience. 6. Use visual or audio information to enhance oral presentations. |
| Item type | PT |
| Target-specific attributes (e.g., accessibility issues): | Students with visual and hearing impairments may require alternative formats of the information presented. Students with speaking impairments may require alternative options for presenting their speeches. |
| Stimuli: | <p>Sources</p> <p>A simulated dictionary website</p> <p>Three websites about young people: http://www.hickoksports.com/history/worldsnowb.shtml http://news.discovery.com/human/genius-great-111101.html http://myhero.com/go/directory/page.asp?dir=child</p> <p>Video: Mikey Carraway http://www.cnn.com/2012/01/04/living/cnnheroes-young-wonders/index.html Mikey Carraway champions organ donation while feeding the homeless in Oakland, CA (1:10)</p> <p>A student-selected article from a website of students' choosing (may use suggested option: http://myhero.com/go/directory/page.asp?dir=child)</p> <p>Interview Ana Dodson raises money for Peruvian orphans http://www.girlshealth.gov/spotlight/2008/2008.01.cfm</p> <p>Ana Dodson</p> <p>A giving heart Ana was adopted when she was a little baby, but she always dreamed of returning to the country she was born in. When she visited a Peruvian orphanage 4 years ago, she saw how the children were not as fortunate as she was and she decided to make it her mission to help them. Read about her story, about her trip to Peru, and how she opened her heart to give back to the place she once called home.</p> <p>How old are you? I am 15 years old.</p> <p>What grade are you in? I am in 10th grade.</p> |

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| | <p>Where do you live? I live in Colorado.</p> <p>When did you first visit Peru and what made you decide to go? I first went back to Peru when I was eleven years old. I had always wanted to go back ever since I was a little girl, but my parents wanted me to wait until I was older. But they found this great program called Peruvian Ties that brings back adopted children to their birth countries. I was told if I wanted to go, we would all go. I said yes, of course, and that was the beginning!</p> <p>How did that first visit affect you? That first visit will affect me for the rest of my life. I was 11 years old at the time and when I was there, I saw a lot of poverty and it was very hard for me to process. That first visit made me realize that I needed to do something to help the children in the orphanage there because I could have been one of them. It is because of those children that I decided to start Peruvian Hearts and it has changed my life drastically.</p> <p>What has your charity, Peruvian Hearts, accomplished since you started it? Peruvian Hearts has accomplished many things! We have a vitamin project that gives daily multi-vitamins to the children; a scholarship project that pays for school fees, uniforms and school equipment; a scholarship fund—named in honor of my birth mother, Maria—for girls to go to college; a lunch program that feeds children who walk several miles to school; a library project that sends children’s books in Spanish to Peru; and a tutoring program that brings a tutor to the orphanage to help the girls catch up on skills that they missed while not attending school. We also have plans to start health partnerships with medical missions that will provide screening and treatment for congenital* heart problems, dental health, and other general health problems. We have also helped build greenhouses at the orphanage, bought chickens (so the children could have eggs and meat), and this year we bought the orphanage solar water heaters so the children could have hot baths for the first time in their lives!</p> <p>What is your favorite part about your service to the girls in Peru? My favorite part about helping these children is knowing that I am making a difference in their lives. I want them to have the same opportunities that I have in mine. I also love getting to know them—their dreams, accomplishments, and hopes.</p> <p>How big is Peruvian Hearts now? Peruvian Hearts is getting larger. We now have people all around the world that are helping these children in Peru.</p> <p>Tell us about the awards and recognition you’ve received in the past year. This year CNN traveled to Peru with me and they did a “Hero Profile”</p> |
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| | <p>on Peruvian Hearts. I also am the Youth Ambassador for the Stop Child Poverty Campaign (sponsored by the New Zealand based Global Volunteer Network Foundation). Through this position, I have had the opportunity to speak to students in many places about following their dreams and holding on to the belief that they can change the world with small acts of kindness. Also, I got to speak with the Nobel Laureate Betty Williams at Peace Jam and I had the amazing opportunity to be a speaker at the United Nations on the International Day of Peace.</p> <p>What keeps you motivated to work so hard? The children of Peru—their faces, hopes, and dreams keep me motivated to work so hard. I could have been one of those children on the street or in an orphanage. I was blessed and adopted. Now I live in America where I have an amazing life. I want these children to have some of the same opportunities. I’m also motivated by helping kids in the United States realize they can make a difference in the world if they believe in themselves.</p> <p>What kind of support have you received from your family? I have received incredible support from my family. They are always there for me, always encouraging me and supporting me. Peruvian Hearts is a family-run organization. My whole family helps to run this charity and without them and my friends on our Peruvian Hearts board, it could have never succeeded.</p> <p>What activities do you do in your free time to stay healthy? I horseback ride, play golf, and snowboard in the winter.</p> <p>What are your plans after high school? I plan to attend college after high school and continue following my passion for my charity and service work.</p> <p>What advice would you give to girls who also want to make a difference in the world? I would tell girls to follow their hearts and to not lose sight of what they are passionate about. If you follow your dream and take one small step at a time, great things will happen in your life.</p> <p>*congenital: a condition present at birth</p> |
| <p>Stimuli/Text Complexity:</p> | |

| | |
|-------------------|---|
| Acknowledgments : | http://dictionary.reference.com/browse/wonder?s=t http://www.cnn.com/2012/01/04/living/cnnheroes-young-wonders/index.html http://myhero.com/go/directory/page.asp?dir=child http://www.girlshealth.gov/spotlight/2008/2008.01.cfm http://www.hickoksports.com/history/worldsnowb.shtml http://news.discovery.com/human/genius-great-111101.html http://myhero.com/go/directory/page.asp?dir=child |
| Task Notes: | |

Task Overview (105 total minutes):

Title: Young Wonders

Part 1 (35 minutes)

Students plan and research for their speeches. They research a word meaning and apply the definition to a concept. They watch and analyze a video clip and read an interview about the altruistic acts of two young people. They analyze three websites to identify which would be most useful for researching another young wonder. They research a third young person that helps others and take notes on the information about that person.

Part 2 (70 minutes)

Students write an outline about the young wonder they researched to plan their speeches. They create or select a visual or audio representation of the young wonder they researched. They give a speech about the young wonder using the visual or audio representation to support the speech and explaining how the representation is relevant to the young wonder.

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

Teacher preparation/Resource requirements

The teacher should conduct standard preparation, registration, etc. for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check. The teacher should ensure availability of paper-based and electronic visual and audio representations.

Teacher Directions:

Students are given the texts, research, a specific speech topic, audience or any additional information about the speech.

Part 1 (35 minutes)

- Initiate the online testing session.
- 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 students when 20 minutes have elapsed.
- Alert students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)

- Inform students of the location of drawing media and paper should they choose to use it.
- Initiate the online testing session.
- Alert students when 35 minutes have elapsed.

- Alert students when there are 10 minutes remaining in the session.
- Monitor presentation of speech.
- Close the testing session.

Pre-Task Activity:

There are no pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes to complete. This includes a 5-minute speech to be given orally by the student.

Student Directions:

Part 1

Your assignment:

You will learn about young people who, because of their actions, are considered to be “wonders.” You will consider why they are wonders. You will research a young person that is a wonder because of how he or she helps others. You will select or create an audio or visual representation about the young wonder. You will prepare and give a five-minute speech about that person.

Steps you will be following:

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

- 1) Explain how a person can be a “wonder”.
- 2) Watch a short video and read an interview about young people taking action to help others.
- 3) Identify a personal quality that the young wonders in the video and the interview have in common.
- 4) Select a web page that would be useful for researching a young wonder.
- 5) Research another young person who is a wonder for helping others.
- 6) Make an outline about the young wonder about whom you did

research to use when you give your speech.

- 7) Create or select a visual or audio representation of the young wonder.
- 8) Give a five-minute speech about the young wonder you researched and include the visual or audio representation of them to help with the explanation.

Directions for beginning:

Research and apply the meaning of the word “wonder.”

Since you will give a speech about a young wonder, it is important that you understand what a “wonder” is. Use the dictionary website to read the meaning of the word “wonder” used as a noun.

Question 1: In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder.

Your explanation will be scored.

Watch a video and read an interview.

You will now watch a video and read an interview. As you watch and read, think about the personal qualities the people display.

(Video 1)

(Interview 1)

Analyze the video and interview.

Question 2: Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Decide if a webpage is useful for your research.

You will research another young person that is a wonder because of how he or she helps others. Look at the following three websites and choose the one you think would be the best source to use to find out about other young people who are wonders because they help other people.

1. <http://www.hickoksports.com/history/worldsnowb.shtml>
2. <http://news.discovery.com/human/genius-great-111101.html>
3. <http://myhero.com/go/directory/page.asp?dir=child>

Write two or three sentences to do the task below.

Question 3: Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Research another young wonder.

Learn about another young wonder close to your age. Find out what the person did to help others. You may search for websites with information about a young wonder or use this one:

<http://myhero.com/go/directory/page.asp?dir=child>

Be sure to write down the web address of the website you use because you will tell the web address in your speech. Take notes about the person so you can use the information when you give your speech.

Part 2

Create an outline about the young wonder you researched.

Use the information you learned about the young wonder you researched to create an outline about him or her. You will use this outline to give your speech. Word-processing tools, thesaurus, and spell check function are available to you. *Your outline will be scored. There are 3 points possible.*

Include these four main topics in your outline:

- I. Who the young wonder is (name, age, where he or she lives)
- II. What the young wonder does to help others
- III. What personal qualities are shown as he or she helps
- IV. Why you think he or she is a young wonder

Select or create a visual about the young wonder you researched.

You will share a visual or audio representation of the wonder you researched as part of your speech about that person. You will explain how the visual or audio is related to the person. You may create a representation or select it from a source. Here are some possible ideas, but you might think of a different one:

- Show part of a website about the person
- Select and print a picture of an object, event, or situation that is related to the person
- Create a visual representation by sketching it or using drawing software
- Select an audio clip to play or the lyrics of a song to read aloud
- Select a poem to read aloud
- Create a short PowerPoint presentation
- Select information about the person from social media

Give a Speech

Give a five-minute speech to your classmates and/or your teacher about the young wonder you researched and explain why the person is a wonder. Share the visual or audio. Tell the web address of the website(s) used to get information about the young wonder.

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

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

Question 1

In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder.

Scoring Notes
Students should provide a definition for the noun form of “wonder” that means it is a remarkable deed or event. They should apply their definition to people by explaining that when a person does remarkable deeds he or she could be considered a wonder.

Sample 2-point response
A wonder is something amazing that happens. A person helping others can be a wonder when he or she provides a lot more help or a different kind of help than most people do.

Question 2

Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Scoring Notes
Students should state an altruistic trait such as generosity, thoughtfulness, industriousness, selflessness, optimism, energy, strength, etc. The assertion must be supported by an example from each of the two sources.

Sample 2-point response
Mickey and Ana are generous with their time. Mickey spends time serving food to those in need, and Ana spends time raising money for children in an orphanage.

Question 3

Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Scoring Notes

Students should cite the website about child heroes at <http://myhero.com/go/directory/page.asp?dir=child> . They should refer to specific people or actions described on the website.

Sample 2-point response

The most useful website for learning about another young wonder is the one found at: <http://myhero.com/go/directory/page.asp?dir=child>. That website describes real people, including young people that did amazing things to help others. It tells about young people that saved lives, taught others English, spoke out for laws, and raised money to solve people's problems.

| Sample Generic 4-point Speech Rubric (Grades 3-11) | | | | | |
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| 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. |

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| <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 | <p>The speech is unevenly presented with evident flaws :</p> <ul style="list-style-type: none"> 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 |
|-----------------|---|---|--|--|--|

| | | | | | |
|-----------------|---|---|--|--|---|
| <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</p> | <p>A speech gets no credit if it provides no evidence of the ability to {fill in with key language from the intended target}.</p> | | | | |

ELA.06.CR.1.07.126 C1 T7

| | |
|---|---|
| Sample Item ID: | ELA.06.CR.1.07.126 |
| Grade: | 06/1a |
| Claim: | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target: | 7. LANGUAGE USE: Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation |
| Standard(s): | RL-4; L-5, L-5a, 5c |
| DOK: | 3 |
| Difficulty: | M |
| Item Type: | CR |
| Score Points: | 3 |
| Correct Response: | See sample responses below. |
| Stimulus/Passage(s): | <i>Summer on Wheels</i> excerpt |
| Stimuli/Text Complexity: | |
| Acknowledgement(s): | Gary Soto, <i>Summer on Wheels</i> (New York: Scholastic, 1995), pp. 52–53 |
| Item/Task Notes: | Fair use (<5% of source, <125 words) |
| How this item/task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students are required to identify the literary device being used in the passage and to analyze how the author's use of the device contributes to the passage as a whole. |
| Target-Specific Attributes (e.g., accessibility issues): | Students will be required to type in text using a keyboard, and to read a grade-level literary text. Alternative formats and/or support may be required for some students. |

Stimulus Text:

The following excerpt comes from Gary Soto's novel *Summer on Wheels*.

Bentley sat at the kitchen table running an ice cube back and forth across the knot on his forehead. **The knot was like a speed bump.** The ice cube glided across smooth skin before it jumped up and over the knot. Bentley whimpered like the puppy he was. He had flown over the handlebars and not only hurt his head, but also scraped his elbows and chin. And the air left his lungs when he belly flopped. It took a full minute before he could get enough air back into his system to complain, "Golly, that smarted."

Item Prompt:

The highlighted sentence from *Summer on Wheels* includes a literary device.

- What does the literary device used mean?
- Why did the author most likely select the literary device for this description?

Write a 2–3 sentence answer responding to these questions.

interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation

| Rubric for 3-point CR item | |
|-----------------------------------|--|
| 3 | The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to interpret the use of literary devices and their impact • includes specific opinions that make clear reference to the text • fully supports the opinions 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 use of literary devices and their impact • includes some specific opinions that make reference to the text • adequately supports the opinions with relevant details from the text |
| 1 | The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to interpret the use of literary devices and their impact • includes opinions but they are not explicit or make only vague references to the text • supports the opinions with at least one detail but the relevance of that detail to the text must be inferred |
| 0 | A response gets no credit if it provides no evidence of the ability to interpret the use of literary devices and their impact, includes no relevant information from the text, or is vague. |

Scoring Notes:

Students should explain that the simile about a bump on the character’s head means that the bump is noticeable, and they explain why the author might choose to include a simile in this part of the text.

Score Point 3 Sample:

The author is using a simile to compare the bump on Bentley’s forehead to a speed bump to show that it is noticeable. He probably did this because it’s more interesting to write a simile than just to say Bentley had a bump on his head. It helps you to be able to picture the bump better and it also keeps your attention on the book.

Score Point 2 Sample:

The author compares a bump on the boy’s head to a speed bump. Similes make writing more interesting.

Score Point 1 Sample:

The author means the character has a bump on his head. Our teacher taught us how to use similes when we write.

Score Point 0 Sample:

The literary device is comparing riding a bicycle over a bump with an ice cube.

ELA.06.CR.1.08.127 C1 T8

| | |
|--|---|
| Sample Item ID: | ELA.06.CR.1.08.127 |
| Grade: | 06/1d |
| Claim: | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target: | 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented |
| Standard(s): | RI-1, RI-3 |
| DOK: | 2 |
| Difficulty: | M |
| Item Type: | Constructed Response |
| Score Points: | 2 |
| Correct Response: | See sample answers below |
| Stimulus/Passage(s): | Orbits |
| Stimulus/Text Complexity: | Though the F-K is higher, the Lexile places this passage directly in the center of the 6-8 grade band. The qualitative and quantitative measures align; this passage is recommended for use at grade 6 or 7. Based on these sets of measures, this passage is recommended for assessment at grade 6 or 7. Please see text complexity worksheet attached. |
| Acknowledgement(s): | From NASA.gov (article has graphics and interactive elements that can be used): http://spaceplace.nasa.gov/geo-orbits/ |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must reread or review the article to cite specific evidence supporting the contention that weather satellites and map-making satellites are different from each other. Students should not be able to cut and paste from the article; paraphrasing the information they use in their answers serves as further proof of their understanding of the conclusion drawn (satellites are different) and the information they are using to support that conclusion. |
| Target-Specific Attributes (e.g., accessibility issues): | Students will be required to type in text using a keyboard, and to read a grade-level literary text. Alternative formats and/or support may be required for some students. |

Stimulus Text:

Orbits 'R' Us!

When we talk about how Earth and the other planets travel around the Sun, we say they **orbit** the Sun. Likewise, the moon orbits Earth. Many artificial satellites also orbit Earth.

Satellites can orbit Earth's equator or go over Earth's North and South Poles . . . or anything in between. They orbit at a low

altitude of just a few hundred miles above Earth's surface or thousands of miles out in space.

The choice of orbit all depends on the satellite's job. The two GOES* weather satellites, for example, have the job of keeping an eye on the weather over North America. They need to "never take their eyes off" any developing situation, such as tropical storms brewing in the Atlantic Ocean, or storm fronts moving across the Pacific Ocean toward the west coast of the U.S. Therefore, they are "parked" in what is called a geostationary (gee-oh-STAY-shun-air-ee) orbit. They orbit exactly over Earth's equator and make one orbit per day. Thus, since Earth rotates once on its axis per day, the GOES satellite seems to hover over the same spot on Earth all the time.

A geostationary orbit must be high. It has to go out far enough so that it can travel slowly enough to go around Earth only once per day. On the other hand, satellites whose job is to make maps or study all different parts of Earth's surface need an orbit that comes as close to passing over the North and South Poles as possible. The satellite should be close to Earth's surface (a few hundred miles up) to get a good view with its imaging and measuring instruments.

**GOES stands for Geostationary Operational Environmental Satellite*

Item Prompt:

Weather satellites and map-making satellites have different jobs. Identify two *other* differences between weather satellites and map-making satellites.

Sample Generic rubric for a 2-point CR item

| | |
|----------|---|
| 2 | The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to use details from texts to support analyses of the information presented • includes specific opinions that make clear reference to the text |
|----------|---|

| | |
|----------|--|
| | <ul style="list-style-type: none">adequately supports the opinions with clearly relevant details from the text |
| 1 | The response: <ul style="list-style-type: none">gives limited evidence of the ability to use details from texts to support analyses of the information presentedincludes some opinions that make reference to the textsupports the opinions with limited details from the text |
| 0 | A response gets no credit if it provides no evidence of the ability to use details from texts to support analyses of the information presented, includes no relevant information from the text, or is vague. |

Scoring Notes:

Score Point 2 Sample:

Weather satellites are farther from the earth than map-making satellites. Weather satellites travel around the equator, and map-making satellites travel around the poles.

Score Point 1 Sample:

Weather satellites are farther from the earth and map-making satellites are closer to the earth.

Score Point 0 Sample:

Weather satellites are bigger than map-making satellites.

Worksheet: Text Complexity Analysis

| Title | Author | Text Description |
|-------------|--------|-----------------------------------|
| Orbits R Us | NASA | Overview of human-made satellites |



Recommended Placement for Assessment: Grade 6 or 7

Though the F-K is higher, the Lexile places this passage directly in the center of the 6-8 grade band. The qualitative and quantitative measures align; this passage is recommended for use at grade 6 or 7. **Based on these sets of measures, this passage is recommended for assessment at grade 6 or 7.**

Qualitative Measures

Meaning/Purpose:

Moderately complex: The title does not make the topic explicit, but it becomes clear by the second paragraph that the piece focuses on human-made satellites rather than other orbiting objects/planets.

Text Structure:

Moderately complex: Much of the passage is compare/contrast, with appropriate transitions/signifiers.

Language Features:

Moderately complex: Vocabulary is contemporary, with some more difficult words (geostationary, rotates, hovers, axis, imaging). Sentence structures are both simple and compound, with some more complex sentences.

Knowledge Demands:

Moderately complex: The information is somewhat abstract and requires some visualization, though it is carefully explained.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):**Lexile or Other Quantitative Measure of the Text:**

Lexile: 1100L; grades 6-8
Flesch-Kincaid: 9.0
Word Count: 321

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.CR.06.1.09.047

| | |
|---|---|
| Sample Item ID: | ELA.06.CR.1.09.047 |
| Grade/Model: | 06/1a |
| Claim: | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target: | 9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics |
| Secondary Target(s) | n/a |
| Standard(s): | RI-2, RH-2, RST-2 |
| DOK: | 2 |
| Difficulty: | M |
| Item Type: | Constructed Response |
| Score Points: | 2 |
| Correct Response: | See sample responses below |
| Stimulus/Passage(s): | "Remote Community Gets High-Tech Pharmacy" |
| Stimuli/Text Complexity: | The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. Based on these sets of measures, this passage is recommended for assessment at grade 6. Please see text complexity worksheet attached. |
| Acknowledgement(s): | http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/ |
| Item/Task Notes: | |
| How this item/task contributes to the sufficient evidence for this claim: | In order to complete the summary sentence, students must identify and paraphrase the main ideas of the article, both of which are key aspects of summarization. |
| Target-Specific Attributes (e.g., accessibility issues): | Students will be required to type in text using a keyboard, and to read a grade-level informational text. Alternative formats and/or support may be required for some students. |

Stimulus Text:

Read the following article, "Remote Community Gets High-Tech Pharmacy," and then answer the question that follows.

Remote Community Gets High-Tech Pharmacy

The following article is about a small Native American community living in a remote area in northern Ontario, Canada.

Curve Lake is a First Nations community, half an hour north of Peterborough, Ontario.

People who live there no longer have to go all the way into the city when they run out of their medicine and need a prescription filled.

They can get their medicine from a machine, similar to a vending machine – except that what comes out isn't pop or candy, it's pills.

Curve Lake gets a lot of snow in the winter. In bad weather, it can be difficult for the community's residents to get to the nearest pharmacy if they run out of their medication.

Now, they can go to the community's health centre and use a type of vending machine.

Using a telephone handset and a video screen on the machine, users can speak to a pharmacist (who is located in Oakville, Ontario).

"It's the same experience as when you go to your regular pharmacist," says Elizabeth Young, a spokesperson for PharmaTrust, the company that put the machine into the health center.

The patients tell the pharmacist what they want, and they insert their prescription into a slot in the machine where it is scanned and sent to the pharmacist in Oakville, who checks it and fills the prescription.

Users also have to present their photo ID (for instance, a driver's license) and pay for the medication using a credit card.

Then, their pills are dispensed. The customers open a little door in the machine and pick up their medication.

The whole transaction usually takes about five minutes—which is just as fast, or faster, than going to a live pharmacist.

Item Prompt:

Summarize what problem once existed for the people of Curve Lake and what the solution was.

| Scoring Rubric | |
|-----------------------|--|
| 2 | The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to summarize central ideas • includes specific information that makes clear reference to the text • adequately supports the summary statement with clearly relevant details from the text |
| 1 | The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to summarize central ideas • includes some information that makes reference to the text • supports the summary statement with limited details from the text |
| 0 | A response gets no credit if it provides no evidence of the ability to summarize central ideas, includes no relevant information from the text, or is vague. |

Scoring Notes:

Response may include but is not limited to: buy their medicine from a machine; buy prescription medication/drugs from a machine; get prescriptions filled by a vending machine; get to the city to a drug store; get to a real pharmacy; get to the real pharmacy which is far away/in the big city.

Score Point 2 Sample:

"In a small town in Canada, people can buy their medicine from a machine. It is important for them to be able to do this because sometimes the weather is too bad for them to get to a real pharmacy to get their medicine."

Score Point 1 Sample:

"In a small town in Canada, people can buy their medicine from a machine. It is important for them to be able to do this because sometimes the weather is too bad for them to go outside."

Score Point 0 Sample:

"In a small town in Canada, people can go to a health center. It is important for them to be able to do this because sometimes the weather is too bad for them to go outside."

| Worksheet: Text Complexity Analysis | | |
|--|--------|---|
| Title | Author | Text Description |
| Remote Community Gets High-Tech Pharmacy | | An article about a machine that dispenses prescriptions in Canada |



Recommended Placement for Assessment: Grade 6

The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. **Based on these sets of measures, this passage is recommended for assessment at grade 6.**

| Qualitative Measures | Quantitative Measures |
|---|---|
| <p>Meaning/Purpose: <u>Slightly complex:</u> The topic is clear from the title, and is made even more explicit in the second and third sentences.</p> <p>Text Structure: <u>Slightly complex:</u> Passage follows the conventions of newspaper articles and is predictable.</p> <p>Language Features: <u>Moderately complex:</u> Moderately complex: Sentences are both simple and compound, some with more complex constructions. The vocabulary is straightforward and fairly simple.</p> <p>Knowledge Demands: <u>Moderately complex:</u> “First Nations” should be defined as not all students will be familiar with this term. Familiarity with prescriptions/pharmacies is necessary.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1180L; grades 9-10 Flesch-Kincaid: 9.4 Word Count: 263</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count |

Adapted from the 2012 ELA SCASS work

ELA.06.CR.1.11.128 C1 T11

| | |
|---|---|
| Sample Item ID: | ELA.06.CR.1.11.128 |
| Grade / Model: | 06 /1c |
| Claim: | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target: | 11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; author's reasoning and evidence) |
| Standard(s): | RI-3, RI-6, RH-6, RST-6, RI-8, RH-8, RST-8 |
| DOK: | 3 |
| Difficulty: | M |
| Item Type: | Constructed Response |
| Score Points: | 3 |
| Correct Response: | See sample responses below |
| Stimulus/Passage(s): | Remote Community Gets High-Tech Pharmacy |
| Stimulus/Text Complexity: | The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. Based on these sets of measures, this passage is recommended for assessment at grade 6. Please see the text complexity worksheet attached. |
| Acknowledgement(s): | http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/ |
| Item/Task Notes: | |
| How this item/task contributes to the "sufficient evidence" for this claim: | Students are required to connect a piece of evidence from the text to an assertion made about the author's point of view. |
| Target-Specific Attributes (e.g., accessibility issues): | Students will be required to type in text using a keyboard, and to read a grade-level informational text. Alternative formats and/or support may be required for some students. |

*Stimulus Text:***Remote Community Gets High-Tech Pharmacy**

<http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/>

[Suggested intro: *The following article is about a small Native American community living in a remote area in northern Ontario, Canada.*]

Curve Lake is a First Nations community, half an hour north of

Peterborough, Ontario.

People who live there no longer have to go all the way into the city when they run out of their medicine and need a prescription filled.

They can get their medicine from a machine, similar to a vending machine – except that what comes out isn't pop or candy, it's pills.

Curve Lake gets a lot of snow in the winter. In bad weather, it can be difficult for the community's residents to get to the nearest pharmacy if they run out of their medication.

Now, they can go to the community's health centre and use a type of vending machine.

Using a telephone handset and a video screen on the machine, users can speak to a pharmacist (who is located in Oakville, Ontario).

"It's the same experience as when you go to your regular pharmacist," says Elizabeth Young, a spokesperson for PharmaTrust, the company that put the machine into the health centre.

The patients tell the pharmacist what they want, and they insert their prescription into a slot in the machine where it is scanned and sent to the pharmacist in Oakville, who checks it and fills the prescription.

Users also have to present their photo ID (for instance, a driver's license) and pay for the medication using a credit card.

Then, their pills are dispensed. The customers open a little door in the machine and pick up their medication.

The whole transaction usually takes about five minutes—which is just as fast, or faster, than going to a live pharmacist.

Item Prompt:

The author of the passage thinks that the medicine vending machine fulfills an unmet need in the Curve Lake community.

Write 2–3 sentences explaining how the text supports the idea that the medicine vending machine fulfills an unmet need.

Sample Generic rubric for a 2-point CR item

| | |
|------------------------------|--|
| 2 | <p>The response:</p> <ul style="list-style-type: none"> gives sufficient evidence of the ability to justify an interpretation of the author's reasoning includes specific opinions that make clear reference to the text adequately supports the opinions with clearly relevant details from the text |
| 1 | <p>The response:</p> <ul style="list-style-type: none"> gives limited evidence of the ability to justify an interpretation of the author's reasoning includes some opinions that make reference to the text supports the opinions with limited details from the text |
| 0 No credit | <p>The response gets no credit if it provides no evidence of the ability to justify an interpretation of the author's reasoning, includes no relevant information from the text, or is vague.</p> |

Scoring Notes:

Students cite details from the text to justify the author's reasoning that the vending machine is helpful.

Score Point 2 Sample:

This text shows how hard it was to get medicine to the community before the machine was given. That is the need that was unmet up until then. The author shows that the machine makes it possible for people to get the medicine and meet the need.

Score Point 1 Sample:

The author thinks the vending machines solve the problem. People have to travel far to get their medicine. The weather can get really bad too.

Score Point 0 Sample:

I don't think the text supports the statement.

| Worksheet: Text Complexity Analysis | | |
|--|--------|---|
| Title | Author | Text Description |
| Remote Community Gets High-Tech Pharmacy | | An article about a machine that dispenses prescriptions in Canada |



Recommended Placement for Assessment: Grade 6
 The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. **Based on these sets of measures, this passage is recommended for assessment at grade 6.**

| Qualitative Measures | Quantitative Measures |
|---|---|
| <p>Meaning/Purpose: <u>Slightly complex:</u> The topic is clear from the title, and is made even more explicit in the second and third sentences.</p> <p>Text Structure: <u>Slightly complex:</u> Passage follows the conventions of newspaper articles and is predictable.</p> <p>Language Features: <u>Moderately complex:</u> Moderately complex: Sentences are both simple and compound, some with more complex constructions. The vocabulary is straightforward and fairly simple.</p> <p>Knowledge Demands: <u>Moderately complex:</u> “First Nations” should be defined as not all students will be familiar with this term. Familiarity with prescriptions/pharmacies is necessary.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1180L; grades 9-10 Flesch-Kincaid: 9.4 Word Count: 263</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.6.PT.3.03.083 C3 T1, T3, T4 And C4 T2, T3, T4

| | |
|----------------------|--|
| Sample Item ID: | ELA.6.PT.3.03.083 |
| Title: | Young Wonders |
| Grade/Model: | 6 /1 |
| Claim(s): | <p>Primary Claims</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>Claim 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., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually</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): | <p>Primary Standards</p> <p>Speaking & Listening SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, L-1, L-3a, L-6</p> <p>Research R-1, R-9, RLiteracy-1, RH and RST 1-3 and 7-9 W-1a, W-1b, W-8, W-9, WLiteracy 8, WLiteracy 9</p> |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | TBD |
| Task Source: | Testing Contractor |

| | |
|---|---|
| <p>How this task contributes to the sufficient evidence for the claims:</p> | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Make inferences and summarize using key details in text. 2. Analyze information presented in multiple texts. 3. Analyze information delivered orally and visually. 4. Conduct short research on a topic, analyze and interpret the information, and cite evidence about how it supports a concept. 5. Organize, compose, and deliver oral presentations using precise language appropriate to purpose and audience. 6. Use visual or audio information to enhance oral presentations. |
| <p>Item type</p> | <p>PT</p> |
| <p>Target-specific attributes (e.g., accessibility issues):</p> | <p>Students with visual and hearing impairments may require alternative formats of the information presented. Students with speaking impairments may require alternative options for presenting their speeches.</p> |
| <p>Stimuli:</p> | <p>Sources</p> <p>A simulated dictionary website</p> <p>Three websites about young people: http://www.hickoksports.com/history/worldsnowb.shtml http://news.discovery.com/human/genius-great-111101.html http://myhero.com/go/directory/page.asp?dir=child</p> <p>Video: Mikey Carraway http://www.cnn.com/2012/01/04/living/cnnheroes-young-wonders/index.html Mikey Carraway champions organ donation while feeding the homeless in Oakland, CA (1:10)</p> <p>A student-selected article from a website of students' choosing (may use suggested option: http://myhero.com/go/directory/page.asp?dir=child)</p> <p>Interview Ana Dodson raises money for Peruvian orphans http://www.girlshealth.gov/spotlight/2008/2008.01.cfm</p> <p>Ana Dodson</p> <p>A giving heart Ana was adopted when she was a little baby, but she always dreamed of returning to the country she was born in. When she visited a Peruvian orphanage 4 years ago, she saw how the children were not as fortunate as she was and she decided to make it her mission to help them. Read about her story, about her trip to Peru, and how she opened her heart to give back to the place she once called home.</p> |

How old are you?

I am 15 years old.

What grade are you in?

I am in 10th grade.

Where do you live?

I live in Colorado.

When did you first visit Peru and what made you decide to go?

I first went back to Peru when I was eleven years old. I had always wanted to go back ever since I was a little girl, but my parents wanted me to wait until I was older. But they found this great program called Peruvian Ties that brings back adopted children to their birth countries. I was told if I wanted to go, we would all go. I said yes, of course, and that was the beginning!

How did that first visit affect you?

That first visit will affect me for the rest of my life. I was 11 years old at the time and when I was there, I saw a lot of poverty and it was very hard for me to process. That first visit made me realize that I needed to do something to help the children in the orphanage there because I could have been one of them. It is because of those children that I decided to start Peruvian Hearts and it has changed my life drastically.

What has your charity, Peruvian Hearts, accomplished since you started it?

Peruvian Hearts has accomplished many things! We have a vitamin project that gives daily multi-vitamins to the children; a scholarship project that pays for school fees, uniforms and school equipment; a scholarship fund—named in honor of my birth mother, Maria—for girls to go to college; a lunch program that feeds children who walk several miles to school; a library project that sends children's books in Spanish to Peru; and a tutoring program that brings a tutor to the orphanage to help the girls catch up on skills that they missed while not attending school.

We also have plans to start health partnerships with medical missions that will provide screening and treatment for congenital* heart problems, dental health, and other general health problems.

We have also helped build greenhouses at the orphanage, bought chickens (so the children could have eggs and meat), and this year we bought the orphanage solar water heaters so the children could have hot baths for the first time in their lives!

What is your favorite part about your service to the girls in Peru?

My favorite part about helping these children is knowing that I am making a difference in their lives. I want them to have the

same opportunities that I have in mine. I also love getting to know them—their dreams, accomplishments, and hopes.

How big is Peruvian Hearts now?

Peruvian Hearts is getting larger. We now have people all around the world that are helping these children in Peru.

Tell us about the awards and recognition you’ve received in the past year.

This year CNN traveled to Peru with me and they did a “Hero Profile” on Peruvian Hearts. I also am the Youth Ambassador for the Stop Child Poverty Campaign (sponsored by the New Zealand based Global Volunteer Network Foundation). Through this position, I have had the opportunity to speak to students in many places about following their dreams and holding on to the belief that they can change the world with small acts of kindness. Also, I got to speak with the Nobel Laureate Betty Williams at Peace Jam and I had the amazing opportunity to be a speaker at the United Nations on the International Day of Peace.

What keeps you motivated to work so hard?

The children of Peru—their faces, hopes, and dreams keep me motivated to work so hard. I could have been one of those children on the street or in an orphanage. I was blessed and adopted. Now I live in America where I have an amazing life. I want these children to have some of the same opportunities. I’m also motivated by helping kids in the United States realize they can make a difference in the world if they believe in themselves.

What kind of support have you received from your family?

I have received incredible support from my family. They are always there for me, always encouraging me and supporting me. Peruvian Hearts is a family-run organization. My whole family helps to run this charity and without them and my friends on our Peruvian Hearts board, it could have never succeeded.

What activities do you do in your free time to stay healthy?

I horseback ride, play golf, and snowboard in the winter.

What are your plans after high school?

I plan to attend college after high school and continue following my passion for my charity and service work.

What advice would you give to girls who also want to make a difference in the world?

I would tell girls to follow their hearts and to not lose sight of what they are passionate about. If you follow your dream and take one small step at a time, great things will happen in your life.

| | |
|--------------------------|---|
| | *congenital: a condition present at birth |
| Stimuli/Text Complexity: | |
| Acknowledgments : | (http://dictionary.reference.com/browse/wonder?s=t) http://www.cnn.com/2012/01/04/living/cnnheroes-young-wonders/index.html http://myhero.com/go/directory/page.asp?dir=child http://www.girlshealth.gov/spotlight/2008/2008.01.cfm http://www.hickoksports.com/history/worldsnowb.shtml http://news.discovery.com/human/genius-great-111101.html http://myhero.com/go/directory/page.asp?dir=child |
| Task Notes: | |

Task Overview (105 total minutes):

Title: Young Wonders

Part 1 (35 minutes)

Students plan and research for their speeches. They research a word meaning and apply the definition to a concept. They watch and analyze a video clip and read an interview about the altruistic acts of two young people. They analyze three websites to identify which would be most useful for researching another young wonder. They research a third young person that helps others and take notes on the information about that person.

Part 2 (70 minutes)

Students write an outline about the young wonder they researched to plan their speeches. They create or select a visual or audio representation of the young wonder they researched. They give a speech about the young wonder using the visual or audio representation to support the speech and explaining how the representation is relevant to the young wonder.

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

Teacher preparation/Resource requirements

The teacher should conduct standard preparation, registration, etc. for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check. The teacher should ensure availability of paper-based and electronic visual and audio representations.

Teacher Directions:

Students are given the texts, research, a specific speech topic, audience or any additional information about the speech.

Part 1 (35 minutes)

- Initiate the online testing session.
- 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 students when 20 minutes have elapsed.
- Alert students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)

- Inform students of the location of drawing media and paper should they choose to use it.
- Initiate the online testing session.
- Alert students when 35 minutes have elapsed.
- Alert students when there are 10 minutes remaining in the session.
- Monitor presentation of speech.
- Close the testing session.

Pre-Task Activity:

There are no pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes to complete. This includes a 5-minute speech to be given orally by the student.

Student Directions:

Part 1

Your assignment:

You will learn about young people who, because of their actions, are considered to be “wonders.” You will consider why they are wonders. You will research a young person that is a wonder because of how he or she helps others. You will select or create an audio or visual representation about the young wonder. You will prepare and give a five-minute speech about that person.

Steps you will be following:

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

- 1) Explain how a person can be a “wonder”.
- 2) Watch a short video and read an interview about young people taking action to help others.
- 3) Identify a personal quality that the young wonders in the video and the interview have in common.
- 4) Select a web page that would be useful for researching a young wonder.
- 5) Research another young person who is a wonder for helping others.

- 6) Make an outline about the young wonder about whom you did research to use when you give your speech.
- 7) Create or select a visual or audio representation of the young wonder.
- 8) Give a five-minute speech about the young wonder you researched and include the visual or audio representation of them to help with the explanation.

Directions for beginning:

Research and apply the meaning of the word “wonder.”

Since you will give a speech about a young wonder, it is important that you understand what a “wonder” is. Use the dictionary website to read the meaning of the word “wonder” used as a noun.

Question 1: In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder.

Your explanation will be scored.

Watch a video and read an interview.

You will now watch a video and read an interview. As you watch and read, think about the personal qualities the people display.

(Video 1)

(Interview 1)

Analyze the video and interview.

Question 2: Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Decide if a webpage is useful for your research.

You will research another young person that is a wonder because of how he or she helps others. Look at the following three websites and choose the one you think would be the best source to use to find out about other young people who are wonders because they help other people.

1. <http://www.hickoksports.com/history/worldsnowb.shtml>
2. <http://news.discovery.com/human/genius-great-111101.html>
3. <http://myhero.com/go/directory/page.asp?dir=child>

Write two or three sentences to do the task below.

Question 3: Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Research another young wonder.

Learn about another young wonder close to your age. Find out what the person did to help others. You may search for websites with information about a young wonder or use this one:

<http://myhero.com/go/directory/page.asp?dir=child>

Be sure to write down the web address of the website you use because you will tell the web address in your speech. Take notes about the person so you can use the information when you give your speech.

Part 2

Create an outline about the young wonder you researched.

Use the information you learned about the young wonder you researched to create an outline about him or her. You will use

this outline to give your speech. Word-processing tools, thesaurus, and spell check function are available to you. *Your outline will be scored. There are 3 points possible.*

Include these four main topics in your outline:

- I. Who the young wonder is (name, age, where he or she lives)
- II. What the young wonder does to help others
- III. What personal qualities are shown as he or she helps
- IV. Why you think he or she is a young wonder

Select or create a visual about the young wonder you researched.

You will share a visual or audio representation of the wonder you researched as part of your speech about that person. You will explain how the visual or audio is related to the person. You may create a representation or select it from a source. Here are some possible ideas, but you might think of a different one:

- Show part of a website about the person
- Select and print a picture of an object, event, or situation that is related to the person
- Create a visual representation by sketching it or using drawing software
- Select an audio clip to play or the lyrics of a song to read aloud
- Select a poem to read aloud
- Create a short PowerPoint presentation
- Select information about the person from social media

Give a Speech

Give a five-minute speech to your classmates and/or your teacher about the young wonder you researched and explain why the person is a wonder. Share the visual or audio. Tell the web address of the website(s) used to get information about the young wonder.

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

Sample Generic 2-point Research (Grades 3-5):

Interpret & Integrate Information Rubric (Claim 4, Target 2)

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

Question 1

In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder.

Scoring Notes

Students should provide a definition for the noun form of “wonder” that means it is a remarkable deed or event. They should apply their definition to people by explaining that when a person does remarkable deeds he or she could be considered a wonder.

Sample 2-point response

A wonder is something amazing that happens. A person helping others can be a wonder when

he or she provides a lot more help or a different kind of help than most people do.

Question 2

Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Scoring Notes

Students should state an altruistic trait such as generosity, thoughtfulness, industriousness, selflessness, optimism, energy, strength, etc. The assertion must be supported by an example from each of the two sources.

Sample 2-point response

Mickey and Ana are generous with their time. Mickey spends time serving food to those in need, and Ana spends time raising money for children in an orphanage.

Question 3

Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Scoring Notes

Students should cite the website about child heroes at <http://myhero.com/go/directory/page.asp?dir=child> . They should refer to specific people or actions described on the website.

Sample 2-point response

The most useful website for learning about another young wonder is the one found at: <http://myhero.com/go/directory/page.asp?dir=child>. That website describes real people, including young people that did amazing things to help others. It tells about young people that saved lives, taught others English, spoke out for laws, and raised money to solve people's problems.

| Sample Generic 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. |

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| <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 | <p>The speech is unevenly presented with evident flaws :</p> <ul style="list-style-type: none"> 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 |
|-----------------|---|---|--|--|--|

| | | | | | |
|-----------------|---|---|--|--|---|
| <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</p> | <p>A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.</p> | | | | |

ELA.6.PT.2.02.166 C2 T2, T8, T9 And C4 T2, T3, T4 And C1 T5

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|----------------------|--|
| Sample Item ID: | ELA.6.PT.2.02.166 |
| Title: | Developing Characters |
| Grade/Model: | 6/1 |
| 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> <p>1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> |
| Primary Target(s): | <p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors' craft appropriate to purpose (writing a speech, developing point of view, style in short story)</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT AND CLARIFY: Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. 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: Cite evidence to support analyses, arguments, or critiques</p> <p>Claim 1</p> <p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)</p> |
| Secondary Target(s): | n/a |
| Standard(s): | W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6 RI-9; W-1a, W-1b, W-8 W-9 |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | TBD |
| Task Source: | Testing Contractor |
| How this task | In order to complete the performance task, students |

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| <p>contributes to the sufficient evidence for the claims:</p> | <ol style="list-style-type: none"> 1. Interpret information from multiple sources and gather information to support analysis. 2. Contrast authors' presentations among sources. 3. Plan, write, and revise a clear, coherent narrative text appropriate for purpose and audience with effective plot development, organization, and adherence to conventions and rules of grammar, usage, and mechanics. <ul style="list-style-type: none"> • Use narrative strategies including at least two characterization techniques. |
| <p>Item type</p> | <p>PT</p> |
| <p>Target-specific attributes (e.g., accessibility issues):</p> | <p>Students will enter lengthy text on a keyboard.</p> |
| <p>Stimuli:</p> | <p>Sources (1 article, 1 video, 1 picture book, 1 novel excerpt; presented in the order in which they are used)</p> <p>Source 1: Chart Defining Characterization Explains direct and indirect characterization. Use the first page of the presentation. http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html?tab=3#tabs</p> <p>Source 2: Article Writing Realistic Characters This article discusses the characterization techniques of physical description, thoughts, dialogue, and actions.</p> <p>Source 3: Literary Excerpts Four brief (less than 100 words) excerpts from published literature showing different examples of characterization techniques Excerpt 1—An example of characterization through dialogue Excerpt 2—An example of characterization through actions Excerpt 3—An example of characterization through physical description Excerpt 4—An example of characterization through thoughts</p> |
| <p>Stimuli/Text Complexity:</p> | |
| <p>Acknowledgments:</p> | <p>Stimuli have been taken from the following sources:</p> <p>Defining Characterization http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html?tab=3#tabs</p> <p>Literary Excerpts Examples should come from a variety of published literary works.</p> <p>Additional source acknowledgments to be added Writing Realistic Characters</p> |

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| Task Notes: | |
| Task Overview (105 total minutes): Title: Developing Characters Part 1 (35 minutes): Ultimately tasked with writing their own narrative, students will read a chart, an article and four literary excerpts, taking notes on these sources. They will then respond to three questions about the sources. Part 2 (70 minutes): Students will work individually to compose full-length narratives, referring to their notes as needed. Pre-writing, drafting, and revising will be involved. Scorable Products: Student responses to the constructed-response questions and the narrative will be scored. | |
| 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. | |
| Teacher Directions: Students are given the texts, research, and any additional information about the narrative. Part 1 (35 minutes) <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> Part 2 (70 minutes) <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 students that there are 15 minutes remaining and suggest they begin revising their narratives.• Alert the students when there are 5 minutes remaining.• Close the testing session. | |
| Pre-Task Activity: There are no specific pre-task activities to be conducted. | |
| Time Requirements: The Performance Task will take 105 minutes in one session. | |
| Student Directions: Part 1 (35 minutes) Your assignment: You will read a chart and article about techniques authors use to help readers get to know characters and some examples of these techniques. You will answer some questions about the sources. Then you will plan, write, and revise your own narrative using at | |

least two of the characterization techniques discussed.

Steps you will be following:

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

- 1) Read a chart and an article about different characterization techniques.
- 2) Read literary excerpts that provide examples of these techniques.
- 3) Answer questions about the sources.
- 4) Plan, write, and revise your narrative.

Directions for beginning:

You will now read the sources. Take notes because you may want to refer back to your notes while writing your narrative. You can refer back to any of the sources as often as you like.

(source 1)

(source 2)

(source 3)

Questions

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

1. Match each literary excerpt with the characterization technique it demonstrates.

1. excerpt 1

2. excerpt 2

3. excerpt 3

4. excerpt 4

- A. physical description
- B. actions
- C. dialogue
- D. thoughts

2. Explain why it is best for authors to use multiple techniques to develop characters. Use details from the sources to support your answer.
3. In a short story, readers must get to know characters very quickly. Analyze which characterization technique, or combination of techniques, is best to use for introducing a character quickly. Use details from the sources to support your answer.
4. Explain why all of these sources are useful for understanding different characterization techniques. Use details from the sources to support your answer.

Part 2 (70 minutes)

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

Your Assignment

Write a short story using at least two characterization techniques to introduce your main character quickly.

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

Character

1. Who will be the main character of your story? This can be a real or imaginary character.
2. Which characterization techniques will you use?

Setting

1. Where will your story take place?
2. Will your story take place in the past, the present, or the future?

Plot

1. Problem
 - a. What is the problem your character will solve?
 - b. How will the problem be solved?
2. Sequence of Events
 - a. How will your story begin?
 - b. What will happen to move your story from the beginning to the end?
 - c. How will your story end?

Theme

1. What is the lesson or message that can be learned from the story?

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

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

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

- write your narrative
- revise and edit the final draft of your narrative

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

Key and scoring information for questions:

1. Claim 1, Target 5

KEY

1. excerpt 1, C. dialogue
2. excerpt 2, B. actions
3. excerpt 3, A. physical descriptions
4. excerpt 4, D. thoughts

2. Claim 4, Target 2

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

3. Claim 4, Target 4

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

4. Claim 4, Target 3

| Sample Generic 2-point Research (Grades 6-11): Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
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| 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 |

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| | and sources. |
| 1 | <ul style="list-style-type: none">The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 0 | A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |

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

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

*Point of view begins in Grade 7.

Grade 6 ELA C2 T4

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| Sample Item ID: | ELA.6.PT.2.Writing.04.143 |
| Title: | Invasive Plants |
| Grade/Model: | 6/1 |
| Claim(s): | <p>Primary Claims</p> <p>2: Students can produce effective writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p> |
| Primary Target(s): | <p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>4: COMPOSE FULL TEXTS: Write full informational/explanatory texts, 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): | 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, RI-1, RI-9 |
| DOK: | 4 |
| Difficulty: | Hard |
| Score Points: | TBD |
| Task Source: | Internal. Factual information gathered from: http://www.invasivespeciesinfo.gov/ |
| 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. Answer various questions about research and the evidence the authors present as support 3. Write an informational composition, attending to purpose and |

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| | <p>audience:</p> <ul style="list-style-type: none"> • organize ideas by stating and maintaining a focus • develop a topic, including citing relevant supporting evidence (from text when appropriate), details, and elaboration consistent with the sources, purpose, and audience • effective organization of ideas with appropriate transitions and a conclusion for coherence • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience |
| Item Type | Performance Task |
| Target-Specific Attributes (e.g., accessibility issues): | Item should be accessible. Braille, audio, and screen reader formats have means for representing the types of text features used in the texts students will be reading for this task. The SR portion requires dragging and dropping from the text, or otherwise indicating which sentences should be selected. |
| Stimuli: | <p>Sources (1 article, 1 fact sheet, 1 blog entry; presented in the order in which they appear.)</p> <p>Source 1: Article An Introductions to Invasive Plants This article introduces the concept of invasive plants, why they are a problem, how they spread, and discusses ways to prevent and eradicate them.</p> <p>Source 2: Fact Sheet Invasive Plant Fact Sheet <i>The following information is taken from the website of the United States Department of Agriculture.</i></p> <p><u>Numbers of invasive plant species:</u></p> <ul style="list-style-type: none"> • 1,500 species of plants known as “weeds” of foreign origin currently found in U.S. • From 1,000 to over 22,000 species of potentially invasive plants that have yet to be introduced into the U.S. <p><u>Characteristics of invasive plants:</u></p> <ul style="list-style-type: none"> • Rapid growth and short life cycle—may go from being a seed to producing seeds within three-week span • Most are flowering plants • Able to grow in many habitats • Resistant to animal grazing • Seeds are spread easily • New plants are created by many different methods, including seeds, runners, and cuttings • If reproducing by seed, insects, birds, bats, or other pollinators quickly spread the seeds over a wide area • Few natural diseases to stop growth <p><u>Common consequences of invasive plant invasion:</u></p> <ul style="list-style-type: none"> • Risk of fire increased • Major, costly cleanup efforts by government agencies |

- Kills or damages many native plants
- Damage to pavement and buildings
- Uprooting of trees
- Damage to or destruction of nesting sites for various animal species
- Damage to crops; reduced crop production

How to control invasive plant species:

- Best control is preventing them from spreading
- Biological control with the plant's natural enemies
- Mechanical control (removal from ground)

Chemical control (herbicides)

Source 3: Blog Entry
Our Great Garden Invasion

The following passage is a blog entry written by a dedicated gardener.

Talk about poor timing. My wife and I took a one-month trip out of the U.S. just at the end of winter. We have a spacious backyard with several large flowerbeds, so we figured we would come back home to a beautiful selection of flowers and plants in full bloom, plus a few weeds, of course. Instead, we returned to find our garden overgrown with exotic species we'd never seen before and most of our best plants dead or dying. Must be weeds, we thought, though not the usual ugly and scary looking types of weeds. We even considered leaving some of our new plants in the ground, and my wife wanted to collect samples of the seeds so we could plant them in the future. Many gardeners don't seem to mind the new arrivals. But, as we soon discovered, these were not weeds at all but members of several nasty invasive plant species! After reading information about these pests, we knew that saving any seeds was out of the question.

Of course I'd heard about invasive plants before, but I always thought that just meant something like "ugly weeds." I had never taken time to study the matter. There are many types of invasive species. They have pleasant names like Chinese Wisteria, Bush Honeysuckle, Bamboo, English Ivy, Autumn Olive, and Brazilian Pepper Tree. But what they did to our garden wasn't pleasant at all. They took over many of the spaces where our favorite plants used to be, blocked sunlight (because they covered so much of the ground), and even climbed up the sides of our back deck and major portions of our fence.

How did these non-native species invade the garden? They certainly weren't there the year before. Maybe those nice bird feeders we started leaving out this year were not such a great idea. Birds and other animals often carry the seeds of invasive species from a long way away. They drop a few seeds in the garden in late winter or early spring and the invasion begins. Also, it certainly didn't help that our neighbor buys plants at a garden center that we now know

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| | <p>sells some invasive plants because of popular demand. These things grow fast, and with no one around to spot them or halt their growth, they can ruin a garden in no time (we're talking weeks).</p> <p>Now I'm going to talk about the worst thing about invasive plants: removing them! The day after returning from our relaxing vacation, my wife and I spent the entire morning researching how to combat these plants, the entire afternoon at the hardware store and garden center buying the proper weapons, and all of the next day in a major battle. We tried burying the short ones. We coated others with oil, thought about setting some on fire (seemed a bit unsafe) and ended up just pulling most of them out by the roots or digging deep below ground with a shovel. By the end of the day, we had several large trash cans full of once beautiful plants.</p> <p>As I've mentioned, some people actually like these invasive pests because they're unusual and beautiful. But unless your idea of beauty also involves getting bruises on your knees from digging in the ground all day and splinters from putting up a new fence, I would suggest that you learn to appreciate the many native plants that we have in this country, like buffalo grass, fir trees, and sunflowers.</p> |
| Stimuli/Text Complexity: | |
| Acknowledgments: | http://www.invasivespeciesinfo.gov/ |
| Task Notes: | Holistic scoring rubric. Both parts of task are to be completed in a single day. |
| <p>Task Overview (105 total minutes): Title: Invasive Plants Part 1 (35 minutes): Students read three sources; an article, a fact sheet, and a blog entry about invasive plant species, and take notes on these sources. They then respond to several questions about the sources. Part 2 (70 minutes): Students compose full-length informational essays on invasive plant species. Pre-writing, drafting, and revising will be involved. Scorable Products: Student responses to the constructed-response questions and the essay will be scored.</p> | |
| <p>Teacher preparation / Resource requirements The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.</p> | |
| <p>Pre-Task Activity: There are no specific pre-task activities to be conducted.</p> | |

Time Requirements: The Performance Task will take 105 minutes in one session.

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (70 minutes)

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

Student Directions:

Part 1 (35 minutes)

You will read three sources, taking notes on what you read, and answer three questions about the sources in preparation for writing an informational essay about invasive plants.

Steps you will be following:

1. Read an article, a fact sheet, and a blog entry.
2. Answer three questions about the sources.
3. Plan and write your essay

Directions for beginning:

You will now read three sources about invasive plants: an article, a fact sheet, and a blog. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(Source 1)

(Source 2)

(Source 3)

Questions

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

1. Explain what invasive plants are and why people should be concerned about them. Use details from the sources to support your answer.
2. Evaluate which source, the article or the fact sheet, would be most helpful to the blog writer. Use details from the sources to support your answer.
3. Analyze why some people might not want to get rid of invasive plants. Use details from the sources to support your answer.

Part 2 (70 minutes)

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

Your Assignment

A local newspaper is publishing student essays about important environmental topics. You are invited to submit an essay about invasive plants, which have become a serious problem in your state. Your essay should be informative and interesting to read, and it should give readers a basic introduction to the issue of invasive plants.

The following information will be updated once approved rubrics are available.

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

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

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

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

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

1. C4T2

| 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. C4T3

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

3. C2T4

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

| Sample Generic 4-point 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 <p>strong connections among ideas, with some syntactic variety</p> | <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 <p>effective use of a variety of elaborative techniques</p> | <p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling |

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

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

ELA.06.PT.2.07.144

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| Sample Item Id: | ELA.06.PT.2.07.144 |
| Title: | Genetically Modified Food |
| Grade/Model: | 06/2 |
| Claim(S): | <p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p> |
| Primary Target(S): | <p><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 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 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> |
| Secondary Target(S): | N/A |
| Standard(S): | <p>Primary Standards</p> <p>Writing 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-3a, L-6</p> <p>Research RI-9; RH and RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9</p> |
| DOK: | 4 |
| Difficulty: | Medium/High |
| Score Points: | TBD |
| Task Source: | Testing Contractor |

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| How This Task Contributes To The Sufficient Evidence For The Claims: | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Read and view a variety of sources related to the topic 2. Answer constructed-response questions focused on research skills 3. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • A clearly-established claim • Relevant supporting evidence, details, and elaboration that are consistent with the claim, purpose, and audience • Effective organization of ideas and transitions between ideas • Adherence to conventions and rules of grammar, usage, and mechanics • Control of language and tone for purpose and audience |
| Item Type | PT |
| Target-Specific Attributes (E.G., Accessibility Issues): | Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments may need alternative formats to access written material. |
| Stimuli: | <p>Sources (2 videos and 1 article; presented in the order in which they appear)</p> <p>Source 1: Video/informational A brief video explaining the concept of genetic modification and providing examples of how scientists can alter plant seeds to encourage certain traits in crops</p> <p>Source 2: Article/argumentative An article arguing for the production of genetically modified food in the United States (e.g., the relative ease of growing greater quantities of healthy crops from genetically modified seeds)</p> <p>Source 3: Video/argumentative A brief video interviewing several experts who present evidence against the production of genetically modified food in the United States (e.g., unknown effects on human health, danger of “contaminating” non-GMO crops)</p> |
| Stimuli/Text Complexity: | |
| Acknowledgments: | Stimulus material to be written/created |
| Task Notes: | |

Task Overview (105 total minutes):

Title: Genetically Modified Food

Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on genetically modified food, students will first view a brief video explaining genetic modification and some of the ways it relates to food production. Students will then read a text arguing *for* the production of genetically modified food, and view a second video in which several experts present evidence *against* the production of genetically modified food. Students will take notes on both of these sources. They will then respond to three constructed-response items focused on research skills. All work will be completed independently.

Part 2 (70 minutes): Students will work individually to compose a full-length argumentative essay either supporting or opposing the production of genetically modified food, referring to their notes as needed. Students will be allowed access to the sources they read/viewed during Part 1. Pre-writing, drafting, revising, and editing will be involved.

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

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

Part 1 (35 minutes)

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

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

- Return notes to students and initiate the testing session.
- Allow students access to the article and videos from part 1. Instruct students to review sources, plan their essays, and then begin writing.
- Alert students when 40 minutes have elapsed.
- 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 105 in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment: Your science class is creating a website on recent scientific discoveries, and your assignment is to find out more about genetically modified food (food grown from seeds which scientists have changed by adding or taking away **genetic** material).

(Definition for **genetic**: related to *gene*, a part of DNA in people, plants, and animals that controls traits like eye color or height)

Many people have strong feelings for or against producing this kind of food. You will read an article and watch two videos about genetically modified foods, which present arguments for and against their use. You will then write an essay on the topic, in which you argue either for or against the production and use of genetically modified foods. Your essay will eventually be published on your class website.

Steps you will be following:

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

- 1) Read an article and watch two videos about genetically modified food, taking notes on all of these sources.
- 2) Answer three short questions about the sources.
- 3) Plan and write your essay.
- 4) Revise and edit your essay.

Directions for beginning:

You will now read an article and watch two short videos about genetically modified food. Take notes on these sources because you will use them to help you write your essay. You can refer back to the videos and the article as often as you like. Your notes and these sources will be your basis for writing the final draft of your essay.

(Source 1)

(Source 2)

(Source 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. Explain why most people have strong feelings about genetically modified food. Use details from the sources to support your answer.
2. Which piece of information from the article you read could be used as the strongest, most convincing supporting evidence **for** the production of genetically modified food? Use details from the article to explain your answer.
3. Which piece of information from the second video you viewed could be used as the strongest, most convincing supporting evidence **against** the production of genetically modified food? Use details from the video to explain your answer.

Part 2 (70 minutes)

Directions for Beginning

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

Your Assignment

Your science class is creating a website on recent scientific discoveries. Your assignment is to write an argumentative essay about genetically modified food for the website. In the essay, you should briefly explain what genetically modified food is and argue either *for* or *against* its production, including specific details and evidence from the sources you read/viewed during part 1. The audience for your essay will be your teacher and classmates, as well as parents and friends who visit the website where your essay will be published.

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

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

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

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

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

Key and scoring information for questions:

CR#1

| Sample Generic 2-point Research (Grades 6-11): 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. |

CR#2 and 3

| Sample Generic 2-point Research (Grades 6-11): Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
|---|---|
| 2 | <ul style="list-style-type: none"> The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 1 | <ul style="list-style-type: none"> The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 0 | A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |

| Sample Generic 4-point 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 |
|-----------------|---|--|--|--|--|

| | | | | | |
|-----------------|--|---|---|---|--|
| <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 |
|-----------------|--|---|---|---|--|

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

*Begins in 7th grade

ELA.06.SR.1.01.041 C1 T1

| | |
|--|--|
| Sample Item ID: | ELA.06.SR.1.01.041 |
| Grade/Model: | 06/1a |
| 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: Use explicit details and implicit information from the text to support inferences or analyses of the information presented |
| Secondary Target(s): | n/a |
| Standard(s): | RL-1, RL-3 |
| DOK: | 2 |
| Difficulty: | Easy |
| Item Type: | Selected Response |
| Score Points: | 1 |
| Key: | C |
| Stimulus/Passage(s): | Excerpt from <i>Summer on Wheels</i> |
| Stimulus/Text Complexity: | |
| Acknowledgement(s): | Gary Soto, <i>Summer on Wheels</i> (New York: Scholastic, 1995), pp. 52–53. Fair Use (<5% of source, <125 words) |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must select the best piece of evidence to support a given inference about the main character's feelings. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

Stimulus Text:

The following excerpt comes from Gary Soto's novel Summer on Wheels.

Bentley sat at the kitchen table running an ice cube back and forth across the knot on his forehead. The knot was like a speed bump. The ice cube glided across smooth skin before it jumped up and over the knot. Bentley whimpered like the puppy he was. He had flown over the handlebars and not only hurt his head, but also scraped his elbows and chin. And the air left his lungs when he belly flopped. It took a full minute before he could get enough air back into his system to complain, "Golly, that smarted."

Item Stem:

Bentley feels hurt and upset after falling off his bike.

Which of the following sentences from the passage **best** supports this statement?

Options:

- A. Bentley sat at the kitchen table running an ice cube back and forth across the knot on his forehead.
- B. The ice cube glided across smooth skin before it jumped up and over the knot.
- C. Bentley whimpered like the puppy he was.
- D. And the air left his lungs when he belly flopped.

Distractor Analysis:

- A. Incorrect: this is a straightforward statement describing Bentley's actions, and does not provide any clues about his emotional state.
- B. Incorrect: this sentence expands on a simile from the previous sentence, but does not describe Bentley's emotions.
- C. Correct: the word "whimpered" suggests that Bentley feels unhappy and that his injuries are painful, and the description of him as a "puppy" makes him seem vulnerable and sensitive.
- D. Incorrect: this sentence is a straightforward description of what happened after Bentley fell off the bike. Although most people would probably find what happened to Bentley painful, there is no indication that he is "upset" by the incident.

ELA.06.SR.1.08.042 C1 T8

| | |
|--|---|
| Sample Item ID: | ELA.06.SR.1.08.042 |
| Grade/Model: | 06/1a |
| Claim: | 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target(s): | 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented |
| Secondary Target(s): | n/a |
| Standard(s): | RI-1, RH-1, RST-1, RI-3, RH-3 |
| DOK: | 2 |
| Difficulty: | E |
| Item Type: | Selected Response |
| Score Points: | 2 |
| Key: | E |
| Stimulus/Passage(s): | Judicial Review |
| Stimulus/Text Complexity: | The piece presents an abstract concept in a clear and concrete way. The quantitative measures give a range from grade 4-8; the qualitative review suggests that the most appropriate placement is at grade 6. Based on these sets of measures, this passage is recommended for assessment at grade 6. Please see the text complexity worksheet attached. |
| Acknowledgement(s): | Joy Hakim, <i>A History of US: The New Nation</i> (Oxford University Press, 1993), p. 48 Fair Use (<5% of source) |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must select the sentence that best supports a given analysis of the informational text from a list of options. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

*Stimulus Text:***Judicial Review**

1803, in a very important Supreme Court case called *Marbury v. Madison*, [Chief Justice John] Marshall said the Court could throw out any law passed by Congress if the Court thought that law was unconstitutional. "It is emphatically the province and duty of the judicial department to say what the law is," wrote Chief Justice Marshall in that very important case.

Marbury v. Madison began a process called “judicial review.” It gave the Supreme Court the power to decide if a law passed by Congress meets the requirements of the Constitution.

But who really cares if a law is constitutional or unconstitutional, if Congress wants it? Well, imagine that tomorrow Congress passes a law saying you can’t criticize the president. Suppose your mother does that and she goes to jail. That actually happens in some countries. In those countries people are even afraid to talk to their friends. It happened here in 1798 with the Sedition Act.

Judicial review protects all of us. It helps guarantee our freedoms. Judicial review made the Constitution stronger. It made the Supreme Court powerful. It made the Court a real check and balance to the two other government branches.

We Americans have always cared about our freedoms, especially the freedoms guaranteed in the Bill of Rights. John Marshall made sure those rights would be protected—even from Congress and the president.

Item Stem:

Joy Hakim, the author of the passage, believes that Judicial Review is a positive process.

Which of the following sentences from the passage **best** supports the above statement?

Options:

A. *Marbury v. Madison* began a process called “judicial review.”

B. But who really cares if a law is constitutional or unconstitutional, if Congress wants it?

- C. Well, imagine that tomorrow Congress passes a law saying you can't criticize the president.
- D. In those countries people are even afraid to talk to their friends.
- E. Judicial review protects all of us.

Distractor Analysis:

- A. Incorrect: this is a factual statement and does not contain any clues regarding the author's feelings about her subject.
- B. Incorrect: this question leads in to a more detailed description of what might happen without Judicial Review, but it does not tell us anything about the author's feelings about Judicial Review.
- C. Incorrect: this sentence is part of a description about the ways that Judicial Review helps to protect people, but it does not tell us anything about Hakim's views on Judicial Review.
- D. Incorrect: this is a factual statement that does not contain any clues regarding Hakim's feelings or beliefs.
- E. Correct: in this sentence, Hakim expresses her belief that Judicial Review "protects" people; students can infer that she believes this is a positive thing.

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|-----------|---|
| Title | Author | Text Description |
| Judicial Review | Joy Hakim | Explanation of the concept of judicial review |



Recommended Placement for Assessment: Grade 6

The piece presents an abstract concept in a clear and concrete way. The quantitative measures give a range from grade 4-8; the qualitative review suggests that the most appropriate placement is at grade 6. **Based on these sets of measures, this passage is recommended for assessment at grade 6.**

| Qualitative Measures | Quantitative Measures |
|---|---|
| <p>Meaning/Purpose: <u>Slightly complex:</u> This brief piece is clearly and narrowly focused on the explanation and uses an example to support it.</p> <p>Text Structure: <u>Slightly complex:</u> Organization is predictable and clear.</p> <p>Language Features: <u>Moderately complex:</u> With a few exceptions (primarily in the quote from Marshall), the vocabulary is clear and straightforward. Unfamiliar terms are explained. The tone is conversational. Sentence structure is varied, with simple, compound, and some complex sentences.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Moderately complex: Students must have basic understanding of the three branches of government, the Constitution, and the Supreme Court to give context to the information and help them understand the significance of the concept.</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: 900L; grades 4-5 Flesch-Kincaid: 8.2 Word Count: 225</p> |
| | Considerations for Passage Selection |
| | <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.06.SR.1.10.130 C1 T10

| | |
|--|---|
| Sample Item ID: | ELA.06.SR.1.10.130 |
| Grade: | 06/3 |
| Claim: | 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target(s): | 10: WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools) |
| Standard(s): | RI-4; L-4, L-5b, L-5c, L-6 |
| DOK: | 2 |
| Difficulty: | M |
| Item Type: | Selected Response |
| Score Points: | 1 |
| Key: | Dispensed |
| Stimulus/Passage(s): | Remote Community Gets High-Tech Pharmacy |
| Stimulus/Text Complexity: | The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. Based on these sets of measures, this passage is recommended for assessment at grade 6. Please see the text complexity worksheet attached. |
| Acknowledgement(s): | http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/ |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | Students are required to determine the meaning of an above-grade word. Students must identify the word's Latin root and use the context to ascertain the word's meaning. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

*Stimulus Text:***Remote Community Gets High-Tech Pharmacy**

The following article is about a small Native American community living in a remote area in northern Ontario, Canada. Curve Lake is a First Nations community, half an hour north of Peterborough, Ontario.

People who live there no longer have to go all the way into the city when they run out of their medicine and need a **prescription**

filled.

They can get their medicine from a machine, similar to a vending machine – except that what comes out isn't pop or candy, it's pills.

Curve Lake gets a lot of snow in the winter. In bad weather, it can be difficult for the community's residents to get to the nearest pharmacy if they run out of their medication.

Now, they can go to the community's health centre and use a type of vending machine.

Using a telephone handset and a video screen on the machine, users can speak to a pharmacist (who is located in Oakville, Ontario).

"It's the same experience as when you go to your regular pharmacist," says Elizabeth Young, a spokesperson for PharmaTrust, the company that put the machine into the health centre.

The patients tell the pharmacist what they want, and they **insert** their prescription into a slot in the machine where it is scanned and sent to the pharmacist in Oakville, who checks it and fills the prescription.

Users also have to present their photo ID (for instance, a driver's license) and pay for the medication using a credit card.

Then, their pills are **dispensed**. The customers open a little door in the machine and pick up their medication.

The whole **transaction** usually takes about five minutes—which is just as fast, or faster, than going to a live pharmacist.

Item Stem:

Which highlighted word comes from the Latin root that means “to weigh or measure”?

Options:

- A. Prescription
- B. Insert
- C. Dispensed
- D. transaction

Distractor Analysis:

- A. While all four options have common Latin roots, “prescription” comes from the Latin root meaning “to write.”
- B. While all four options have common Latin roots, “insert” comes from the Latin root meaning “to put or join.”
- C. Key – “Dispense,” as well as “expense” and “recompense,” comes from the Latin root meaning “to weigh or measure.” In the text, it refers to meting out the pills corresponding to the prescription. The context also strongly supports the connection between “dispensed” and its root.
- D. While all four options have common Latin roots, “transaction” comes from the Latin root meaning “to drive through or propel.”

| Worksheet: Text Complexity Analysis | | |
|--|--------|---|
| Title | Author | Text Description |
| Remote Community Gets High-Tech Pharmacy | | An article about a machine that dispenses prescriptions in Canada |



Recommended Placement for Assessment: Grade 6

The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. **Based on these sets of measures, this passage is recommended for assessment at grade 6.**

| Qualitative Measures | Quantitative Measures |
|---|---|
| <p>Meaning/Purpose: <u>Slightly complex:</u> The topic is clear from the title, and is made even more explicit in the second and third sentences.</p> <p>Text Structure: <u>Slightly complex:</u> Passage follows the conventions of newspaper articles and is predictable.</p> <p>Language Features: <u>Moderately complex:</u> Moderately complex: Sentences are both simple and compound, some with more complex constructions. The vocabulary is straightforward and fairly simple.</p> <p>Knowledge Demands: <u>Moderately complex:</u> “First Nations” should be defined as not all students will be familiar with this term. Familiarity with prescriptions/pharmacies is necessary.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1180L; grades 9-10 Flesch-Kincaid: 9.4 Word Count: 263</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.06.SR.2.01.043 C2 T1

| | |
|--|---|
| Sample Item ID: | ELA.06.SR.2.01.043 |
| Grade/Model: | 6/6 |
| Claim: | 2: Students can produce effective writing for a range of purpose and audiences. |
| Assessment Target(s): | 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event) |
| Secondary Target(s): | n/a |
| Standard(s): | W-3a |
| DOK: | 2 |
| Difficulty: | H |
| Item Type: | Selected Response, TE |
| Score Points: | 1 |
| Key: | B |
| Stimulus/Passage(s): | Zoo Meeting |
| Stimulus/Text Complexity: | |
| Acknowledgement(s): | Testing Contractor |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | To complete this task, students must select an event that follows naturally and logically from the sequence of events already presented. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

Stimulus Text:

Read the following passage and then answer the question.

By the time we reached the zoo, Jimmy and I were out of breath. Sweat was trickling into my eyes and soaking my T-shirt.

“Where . . . is . . . she?” he asked in short gasps as we looked around the main entrance.

I was dizzy from running so hard, so I didn’t notice her until she gave a little wave. There she was, in a short-sleeved green uniform, smiling warmly under the shade of a big oak tree. She

looked just like her picture on the website. Her white curls were peeking out from under a straw hat.

Item Stem:

Select the group of sentences that would follow the given passage most logically.

Options:

- A. It was always nice to see my grandma. "We're worn out," I said. "Can you please buy us some lemonade?"
- B. "Are you Ms. Jackson?" I asked nervously. "My name is Javier, and this is my friend, Jimmy. Sorry we're late."
- C. Jimmy and I strolled over to her. "Excuse me," I said. "Would you mind telling us where the penguins are?"
- D. "We've got to get out of here," said Jimmy, and I agreed. Even though I was desperate to get indoors to warm up, I followed him back to the sidewalk.

Distractor Analysis:

- A. This option is incorrect because it suggests that Jimmy and the narrator regularly spend time with the woman, which would make the comment about her picture on the website illogical.
- B. This option is the key because Javier's introduction suggests that this is a pre-arranged but initial meeting, which follows logically from the fact that the woman waves to them and that they recognize her from her picture on a website. The apology for being late also provides an explanation for why the boys were running.
- C. This option is incorrect because it suggests that the woman was not planning to meet with Jimmy and Javier, but her wave to them in the stimulus passage suggests otherwise.
- D. This option is incorrect because it introduces a shift in tone that doesn't have a logical explanation, given the warm smile and wave of the woman in the stimulus passage. It also mentions the need to warm up, which does not fit the setting.

ELA.06.SR.2.08.044 C2 T8

| | |
|--|---|
| Sample Item ID: | ELA.06.SR.2.08.044 |
| Grade/Model: | 06/3 |
| Claim: | 2. Students can produce effective writing for a range of purpose and audiences. |
| Assessment Target(s): | 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts |
| Secondary Target(s): | n/a |
| Standard(s): | W-2d, W-3d, L-3a, L-6 |
| DOK: | 1, 2 |
| Difficulty: | M |
| Item Type: | Selected Response |
| Score Points: | 1 |
| Key: | C |
| Stimulus/Passage(s): | See below |
| Stimulus/Text Complexity: | |
| Acknowledgement(s): | Testing Contractor |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must select a more precise alternative to a vague word that has been highlighted in the stimulus text. |
| Target-Specific Attributes (e.g., accessibility issues): | Students will be required to manipulate a mouse and/or computer keyboard, and to read a grade-level text. Alternative formats and/or support may be required for visually- or physically-impaired students. |

Stimulus Text:

The following is a paragraph from an informational essay about chewing gum. Read the paragraph, and then answer the question that follows.

Everyone knows how hard it is to get gum off your shoe when you step on it, and cities face the same problem with sidewalks. Chewing gum that people throw on the ground has become a serious problem for many towns and cities. One way to remove this gum is to chill it so it is easier to peel away. Another way to get rid of it is to put some oil on it to make it softer and easier to remove. But none of these **things** is perfect.

Item Stem:

Which word is the clearest and most specific substitute for "things"?

Options:

- A. efforts
- B. issues
- C. methods
- D. offers

Distractor Analysis:

- A. Incorrect: the word "efforts" does not adequately characterize the two techniques for removing chewing gum that are being referred to in the sentence.
- B. Incorrect: the word "issues" is vague, and does not accurately describe the techniques for removing chewing gum.
- C. Correct: the word "methods" is the best choice because it corresponds directly to the chewing gum removal techniques described in the previous sentence.
- D. Incorrect: the word "offers," meaning "bids," or "proposals," does not appropriately describe the chewing gum removal techniques being referred to.

ELA.06.SR.2.09.045 C2 T9

| | |
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| Sample Item ID: | ELA.06.SR.2.09.045 |
| Grade/Model: | 6/1 |
| Claim: | 2: Students can produce effective writing for a range of purpose and audiences. |
| Assessment Target(s): | 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts |
| Secondary Target(s): | NA |
| Standard(s): | L-1, L-2 |
| DOK: | 1 |
| Difficulty: | H |
| Item Type: | Selected Response, TE |
| Score Points: | 1 |
| Key: | D |
| Stimulus/Passage(s): | Uncle Sam |
| Stimulus/Text Complexity: | |
| Acknowledgement(s): | Testing Contractor |
| 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): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

Stimulus Text:

Read the following passage and then answer the question.

Have you seen pictures of Uncle Sam? He is a skinny man with a long white beard and a top hat. He usually wears the colors of the American flag: red, white, and blue. He has been a symbol of the United States for about two hundred years. Some people think that there was actually a real Uncle Sam, named Samuel Wilson. He lived in Troy, New York, in the early 1800s, he ran a business that delivered meat to the United States Army. The meat was delivered in barrels stamped "U.S." The "U.S." stamp was to show that it belonged to the United States government. The people delivering the meat knew that it came from Sam Wilson. They joked to the soldiers that the "U.S." on

the meat barrels stood for “Uncle Sam.” The joke spread. Soon, all over the country, “Uncle Sam” became another way of saying “United States.”

Item Stem:

Select the correct way to revise the highlighted sentence.

Options:

- A. He lived in Troy, New York, in the early 1800s. There he had ran a business that delivered meat to the United States Army.
- B. He lived in Troy, New York, in the early 1800s he ran a business that delivers meat to the United States Army.
- C. He lived in Troy, New York in the early 1800s, and he ran a business that delivered meat to the United States Army.
- D. In the early 1800s, Sam Wilson lived in Troy, New York, and ran a business that delivered meat to the United States Army.

Distractor Analysis:

- A. This option uses an incorrect/nonstandard verb tense (“had ran”).
- B. This option has a comma splice (“New York, in”).
- C. This option requires a second comma to set off a parenthetical element (“New York”).
- D. Key: This revision has correct grammar and punctuation.

Grade 6 ELA C4 T3

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| Sample Item Id: | ELA.06.SR.4.03.046 |
| Grade/Model: | 06/4 |
| Claim: | 4. Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information. |
| Assessment Target(s): | 3. EVALUATE INFORMATION/ SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses. |
| Secondary Target(s): | NA |
| Standard(s): | W-8; WLiteracy-8 |
| DOK: | 3 |
| Difficulty: | M |
| Item Type: | Selected Response |
| Score Points: | 1 |
| Key: | D |
| Stimulus/Passage(s): | See below |
| Stimuli/Text Complexity: | |
| Acknowledgement(s): | Testing Contractor |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must select a current, relevant, and trustworthy source of information for a given topic from a list of options. |
| Target-Specific Attributes (e.g., Accessibility Issues): | Students will be required to manipulate a mouse and/or computer keyboard, and to read a grade-level text. Alternative formats and/or support may be required for physically- and visually-impaired students. |

Stimulus Text:

While writing an informational report for science class about schools' gardens, you need to search the Internet for sources.

Your teacher has said to use only sources that are

- current (created within the past four years),
- trustworthy, and
- relevant to your topic.

Item Stem:

Below are the first four results from your Internet search.

Which of these websites would be the **best** source for your

report?

Options:

A. www.middleschoolveggies.blogland.com

As parents of 6th–8th graders, we want our schools to make healthy food available to our children. Read our blog to discover how you can encourage your child’s school cafeteria to serve fresh, organic vegetables and fruit...

B. www.gardeningatschool.org

School gardens are becoming more and more popular. Last year, in 1999, we polled 60 schools across the country; over half of them responded by saying they had begun a school garden or had plans to do so...

C. www.alexsgarden.com

Many people talk about gardening at school. I have my own garden at home, but it seems to me that taking care of a school garden isn’t a good use of kids’ time...

D. www.sunsetparkmiddleschool.k12.org/blog

This year we started our own garden here at Sunset Park Middle School! Read on to discover more about our garden, the kids who work on it, and the kinds of vegetables we grow. 2012 has already taught us so much about gardening...

Distractor Analysis:

- A. Incorrect: this source is not relevant to the topic.
- B. Incorrect: this source is not current (it was written in 2000).
- C. Incorrect: there is no indication that the author of this source knows anything first-hand about school gardens.
- D. Correct: this source is current, relevant to the topic, and authored by students who have first-hand experience with school gardens.

ELA.06.TE.1.01.075 C1 T1

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|--|--|
| Sample Item ID: | ELA.06.TE.1.01.075 |
| Grade/Model: | 06/1a |
| 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: Use explicit details and implicit information from the text to support inferences or analyses of the information presented |
| Secondary Target(s): | n/a |
| Standard(s): | RL-1, RL-3 |
| DOK: | 2 |
| Difficulty: | M |
| Item Type: | TE |
| Score Points | 1 |
| Key: | "Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened" |
| Stimulus/Passage(s): | "Sojourner Truth" |
| Stimulus/Text Complexity: | The passage follows the conventions of biographical pieces and is clear and easy to understand. The quantitative measures support the qualitative analysis, which suggests that the appropriate placement for this passage is grade 6. Based on these sets of measures, this passage is recommended for assessment at grade 6. Please the text complexity worksheet attached. |
| Acknowledgement(s): | Joy Hakim, <i>A History of US: Liberty for All?</i> (Oxford University Press, 1994), p. 131. Fair Use (<5% of full text) |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must select, from an informational text, a piece of evidence which implicitly supports a given statement about the feelings of the text's author regarding her subject. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |
| Notes: | <p>TEI Template: Select Text</p> <p>Interaction Parameters:</p> <ul style="list-style-type: none"> A. Text selection limited to whole sentences B. All sentences can be selected C. True (limit the number of selections) D. Maximum selections is 1 <p>Scoring Data:</p> <p>"Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened." = correct response</p> <p>Scoring Algorithm: Exact Match</p> |

Stimulus Text:

Sojourner Truth

The following passage is about the African-American activist Sojourner Truth, who lived in the 1800s.

Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened. Across her chest she wore a banner that said, PROCLAIM LIBERTY THROUGHOUT ALL THE LAND UNTO ALL THE INHABITANTS THEREOF. Those words from the Bible are written on the Liberty Bell in Philadelphia.

Sojourner Truth soon became famous. Harriet Beecher Stowe, a well-known writer, was her friend, and Abraham Lincoln invited her to the White House. She spoke out against injustice, wherever she found it. She worked for women's rights, black rights, prison reform, and temperance. Once, a man tried to make fun of her, saying, "I don't care any more for your talk than I do for the bite of a flea."

Sojourner Truth chuckled as she replied, "Maybe not, but the Lord willing, just like the flea, I'll keep you scratching."

Nineteenth-century women did keep people scratching. They were working in factories, speaking in public, writing for newspapers, and fighting for causes they believed in.

Item Stem:

Read the statement below, and then answer the question that follows it.

"Joy Hakim, the author of this passage, admires Sojourner Truth for her ability to change peoples' ideas.

How can you tell that the above statement is true? Click on a

sentence in the passage that could be used as evidence to support this statement.

Key and Distractor Analysis:

Student selects "Perhaps it was her dignity, or her sincerity, or that mighty voice, but when Sojourner Truth spoke people listened." 1 correct = 1 point

Student selects neither of the above sentences. 0 correct = 0 points

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|--------|--|
| Title | Author | Text Description |
| Sojourner Truth | | Brief biographical information about Sojourner Truth |



Recommended Placement for Assessment: Grade 6
 The passage follows the conventions of biographical pieces and is clear and easy to understand. The quantitative measures support the qualitative analysis, which suggests that the appropriate placement for this passage is grade 6. **Based on these sets of measures, this passage is recommended for assessment at grade 6.**

| Qualitative Measures | Quantitative Measures |
|--|---|
| <p>Meaning/Purpose: <u>Slightly complex:</u> The purpose is stated in the passage title, and the text follows conventional/predictable structure for biographies.</p> <p>Text Structure: <u>Slightly complex:</u> Connections between ideas are clear; ideas are grouped by topic and follow logically from one to the other.</p> <p>Language Features: <u>Moderately complex:</u> Largely clear and explicit, but with a metaphor – the flea scratching – and some higher-level vocabulary (dignity, sincerity, temperance).</p> <p>Knowledge Demands: <u>Moderately complex:</u> Some understanding of the causes for which Sojourner Truth fought would be helpful, but is not necessary.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 990L; grades 6-8 Flesch-Kincaid: 7.8 Word Count: 166</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.06.TE.2.08.076 C2 T8

| | |
|--|---|
| Sample Item ID: | ELA.06.TE.2.08.076 |
| Grade/Model: | 06/1 |
| Claim: | 2. Students can produce effective writing for a range of purpose and audiences. |
| Assessment Target: | 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts |
| Secondary Target: | n/a |
| Standard(s): | W-2d, W-3d, L-3a, L-6 |
| DOK: | 2 |
| Difficulty: | M |
| Item Type: | TE |
| Score Points: | 2 |
| Key: | "o.k." and "nice" |
| Stimulus/Passage(s): | Short story excerpt |
| Stimulus/Text Complexity: | |
| Acknowledgement(s): | Testing Contractor |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | Students must select text that should be revised to use more precise words. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |
| Notes: | <p>TEI Template: Select Text</p> <p>Interaction Parameters:</p> <ul style="list-style-type: none"> A. Text selection limited to individual words B. All words can be selected C. True (limit the number of selections) D. Maximum selections is 2 <p>Scoring Data: Yellow block of text = correct response (1 correct point each) Scoring Algorithm: Exact Match</p> |

Stimulus Text:

Read the paragraph below and then answer the question that follows.

The weather was **o.k.** on Sunday! Even though it was only early March, it was comfortably warm outside. The cloudless sky and gentle breeze made the day a pleasant one. I even took off the cotton sweater I was wearing over my t-shirt. The brightly shining sun felt **nice**. I noticed tiny, budding leaves beginning to appear on the bare branches of the elm trees. It was clear that spring would soon be here!

Item Prompt:

Click on the two adjectives that should be replaced by more precise descriptive words.

Key and Distractor Analysis:

Student selects *o.k.* and *nice*, 2 correct = 2 points

Student selects *o.k.* or *nice*, 1 correct = 1 point

Student does not select *o.k.* or *nice*, 0 correct = 0 points

ELA.06.TE.2.09.005 C2 T9

| | |
|---|--|
| Sample Item ID: | ELA.06.TE.2.09.005 |
| Grade/Model: | 06/1 |
| Claim: | 2. Students can produce effective writing for a range of purpose and audiences. |
| Assessment Target: | 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts |
| Secondary Target(s): | NA |
| Standard(s): | L-1, L-2, L-3 |
| DOK: | 1 |
| Item Type: | TE |
| Score Points: | 1 |
| Difficulty: | Medium |
| Key: | <i>followed</i> |
| Stimuli/Passage(s): | School sentence |
| Stimulus/Text Complexity | |
| Acknowledgement(s): | Testing Contractor |
| Item/Task Notes: | |
| How this item/task contributes to the sufficient evidence for this claim: | In order to respond to the prompt, students must use their knowledge of verb tense and subject-verb agreement to correct the error in the stimulus text. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. |
| Notes: | <p>TEI Template: Drop Downs</p> <p>Interaction Parameters:</p> <p>A. 1 menu</p> <p>B. Menu 1: [are following; followed; following; have followed]; default = follows</p> <p>Scoring Data:</p> <p>Menu 1 = followed</p> <p>Scoring Rule: NumErrors [0 errors=1, 1 error=0]</p> |

Stimulus Text:

Read the sentence below, and then answer the question.

On the day before summer vacation, the 6th grade students packed up their belongings, lined up behind their teacher, and **follows** him to the assembly room.

Item Prompt:

Click on the highlighted word and use the drop-down menu to select the word or phrase

Grade 6 ELA Sample TE Item Form C2 T9

that best replaces *follows*.

Key and Distractor Analysis:

Student selects *followed*, 1 correct = 1 point

Student does not select *followed*, 0 correct = 0 points

ELA.08.CR.1.06.152 C1 T6

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|--|--|
| Sample Item Id: | ELA.08.CR.1.06.152 |
| Grade/Model: | 08 / 1b |
| 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: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation. |
| Standard(S): | RL-5, RL-7 |
| DOK: | 3 |
| Difficulty: | M |
| Item Type: | Constructed Response |
| Score Points: | 3 |
| Correct Response: | See rubric |
| Stimulus/Passage(S): | "The Legends" |
| Stimuli/Text Complexity: | The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8. Please see the text complexity worksheet attached. |
| Acknowledgement(S): | "The Legends" From <i>American Indian Stories</i> By Zitkala-Sa http://www.gutenberg.org/cache/epub/10376/pg10376.html |
| Item/Task Notes: | |
| How this task contributes to the sufficient evidence for this claim: | When reading literary text, students are able to analyze text structures and determine their impact on the overall meaning of the text. |
| Target-Specific Attributes (e.g., accessibility issues): | Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students. |

Stimulus Text:

Below is a story set in a Native American community. Read the text and then answer the question that follows.

The Legends
By Zitkala-Sa

During the summer days my mother built her fire in the shadow of our wigwam.

In the early morning our simple breakfast was spread upon the grass west of our tepee. At the farthest point of the shade my mother sat beside her fire, toasting a savory piece of dried meat. Near her, I sat upon my feet, eating my dried meat with unleavened bread, and drinking strong black coffee.

The morning meal was our quiet hour, when we two were entirely alone. At noon, several who chanced to be passing by stopped to rest, and to share our luncheon with us, for they were sure of our hospitality.

My uncle, whose death my mother ever lamented, was one of our nation's bravest warriors. His name was on the lips of old men when talking of the proud feats of valor; and it was mentioned by younger men, too, in connection with deeds of gallantry. Old women praised him for his kindness toward them; young women held him up as an ideal to their sweethearts. Everyone loved him, and my mother worshiped his memory. Thus it happened that even strangers were sure of welcome in our lodge, if they but asked a favor in my uncle's name.

Though I heard many strange experiences related by these wayfarers, I loved best the evening meal, for that was the time old legends were told. I was always glad when the sun hung low in the west, for then my mother sent me to invite the neighboring old men and women to eat supper with us. Running all the way to the wigwams, I halted shyly at the entrances. Sometimes I stood long moments without saying a word. It was not any fear that made me so dumb when out upon such a happy errand; nor was it that I wished to withhold the invitation, for it was all I could do to observe this very proper silence. But it was a sensing of the atmosphere, to assure myself that I should not hinder other plans. My mother used to say to me, as I was almost bounding away for the old people: "Wait a moment before you invite any one. If other plans are being discussed, do not interfere, but go elsewhere."

The old folks knew the meaning of my pauses; and often they coaxed my confidence by asking, "What do you seek, little granddaughter?"

"My mother says you are to come to our tepee this evening," I instantly exploded, and breathed the freer afterwards.

"Yes, yes, gladly, gladly I shall come!" each replied. Rising at once and carrying their blankets across one shoulder, they flocked leisurely from their various wigwams toward our dwelling.

My mission done, I ran back, skipping and jumping with delight. All out of breath, I told my mother almost the exact words of the answers to my invitation. Frequently she asked, "What were they doing when you entered their tepee?" This taught me to remember all I saw at a single glance. Often I told my mother my impressions without being questioned.

While in the neighboring wigwams sometimes an old Indian woman asked me, "What is your mother doing?" Unless my mother had cautioned me not to tell, I generally answered her questions without reserve.

At the arrival of our guests I sat close to my mother, and did not leave her side without first asking her consent. I ate my supper in quiet, listening patiently to the talk of the old people, wishing all the time that they would begin the stories I loved best. At last, when I could not wait any longer, I whispered in my mother's ear, "Ask them to tell an Iktomi story, mother."

Soothing my impatience, my mother said aloud, "My little daughter is anxious to hear your legends." By this time all were through eating, and the evening was fast deepening into twilight.

As each in turn began to tell a legend, I pillowed my head in my mother's lap; and lying flat upon my back, I watched the stars as they peeped down upon me, one by one. The increasing interest of the tale aroused me, and I sat up eagerly listening to every word. The old women made funny remarks, and laughed so heartily that I could not help joining them.

The distant howling of a pack of wolves or the hooting of an owl in the river bottom frightened me, and I nestled into my mother's lap. She added some dry sticks to the open fire, and the bright flames leaped up into the faces of the old folks as they sat around in a great circle.

Item Prompt:

Use details from the text to explain how time and memory are used to structure the story.

| Rubric for 3-point CR item | |
|-----------------------------------|---|
| 3 | A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to recognize chronology and family memory as underpinning the structure of the text • Includes specific inferences that make clear reference to the text • Adequately supports the inferences with clearly relevant examples from the text |
| 2 | A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to recognize chronology and family memory as underpinning the structure of the text • Includes some specific inferences that make clear reference to the text • Adequately supports the inferences with clearly relevant examples from the text |
| 1 | A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to recognize chronology and family memory as underpinning the structure of the text • Includes some inferences that make reference to the text • Supports the inferences with limited examples from the text |
| 0 No | A response gets no credit if it provides no evidence of the ability to recognize chronology or family memory as part of the text structure, includes no relevant information from the text, or is vague. |

| | |
|---------------|--|
| credit | |
|---------------|--|

Scoring Notes:

Response may include but is not limited to:

Episodic chronology—the text refers to a simple breakfast, luncheon, and supper in describing the daily life of the narrator and her mother

Family memory—the text refers to the mother’s esteem for her brother who was a highly regarded warrior and whose renown played a role in connecting with visitors

Score Point 3 Sample:

The narrator uses the mealtimes as a way to show the passage of time. The excerpt describes the narrator and her mother having a simple breakfast, refers to luncheon where they are joined by people who knew her uncle, and to supper where the old people would tell legends.

The narrator also references time in her description of the mother’s memory about how important her uncle had been to the community. His memory is very important to her mother and to other people in the tribe. Her mother keeps the past in the present through this connection.

Score Point 2 Sample:

The author uses the daily routine of the narrator to structure the story. The author recounts events that happen during the day and evening. The day starts with the young girl eating a simple breakfast with her mother. She then describes how people would join them for luncheon. In the evening she would invite people from other wigwams to join her and her mother for supper. They would sit around the fire and tell legends, which the young girl really enjoyed.

Score Point 1 Sample:

The story is about daily life of a young Native American girl and her mother. Every day they eat breakfast, lunch, and supper and listen to legends.

Score Point 0 Sample:

The young girl had a good time listening to the legends that the old people told.

| Worksheet: Text Complexity Analysis | | |
|---|------------|---|
| Title | Author | Text Description |
| The Legends from <i>American Indian Stories</i> | Zitkala-Sa | A reminiscence about the feelings the narrator had when gathering elders and listening to legends |



Recommended Placement for Assessment: Grade 7 or 8

The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

| Qualitative Measures | Quantitative Measures |
|--|--|
| <p>Meaning/Purpose: <u>Moderately complex:</u> The theme of security/safety/ connection is somewhat subtle, but clearly illustrated through the narrative.</p> <p>Text Structure: <u>Moderately complex:</u> The narrative is a series of reminiscences, not events that happened in a clearly chronological order.</p> <p>Language Features: <u>Moderately complex:</u> The vocabulary and sentence structure are somewhat formal, but most of the language should be accessible.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The passage explores a single theme with which students will most likely be able to relate. The theme is revealed through minor descriptions/details, however, not through events.</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: 1010L; grades 6-8 Flesch-Kincaid: 7.2 Word Count: 781</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