

ELA.04.CR.1.04.123 C1 T4, T1

Sample Item Id:	ELA.04.CR.1.04.123
Grade/Model:	04/1
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	4. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development /actions/traits; first or third person point of view; theme; author’s message)
Secondary Target(s):	1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences
Standard(s):	RL-2, RL-3, RL-6 (secondary: RL-1, RL-3)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	
Stimulus/Passage(s):	<i>The Shepherd's Boy and the Wolf</i> by Aesop
Stimuli/Text Complexity:	Word Count: 133 Flesch-Kincaid: 6.6 Lexile: 910L, grade 4-5 Qualitative: n/a
Acknowledgement(s):	http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_50 Source Publication Information: Project Gutenberg. This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.net Original Publication: The Aesop for Children; RAND McNALLY & CO. CHICAGO <i>Copyright, 1919, by RAND McNALLY & COMPANY</i>
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to write effectively to purpose, a student must first be able to identify purpose in another person’s writing. (This CR is embedded in a PT and serves as a stimulus. Writing is the active form of reading.)
Target-Specific Attributes (e.g., accessibility issues):	Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.

Stimulus:

Read the story about a boy who takes care of sheep and then answer the question that follows.

The Shepherd's Boy and the Wolf

A Shepherd's Boy was tending his flock near a village, and thought it would be great fun to trick the villagers by pretending that a Wolf was attacking the sheep: so he shouted out, "Wolf! Wolf!" and when the people came running up he laughed at them because they believed him. He did this more than once, and every time the villagers found they had been tricked, for there was no Wolf at all. At last a Wolf really did come, and the Boy cried, "Wolf! Wolf!" as loud as he could: but the people were so used to hearing him call that they took no notice of his cries for help. And so no one came to help the boy, and the Wolf attacked the sheep.

Item Prompt:

In a few sentences, explain what lesson the reader can learn from the shepherd's boy. Use details from the story to support your response.

2-point Reading Rubric

2	The response: <ul style="list-style-type: none"> • gives some evidence of the ability to explain inferences about theme • includes some specific inferences that make reference to the text • adequately supports the inferences with relevant details from the text
1	The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to explain inferences about theme • includes inferences but they are not explicit or make only vague references to the text • supports the inference 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 explain inferences about theme and includes no relevant information from the text.
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Scoring Notes:

Response may include but is not limited to the following text:

The shepherd's boy learned that he shouldn't call wolf unless there is really a wolf.

The shepherd's boy learned that he should only ask for help if he needs it or else he wouldn't get help when he really needs it.

"The people were so used to hearing him call that they took no notice of his cries."

The shepherd's boy learned not to have fun by tricking people because the people learn not to trust you.

Score Point 2 Sample:

The lesson learned from this story is do not cry for help when nothing is wrong. The shepherd's boy pretends that a big wolf is attacking his sheep and yells, "Wolf! Wolf!" The people in the village run out to help him because they believe he needs help. After he tricks the villagers more than once, they realize he is just pretending.

Score Point 1 Sample:

The lesson learned from this story is do not cry for help when nothing is wrong. The boy cries wolf.

Score Point 0 Sample:

Readers learn a good lesson about how to cry wolf.

ELA.04.CR.1.1.020 C1 T1

Sample Item Id:	ELA.04.CR.1.1.020
Grade/Model:	4/1
Claim:	Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences
Secondary Target(s):	n/a
Standard(s):	RL-1, RL-3
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	The Moon
Stimuli/Text Complexity:	The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4. Please see the text complexity worksheet attached.
Acknowledgement(s):	Source Title: "The Moon" Grade band: 3–5 Author: Robert Louis Stevenson Source Location: http://www.gutenberg.org/files/25609/25609-h/25609-Source Publication Information: A Child's Garden of Verses. New York: Scribner, 1905.
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	<i>To complete this task, students must state and support an inference based on implicit information from the text.</i>
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. For CRs students will be required to enter text using a keyboard.

Stimulus Text:

Read this poem and the prompt that follows it.

The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,

On streets and fields and harbor quays,
 And birdies asleep in the forks of the trees.
 The squalling cat and the squeaking mouse,
 The howling dog by the door of the house,
 The bat that lies in bed at noon,
 All love to be out by the light of the moon.
 But all of the things that belong to the day
 Cuddle to sleep to be out of her way;
 And flowers and children close their eyes
 Till up in the morning the sun shall arise.

Item Prompt:

Explain how the moon is connected to the animals in the poem.
 Use details from the poem to support your response.

Sample Generic rubric for a 3-point CR item	
3	The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to use implicit information from the text to support an inference • includes specific information and details that make clear reference to the text • fully supports the inference with clearly relevant information from the text
2	The response: <ul style="list-style-type: none"> • gives some evidence of the ability to use implicit information from the text to support an inference • includes some specific information and details that make reference to the text • adequately supports the inferences with relevant details and information from the text
1	The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to use implicit information from the text to support an inference • includes information and details but they are not explicit or make only vague references to the text • supports the inference 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 use implicit information from the text to support an inference, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to:

The moon shines on the animals and gives them light.

The moon tells the animals when to do certain activities.

Details to support include:

The squalling cat and the squeaking mouse,

The howling dog by the door of the house,

The bat that lies in bed at noon,

All love to be out by the light of the moon.

Score Point 3 Sample:

The moon is connected to the animals in the poem because it helps the animals to express themselves. The poem talks about many animals that love to be out by the light of the moon. The animals that are awake and active at night are dogs, mice, cats, and bats. While flowers and children sleep during the day, these animals are awake and the moon gives them light to be able to see and live at night.

Score Point 2 Sample:

The moon is connected to the animals in the poem in a few ways. In the poem, there are many animals who love to be awake at night when the moon is out. The animals that like to be active while the moon is out are dogs, mice, cats, and bats.

Score Point 1 Sample:

The moon is connected to the animals in the poem. The animals like the moon.

Score Point 0 Sample:

The moon gives light at night and helps people to see.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Moon	Robert Louis Stevenson	Short poem about the moon


Recommended Placement for Assessment: Grade 3 or 4

The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The title and the first lines make the meaning/focus of the poem clear.</p> <p>Text Structure: <u>Slightly complex:</u> A simple listing of how creatures relate to the moon.</p> <p>Language Features: <u>Slightly complex:</u> Vocabulary is simple, with the exception of the word “quays,” which is not central to understanding. There is some context for it with the word “harbor.” Students must understand personification, but that is an appropriate form of figurative language for lower grade levels..</p> <p>Knowledge Demands: <u>Slightly complex:</u> Very simple, concrete ideas.</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: 1070L; grades 6-8 Flesch-Kincaid: 1.6 Word Count: 105</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.04.CR.1.05.154 C1 T5

Sample Item Id:	ELA.04.CR.1.05.154
Grade/Model:	4/2b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	5: ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)
Secondary Target(s):	n/a
Standard(s):	RL-6, RL-7, RL-9
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	<i>How the Leaves Came Down</i> and <i>The Little Captive</i>
Stimuli/Text Complexity:	<p><i>How the Leaves Came Down</i> The quantitative measures range from 4.0 to 6-8 (falling in the middle of the Lexile range). This is due primarily to language/syntax. The purpose, structure, and knowledge demands suggest that the lower end of this scale is more appropriate. This poem is recommended for use at grade 4, with some footnoting of the less familiar words and phrases. Based on these sets of measures, this passage is recommended for assessment at grade 4. Please see the text complexity worksheet attached.</p> <p><i>The Little Captive</i> The quantitative measures are probably reflecting the complexity of the sentence structures. Every other element is much simpler. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4. Please see the text complexity worksheet attached.</p>
Acknowledgement(s):	<p>"How the Leaves Came Down" http://www.gutenberg.org/cache/epub/4560/pg4560.html excerpt from "The Little Captive" From <i>Wide Awake Stories</i>, Charles E. Graham & Co., Newark, N.J., New York, N.Y.</p>
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	When students read and interpret excerpts from two different literary texts, they will compare how patterns of events in the texts are similar.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is part of a poem about leaves and a story about a robin. Read the two texts and think about how they are similar and then answer the question that follows.

How the Leaves Came Down

I'll tell you how the leaves came down.
The great Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."
"Ah!" begged each silly, pouting leaf,
"Let us a little longer stay;
Dear Father Tree, behold our grief,
'Tis such a very pleasant day
We do not want to go away."
So, just for one more merry day
To the great Tree the leaflets clung,
Frolicked and danced and had their way,
Upon the autumn breezes swung,
Whispering all their sports among,
"Perhaps the great Tree will forget
And let us stay until the spring
If we all beg and coax and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

The Little Captive

One day Bessie's mother said to her that she must open the cage, and let the bird fly away. "No, no mother!" said Bessie, "don't say so. I take such comfort in him, I can't let him go." But the next moment she remembered how unhappy it made her to disobey her mother; and, taking down the cage,

she opened the door.

To her great surprise, her little captive did not care to take the freedom offered him. After a while he seemed to understand that he was expected to come out of the cage; and what do you think was the first thing that the little bird did? Why, he lighted right on Bessie's shoulder, as if he hated to leave her.

Bessie was pleased enough to see him so tame. She took him in her hand, and, carrying him to the window, held him out until he soared away into the air. But he did not forget his adopted home; for the next day, while Bessie was at dinner, she heard a flutter of wings, and again the bird perched upon her shoulder. After pecking some crumbs from the table-cloth, away he flew again out of the window.

But, my dear little friends, you will be surprised when I tell you that day after day, for two or three weeks, that little robin made a visit to Bessie's house.

Item Prompt:

Compare how the actions of the leaves are similar to the actions of the little robin. Use details from both texts to explain similarities.

Scoring Rubric

Scoring Rubric	
3	The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to show how the actions of the leaves are similar to those of the little robin • includes some specific details that make reference to the text • adequately supports the interpretation with relevant details from the text
2	The response: <ul style="list-style-type: none"> • gives some evidence of the ability to show how the actions of the leaves are similar to the actions of the little robin • includes general details that make references to the text • adequately supports the interpretation with relevant details from the text

1	<p>The response:</p> <ul style="list-style-type: none"> • gives limited evidence of the ability to show how the actions of the leaves are similar to those of the little robin • includes details but they are not explicit or make only vague references to the text • supports the interpretation 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 show how the actions of the leaves are similar to those of the little robin and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:

In both texts there is someone telling others what to do.

There are characters who hesitate but eventually agree and act.

The leaves hesitate because they want to stay on the tree. The robin hesitates because it wants to stay with Bessie.

The final outcomes or events are similar. Both the leaves and robin leave and find their rightful places.

Score Point 3 Sample: The poem and the story are similar in how the actions of the leaves are similar to those of the little robin. First the Tree tells the leaves that they are getting sleepy and will need to go to bed. Similar to this is Bessie's mother telling her to let the robin out of its cage. Next, the leaves beg the Tree for one more day to enjoy swinging in the breeze, hoping the Tree will forget and allow them to stay on the Tree until spring. This is similar to Bessie, who at first disobeys and does not let the robin out of its cage. Finally, though, she does let the robin out because she does not want to disobey her mother. Finally, although not described, the leaves fall. In "The Little Captive" the robin stays in the cage at first, and then Bessie takes it out and holds it out an open window. Finally the robin flies off but not without returning several times and eating crumbs off the table. The story of the leaves is similar to the story of the robin in both characters' desire to stay where they are.

Score Point 2 Sample:

The two texts are similar in how the actions of the leaves are similar to those of the little robin. First the Tree tells the leaves that they are getting sleepy and will need to go to bed. Bessie's mother tells her to let the robin out of its cage. Next, the leaves ask the Tree for one more day to enjoy swinging in the breeze, hoping the Tree will forget. This is similar to Bessie who does not let the robin out of its cage. Finally she does let the robin out because she does not want to disobey her mother. Finally the leaves fall. In "The Little Captive" Bessie takes the robin out and holds it out an open window. Finally the robin flies off but returns several times. The story of the leaves is similar to the story of the robin in both characters' desire to stay where they are.

Score Point 1 Sample:

The two texts are similar. The leaves are similar to the little robin. The Tree is like the

mother. The leaves are getting sleepy and will need to go to bed. The mother tells Bessie to let the robin go. Next, the leaves ask the Tree for one more day. Bessie doesn't want to let the robin out of its cage, but she does. The leaves fall and the robin flies away. The robin returns several times but the leaves don't.

Score Point 0 Sample:

The two stories are alike. The leaves are like the little bird. The leaves are on the tree. The bird is in Bessie's cage.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How the Leaves Came Down	Susan Coolidge	A poem that is a metaphor for the coming of fall



Recommended Placement for Assessment: Grade 4

The quantitative measures range from 4.0 to 6-8 (falling in the middle of the Lexile range). This is due primarily to language/syntax. The purpose, structure, and knowledge demands suggest that the lower end of this scale is more appropriate. This poem is recommended for use at grade 4, with some footnoting of the less familiar words and phrases. **Based on these sets of measures, this passage is recommended for assessment at grade 4.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Understanding of the poem hinges on understanding multiple uses of figurative language (personification, metaphor) and the poet’s use of imagery. Thus the meaning is implied, but is not very complex.</p> <p>Text Structure: <u>Slightly complex:</u> The narrative proceeds in chronological order.</p> <p>Language Features: <u>Moderately complex:</u> While comprehension hinges upon understanding figurative language, it is not a complex use of it. Most students at lower levels will be very familiar with personification. There are a few instances of archaic language (behold, fret, ere, sports, urge their prayer). There is one instance of above-grade level vocabulary (frolicked) but the general meaning is easily discernible from the context. The syntax is consistent with poetry.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Students must have a basic understanding of how leaves change color and fall with the changes in the seasons.</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: 970L; upper grades 4-5 or lower grades 6-8 Flesch-Kincaid: 4.0 Word Count: 231</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

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Little Captive		A short story about a girl who rescues and later attempts to free a small bird


Recommended Placement for Assessment: Grade 3 or 4

The quantitative measures are probably reflecting the complexity of the sentence structures. Every other element is much simpler. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The meaning is very clear and concrete.</p> <p>Text Structure: <u>Slightly complex:</u> Mostly chronological, with the exception of paragraphs 1 and 2. Clear transitions between episodes and ideas.</p> <p>Language Features: <u>Slightly complex:</u> Straightforward, simple vocabulary, somewhat more formal than much contemporary fiction, but accessible. Sentence structure is varied, with simple, compound, and compound-complex sentences.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Simple, concrete ideas, requiring no background knowledge.</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: 950L; upper grades 4-5 or lower grades 6-8 Flesch-Kincaid: 5.7 Word Count: 320</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.04.CR.1.06.161 C1 T6

Sample Item Id:	ELA.04.CR.1.06.161
Grade/Model:	04/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	6: TEXT STRUCTURES & FEATURES: Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts.
Standard(s):	RL-5
DOK:	3,4
Difficulty:	H
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See scoring rubric
Stimulus/Passage(s):	"Golden Keys" by Fred Newtown Scott and Gordon A. Southworth
Stimuli/Text Complexity:	While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4 or 5. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see the text complexity worksheet attached.
Acknowledgement(s):	Source Title: Golden Keys Grade Band: 6–8 Author: Fred Newtown Scott and Gordon A. Southworth Source Location: http://www.gutenberg.org/files/18909/18909-h/18909-h.htm#Golden_Keys Source Publication Information: This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org Original Publication: Scott, Fred N., and Southworth, Gordon A. Lessons in English: Book One. New York: Benj H. Sanborn & Co., 1916. Print.
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must identify a structural element of the poem and explain the purpose of its use.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text with clear differentiation between the stanzas of the poem is needed for students with visual impairment.

Stimulus Text:

Golden Keys

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

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

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

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

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

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

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

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

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

Item Prompt:

Explain how the organization of the poem into different stanzas helps the reader understand its meaning. Include examples from the poem to support your answer.

Rubric for a 2-point CR item	
2	The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to identify and explain the use of a structural element of poetry. • includes specific explanation that makes reference to the text. • adequately supports the explanation with clearly relevant details from the text.
1	The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to identify and explain the use of a structural element of poetry. • includes limited explanation that makes reference to the text. • partially supports the explanation with limited details from the text.
0	A response gets no credit if it provides no evidence of the ability to identify and explain the use of a structural element in poetry, includes no relevant information from the text, or is vague.

Scoring Notes:

Responses may include but are not limited to:
 The poem is organized into stanzas. Each stanza gives an example of a way to be polite. One stanza tells something polite to say when friends give something. A different stanza tells something polite to say when making a mistake. The stanzas make it easier to see each example or key to kindness.

Score Point 2 Sample:

The poem is organized into stanzas. Each stanza gives an example of a way to be polite. For example, one stanza tells something polite to say when friends give something, and a different stanza tells something polite to say when making a mistake. The stanzas make it easier to see each example or key to kindness.

Score Point 1 Sample:

The poem is divided into little parts that tell polite things to say. The poem tells about saying polite things like good morning, good night, thank you, and excuse me.

Score Point 0 Sample:

The poem is about being polite.

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



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

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

Adapted from the 2012 ELA SCASS work

ELA.04.CR.1.8.122 C1 T8

Sample Item Id:	ELA.04.CR.1.8.122
Grade/Model:	4/2
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 the text to support answers or basic inferences about information presented
Secondary Target(s):	n/a
Standard(s):	RI-1, RI-3
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring notes and rubric
Stimulus/Passage(s):	"What is a Satellite?"
Stimuli/Text Complexity:	The Lexile falls squarely in the middle of the grade 2-3 band and the Flesch-Kincaid is higher, at 6.1. The qualitative measures suggest that somewhere between these two grade levels is appropriate. Given the relative simplicity of the ideas and in particular the sentence structure, this passage is suggested for use at grade 4 or 5. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see the text complexity worksheet attached.
Acknowledgement(s):	Source: http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-a-satellite-k4.html Author: <i>Dan Stillman, Institute for Global Environmental Strategies</i> Publication Date: 6-16-11
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must support a specifically stated inference provided in the prompt by identifying and explaining how the implicit information in the text relates to the inference.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a passage about satellites. Read the passage and answer the question that follows.

What Is a Satellite?

A satellite is an object that moves around a larger object. Earth is a satellite because it moves around the sun. The moon is a satellite because it moves around Earth. Earth and the moon are called "natural" satellites.

But usually when someone says "satellite," they are talking about a "man-made" satellite. Man-made satellites are machines made by people. These machines are launched into space and orbit Earth or another body in space.

There are thousands of man-made satellites. Some take pictures of our planet. Some take pictures of other planets, the sun and other objects. These pictures help scientists learn about Earth, the solar system and the universe. Other satellites send TV signals and phone calls around the world.

Why Are Satellites Important?

Satellites fly high in the sky, so they can see large areas of Earth at one time. Satellites also have a clear view of space. That's because they fly above Earth's clouds and air.

Before satellites, TV signals didn't go very far. TV signals only travel in straight lines. So they would go off into space instead of following Earth's curve. Sometimes they would be blocked by mountains or tall buildings.

Phone calls to faraway places were also a problem. It costs a lot and it is hard to set up telephone wires over long distances or underwater.

With satellites, TV signals and phone calls can be sent up to a satellite. The satellite can then send them back down to different spots on Earth.

What Are the Parts of a Satellite?

Satellites come in many shapes and sizes. But most have at least two parts in common -- an antenna and a power source. The antenna is used to send and receive information. The power source can be a solar panel or battery. Solar panels make power by turning sunlight into electricity.

Many NASA satellites carry cameras and scientific sensors. They may gather information about Earth's land, air and water. Or they may collect data from the solar system and universe.

What Were the First Satellites in Space?

The Soviet Union was the first to launch a satellite into space. The satellite was launched in 1957 and was called Sputnik 1.

NASA has launched many satellites into space. The first was Explorer 1 in 1958. Explorer was America's first man-made satellite. The first satellite picture of Earth came from NASA's Explorer 6 in 1959.

How Does NASA Use Satellites?

NASA satellites help scientists study all kinds of things.

Satellites provide information about Earth's clouds, oceans, land and air. They also can observe wildfires, volcanoes and smoke. All this information helps scientists predict weather and climate. It helps farmers know what crops to plant. It helps control the spread of disease. And it helps with response to emergencies.

Satellites also tell us a lot about space. Some watch for dangerous rays coming from the sun. Some explore stars, planets, asteroids and comets.

Item Prompt:

Explain how pictures from satellites can help people in their everyday lives. Support your answer using details from the passage.

Sample Generic 3-point CR rubric

3	<p>The response:</p> <ul style="list-style-type: none"> gives sufficient evidence of the ability to explain how pictures from satellites can help people in their everyday lives includes specific identification of details that makes clear reference to the text fully supports the explanation with clearly relevant information from the text
2	<p>The response:</p> <ul style="list-style-type: none"> gives some evidence of the ability to explain how pictures from satellites can help people in their everyday lives includes some specific identification of details that make reference to the text adequately supports the explanation with relevant information from the text
1	<p>A <i>minimal</i> response:</p> <ul style="list-style-type: none"> gives limited evidence of the ability to explain how pictures from satellites can help people in their everyday lives includes identification of details but they are not explicit or make only vague references to the text supports the explanation with at least one detail but the relevance of that detail to the text must be inferred
0	<p>A response gets no credit if it provides no evidence of the ability to explain how pictures from satellites help people in their everyday lives and includes no relevant information from the text.</p>

Scoring Notes:

Response may include, but is not limited to, how satellites

- allow television signals and phone calls to be sent around the world quickly making communication for relatives and businesses easy and fast;
- allow information about weather or other events causing potential dangers to people to be provided to spur evacuations if necessary.

Score Point 3 Sample: Satellites can help people in their everyday lives. People can communicate with their relatives almost immediately by telephone. They can spread good news or bad that relatives on the other side of the world need to know. Because scientists can gather information about the Earth's land, air, and water, they can predict many things. This can make people safe and successful. Watching storms like hurricanes can allow people to be evacuated. Earthquakes that cause tsunamis can be quickly identified and warnings sent out. Spreading wildfires can be seen and people can be warned. Farmers can learn what kinds of crops to grow because they know what areas have been too dry or too wet. Also TV signals go to satellites so now people can watch all kinds of programs from all over the world and see news and sports events as they happen.

Score Point 2 Sample: Satellites can help people in their everyday lives. People can communicate with their relatives almost immediately by telephone. Because scientists can gather information about the Earth's land, air, and water, people can be safer. People can be evacuated before hurricanes and wildfires reach them. Farmers can learn what kinds of crops to grow. Also TV signals go to satellites so now people can watch things as they happen.

Score Point 1 Sample: Satellites can help people in their everyday lives. Because scientists can get information about land, air, and water so people can be warned before dangers reach them.

Score Point 0 Sample: Satellites can help people in their everyday lives. The Earth and the moon are natural satellites.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
What is a Satellite?	Dan Stillman	An informational passage about satellites, primarily focused on human-made satellites



Recommended Placement for Assessment: Grade 5

The Lexile falls squarely in the middle of the grade 2-3 band and the Flesch-Kincaid is higher, at 6.1. The qualitative measures suggest that somewhere between these two grade levels is appropriate. Given the relative simplicity of the ideas and in particular the sentence structure, this passage is suggested for use at grade 4 or 5. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The article is clear and concrete, with a focus on basic information about satellites. Examples and graphics are used to support understanding. Please note that the sentences directly below the two graphics are <i>captions</i> and should not be construed as running text. Care should be made to make this clear in the final layout.</p> <p>Text Structure: <u>Slightly complex:</u> Information is grouped by topic and preceded by headings that clearly indicate the purpose of each section.</p> <p>Language Features: <u>Moderately complex:</u> Sentences are generally short, with a very few complex sentences. The vocabulary is accessible.</p> <p>Knowledge Demands: <u>Slightly complex:</u> There are some ideas that will likely be unfamiliar, but they are clearly and carefully explained (antenna, power source, sensors). No special knowledge is required to comprehend the passage.</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: 730L; grades 2-3 Flesch-Kincaid: 6.1 Word Count: 518</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.04.CR.1.09.022 C1 T9

Sample Item Id:	ELA.04.CR.1.09.022
Grade/Model:	04/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9: CENTRAL IDEAS: Identify or summarize central ideas, key events, or procedures
Secondary Target(s):	n/a
Standard(s):	RI-2
DOK:	1, 2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring rubric
Stimulus/Passage(s):	Amelia Earhart
Stimuli/Text Complexity:	The quantitative measure places this text just barely in the grades 6-8 range. The qualitative measure overall places this text as slightly complex. The relative straightforwardness of the text and its ideas suggest that the more appropriate placement would be a grade or two below. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see the text complexity worksheet attached.
Acknowledgement(s):	Source: http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html (This text uses sub-stories "I Knew I Had to Fly")
Item/Task Notes:	May want to include a definition for the word "aviation".
How this item/task contributes to the sufficient evidence for this claim:	This task requires students to summarize key events related to the main idea of informational text.
Target-Specific Attributes (e.g., accessibility issues):	Students read a printed text stimulus and use a keyboard or some comparable input software to compose an answer to the writing prompt.

Stimulus Text:

This text is about a female pilot. Read the text and answer the question that follows it.

Amelia Earhart

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897. In those days, airplanes were not nearly as common as they are

today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to take flying lessons. She wrote, "As soon as I left the ground, I knew I myself had to fly."

Earhart excelled as a pilot. Her first instructor was Neta Snook, one of the first women to graduate from the Curtiss School of Aviation. Earhart borrowed money from her mother to buy a two-seat plane. She got her U.S. flying license in December 1921, and by October 1922, she set an altitude record for women of 14,000 feet. In 1923, Earhart received her international pilot's license - only the 16th woman to do so. At the same time, she was becoming famous for her aviation achievements.

Item Prompt:

Write a summary of key events that led to Amelia Earhart becoming a famous pilot. Use details from the passage in your summary to support your answer.

Scoring Rubric

Scoring Rubric	
3	The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to identify or summarize central ideas, key events, or procedures • includes explanations that make reference to the text • fully supports the explanations with clearly relevant details from the text
2	The response: <ul style="list-style-type: none"> • gives some evidence of the ability to identify or summarize central ideas, key events, or procedures • includes some specific explanations that make reference to the text • adequately supports the explanations with relevant details from the text

1	<p>The response:</p> <ul style="list-style-type: none"> • gives limited evidence of the ability to identify or summarize central ideas, key events, or procedures • includes explanations but they are not explicit or make only vague references to the text • supports the explanations with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas, key events, or procedures and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:

At 12 Amelia Earhart saw her first airplane. She took her first flight in 1920 and liked it so much she started flying lessons. In 1921 she got her flying license. In October 1922, she set an altitude record for women of 14,000 feet. In 1923 she received her international pilot's license.

Score Point 4 Sample:

Many things happened in Amelia Earhart's life that made her become a famous pilot. The first thing that happened to her was she saw an airplane when she was 12. In 1920 she flew on an airplane for the first time. After that she wanted to learn how to fly so she took flying lessons and became a very good pilot. Amelia graduated from pilot school and bought her own plane. She really started to become famous after she broke the record for a woman flying at high altitudes and received an international license. Amelia Earhart had to do many things to become a famous pilot.

Score Point 2 Sample:

The first thing that happened to Amelia Earhart to help her become famous was she got to see an airplane when she was 12. Then she learned how to fly. Amelia Earhart bought her own airplane. Then she became famous.

Score Point 1 Sample:

Amelia Earhart learned how to fly after she rode on an airplane. She was good at being a pilot. Amelia Earhart broke flying records with her own airplane, which made her famous.

Score Point 0 Sample:

Amelia Earhart was a good pilot so she became famous.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Amelia Earhart	Unknown	Biographical information about Amelia Earhart

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

The quantitative measure places this text just barely in the grades 6-8 range. The qualitative measure overall places this text as slightly complex. The relative straightforwardness of the text and its ideas suggest that the more appropriate placement would be a grade or two below. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

Qualitative Measures**Meaning/Purpose:**

Slightly complex: Clear, narrowly focused on biographical information about the subject.

Text Structure:

Slightly complex: Chronological, with clear connections and transitions words.

Language Features:

Moderately to slightly complex: Mostly explicit. Some unfamiliar terms may need to be glossed (excelled, aviation, altitude, advocating), though there are solid context clues as to their meaning. Other concepts (“media sensation” and “ticker tape parade”) may be unfamiliar, but again there is enough context that discerning readers will get their general idea. Some compound and complex sentence structure.

Knowledge Demands:

Slightly complex: Everyday knowledge; ideas are simple and (with exceptions noted below) no background knowledge is necessary. There are two references that may be unfamiliar: Broadway and President Coolidge. Students who are not familiar with them should not be disadvantaged, however. The context (“parade”) makes it clear what the significance of “Broadway” is, and if students do not specifically know who Coolidge was, the fact that he was President will again give a clue as to the significance of her achievements.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 990L; grades 6-8
Flesch-Kincaid: 9.0
Word Count: 390

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

Grade 4 ELA Sample CR Item Form C1 T9

Adapted from the 2012 ELA SCASS work



ELA.04.CR.1.11.021 C1 T11, T8

Sample Item Id:	ELA.04.CR.1.11.021
Grade/Model:	04/1
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	11: REASONING & EVALUATION: Use supporting evidence to justify or interpret how information is presented or integrated (author's reasoning, type of account, visual/graphic information, concepts, ideas)
Secondary Target(s):	8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented
Standard(s):	RI-3, RI-8 (secondary: RI-1, RI-3)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	from <i>Duke Ellington's Early Years</i>
Stimuli/Text Complexity:	The quantitative measure places this passage at the higher end of the grade band; the qualitative measures reinforce this placement. The vocabulary level and the inclusion of concepts that may be unfamiliar (primarily in the last paragraph) tip the scale in favor of grade 5. The passage is challenging for grade 4. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.americaslibrary.gov/aa/ellington/aa_ellington_youth_1.html
Item/Task Notes:	
how this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must explain the author's purpose for writing the text and cite evidence from the text to support their reasoning.
Target-Specific Attributes (e.g., accessibility issues):	Students must be able to read a printed text stimulus on grade level, and use a word processing device to compose an answer to the writing prompt.

Stimulus Text:

Below is a passage about a famous musician. Read the passage and answer the question that follows.

from Duke Ellington's Early Years

Duke Ellington was born in Washington D.C., and from an early age he loved music. When he was four years old, he listened to his mother play a popular piano tune called "The Rosary" and he cried, saying, "It was so pretty. So pretty." Not long after that, at the age of seven, he began to play piano himself. It seems that he knew he was going to go places. He told his next-door neighbor, Mr. Pinn, "One of these days I'm going to be famous." How old do you think Duke Ellington was when he started writing music?

At age 15, Ellington worked at a soda fountain and wrote his first song, "Soda Fountain Rag." By his late teens, he was making enough money to help his parents move into a better house. He earned 75 cents. "It was the most money I had ever seen," he said. "I rushed all the way home to my mother with it." What do you think was Ellington's next move?

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

Item Prompt:

Explain the author's **most likely** purpose for writing about Duke Ellington as a child and young man. Use examples from the passage to support your response.

Scoring Rubric	
3	<p>The response:</p> <ul style="list-style-type: none"> gives sufficient evidence of the ability to explain the author’s most likely purpose for writing about Duke Ellington as a child and young man includes specific examples that make clear reference to the text fully supports the inferences with clearly relevant examples from the text
2	<p>The response:</p> <ul style="list-style-type: none"> gives some evidence of the ability to explain the author’s most likely purpose for writing about Duke Ellington as a child and young man includes some specific examples that make reference to the text adequately supports the inferences with relevant examples from the text
1	<p>The response:</p> <ul style="list-style-type: none"> gives limited evidence of the ability to explain the author’s most likely purpose for writing about Duke Ellington as a child and young man includes examples but they are not explicit or make only vague references to the text supports the inferences with at least one example but the relevance of that example to the text must be inferred
0	<p>A response gets no credit if it provides no evidence of the ability to explain the author’s most likely purpose for writing about Duke Ellington as a child and young man and includes no relevant information from the text.</p>

Scoring Notes:

Response may include but is not limited to:

Stating that the author’s purpose is to tell the reader about Duke Ellington’s interest in music from a very young age. Students may use any detail/evidence that is factual from the excerpt. Evidence may be explicit and/or implicit. Example of explicit may be specific supporting details such as “he listened to his mother play a popular piano tune called “The Rosary” and he cried, saying, “It was so pretty. So pretty.” Evidence may be implicit--his implied passion for music

Sample Response: 3

The author’s purpose is to tell the reader about Duke Ellington’s interest in music from a very young age. Ellington’s interest in music began when he was only four years old. “When he was four years old, he listened to his mother play a popular piano tune called “The Rosary” and he cried, saying, “It was so pretty. So pretty.” He knew at that time that he was going to become a famous musician and told his neighbor so. Ellington even wrote

music when he was as young as 15, continuing this early passion for many years afterward.

Sample Response: 2

The author's purpose is to tell the reader about Duke Ellington's interest in music from a very young age. When he was young, he listened to his mother play piano and he cried, saying, "It was so pretty. So pretty." Ellington wrote songs at an early age as well and was determined to become successful as a musician.

Sample Response: 1

The author's purpose is to tell the reader about Duke Ellington's interest in music from a very young age. Ellington enjoyed listening to his mother play piano when he was young and wrote songs as a teenager.

Sample Response: 0

The author's purpose is to tell the reader that Duke Ellington liked music when he was young. He played music in a club in New York and played music on the radio.

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



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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Clear, narrowly focused on biographical information about the subject.</p> <p>Text Structure: <u>Slightly complex:</u> Chronological, with clear connections and transition words.</p> <p>Language Features: <u>Moderately complex:</u> Mostly literal and straightforward. Some more difficult vocabulary (professional, rhythm, foundation, engagement, orchestra, unique) but most have sufficient context for students to glean the meaning. Some words are used in ways that may be unfamiliar to students (rag, break).</p> <p>Knowledge Demands: <u>Slightly complex:</u> Some concepts with which students may not be familiar (e.g., Ragtime, Harlem) are explained. Others (soda fountain, honky-tonk) have sufficient context that students will understand their general meaning; an exact understanding is not necessary for comprehending the passage.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 930L; grades 4-5 Flesch-Kincaid: 7.4 Word Count: 326</p> <p style="background-color: #ADD8E6;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.04.CR.1.14.089 C1 T14

Sample Item Id:	ELA.04.CR.1.14.089
Grade/Model:	04/4
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14: LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
Secondary Target(s):	n/a
Standard(s):	RI-4; L-5, L-5a, L-5b
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	How Laws Are Made – What is a law?
Stimuli/Text Complexity:	Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4. Please see text complexity worksheet attached.
Acknowledgement(s):	Source: Ben’s Guide to US Government for Kids Source sites: http://bensguide.gpo.gov/3-5/lawmaking/index.html , http://bensguide.gpo.gov/3-5/lawmaking/laws.html , Notes: includes possible graphics
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	This task requires students to use explicit textual evidence to support how words impact the meaning of an informational text.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a passage about the law. Read the passage and answer the question that follows.

What is a Law?

So what is a law? Well, picture your family sitting down to play a board game. You need to know the rules in order to play, right? The same thing goes for your day-to-day life -- you need to know the rules or laws. Every country has their own set of laws and each is unique to that country. For example, in the United States, the law says we drive on the right-hand side of the road. In England, on the other hand, their law states they drive on the left. You could really do some damage if you didn't know that law and started driving on the wrong side of the road!

Item Prompt:

The author uses the pronouns “your” and “you.” Explain how these pronouns develop the idea that laws are important to the reader. Support your answer using details from the passage.

Sample Generic 2-point CR rubric

2	<p>The response:</p> <ul style="list-style-type: none"> gives sufficient evidence of the ability to determine the impact of word choices on meaning and tone includes specific explanations that make clear reference to the text adequately supports the explanations with clearly relevant information from the text
1	<p>The response:</p> <ul style="list-style-type: none"> gives limited evidence of the ability to determine the impact of word choices on meaning and tone includes some explanations that make reference to the text supports the explanations with limited information from the text
0	<p>A response gets no credit if it provides no evidence of the ability to determine the impact of word choices on meaning and tone and includes no relevant information from the text.</p>

Scoring Notes:

Response may include but is not limited to:
The use of the pronouns helps the author connect with the reader and capture the reader's attention.

The author gives examples using you, such as driving on the wrong side of the road; this shows that it is very important to know the laws. It can save you from a car accident. The author uses you to show that laws relate to every person.

Score Point 2 Sample:

The author uses "you" and "your" to make the reader feel like the information is important to each reader as an individual. When the author says, "your family sitting down to play a board game," "You need to know the rules," "your day-to-day life," and "You could really do some damage if you didn't know that law," it makes the reader think about how the information has a direct relationship to each reader's life.

Score Point 1 Sample:

The author uses "you" and "your" to make the reader feel like the information is important to each reader as an individual. When the author says, "your family sitting down to play a board game," "You need to know the rules," it makes the reader pay more attention to the information.

Score Point 0 Sample:

The author uses "you" and "your" to make the reader pay attention to the information.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How Laws are Made		A basic explanation of how laws are made at the national level



Recommended Placement for Assessment: Grade 3 or 4

Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The title sets clear expectations for the purpose of the passage. The focus is clear and concrete.</p> <p>Text Structure: <u>Moderately complex:</u> The passage is organized in sequential order, though there are many asides and exceptions noted. Headings provide clear structure to the passage. The text features are very clear and offer solid visual support to the text.</p> <p>Language Features: <u>Slightly complex:</u> Style is conversational and language is generally simple. Most difficult words are defined, though a few require use of context clues to discern their meaning. There are a variety of sentence structures, but the language in general is straightforward and accessible.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Text includes discipline-specific information, though ideas that may be unfamiliar to students (e.g., constituents) are explained in full.</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: 980L; upper grades 4-5 or lower grades 6-8 Flesch-Kincaid: 6.3 Word Count: 582</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.04.SR.01.029 C1 T1

Sample Item Id:	ELA.04.SR.01.029
Grade / Model:	04/1
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1: KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences
Secondary Target(s):	n/a
Standard(s):	RL-1, RL-3
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	A
Stimulus/Passage(s):	"The Fox and the Goat"
Stimuli/Text Complexity:	Word Count: 136 Flesch-Kincaid: 3.1 Lexile: 740L, grades 2-3 Qualitative: n/a
Acknowledgement(s):	http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_61 The Project Gutenberg eBook of <i>The Æsop for Children</i> , by Æsop This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To show evidence of close and analytical reading, students use implicit details from a literary text to support an inference.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the story and answer the question that follows it.

The Fox and the Goat

A Fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, so he asked if the water was good.

"The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us."

The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back. Then he leaped from the tip of the Goat's horns out of the well.

The foolish Goat now saw what he had gotten into. He begged the Fox to help him out.

Item Stem:

Why did the Fox tell the Goat to come into the well for water?

Options:

- A. to use the Goat to get out
- B. to talk to the Goat while stuck
- C. to play with the Goat in the well
- D. to share the water with the Goat

Distractor Analysis:

- A. KEY: This option states the true reason that the fox told the goat to come into the well. The inference is conveyed in the details about what the fox did after the goat jumped into the well.
- B. This option might be chosen because the fox was stuck in the well alone and might be lonely and wish for someone to talk with there.
- C. This option might be chosen because animals jump on each other while playing, so the fox jumping on the goat might be interpreted as playing.
- D. This option might be chosen because the goat is thirsty and there is sufficient water in the well for both animals to drink.

ELA.04.SR.1.03.028 C1 T3

Sample Item Id:	ELA.04.SR.1.03.028
Grade / Model:	04/1a
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)
Secondary Target(s):	n/a
Standard(s):	RL-4, L-4, L-5c
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"The Fox and the Goat"
Stimuli/Text Complexity:	Word Count: 136 Flesch-Kincaid: 3.1 Lexile: 740L, grades 2-3 Qualitative: n/a
Acknowledgement(s):	http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_61 The Project Gutenberg eBook of <i>The Æsop for Children</i> , by Æsop This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To demonstrate close and analytical reading, students determine the meaning of a word above grade level using the context of the passage.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the story and answer the question that follows it.

The Fox and the Goat

A Fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox

had gone down to drink, so he asked if the water was good. "The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us." The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back. Then he leaped from the tip of the Goat's horns out of the well. The foolish Goat now saw what he had gotten into. He begged the Fox to help him out.

Item Stem:

What does the word crafty suggest about the Fox?

Options:

- A. He is kind to others.
- B. He is clever at tricks.
- C. He is tired of waiting.
- D. He is good at hunting.

Distractor Analysis:

- A. This option might be chosen because the fox pretends to be kind to the goat, but the story makes it clear that the kindness is just part of a scheme to trick the goat.
- B. KEY – The whole story is about the fox's cleverness at tricking the goat. The specific context of the sentence in which crafty appears clearly conveys the meaning since it is the sentence in which the fox is communicating the trick to the goat.
- C. This option might be chosen because the fox has been stuck in the well for a long time, and it could be presumed that he is tired of waiting to get out. But the context of the sentence in which crafty is used is about tricking, not being tired of waiting.
- D. Foxes are good at hunting but the Fox is not hunting but trying to trick the goat. Crafty is about tricking.

ELA.04.SR.1.14.026 C1 T14, T8

Sample Item Id:	ELA.04.SR.1.14.026
Grade / Model:	04/3
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	14: LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
Secondary Target(s):	8: KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented
Standard(s):	RI-4: L-5, L-5a, L-5b (Secondary: RI-1, RI-3)
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	Amelia Earhart
Stimuli/Text Complexity:	The quantitative measure places this text just barely in the grades 6-8 range. The qualitative measure overall places this text as slightly complex. The relative straightforwardness of the text and its ideas suggest that the more appropriate placement would be a grade or two below. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see text complexity worksheet attached.
Acknowledgement(S):	http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To show evidence of close, analytical reading, students determine connotative meanings of phrases used in context.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the text and answer the question that follows it.

Amelia Earhart

Amelia Earhart Learns to Fly

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897.

In those days, airplanes were not nearly as common as they are today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to take flying lessons. She wrote, "As soon as I left the ground, I knew I myself had to fly."

Earhart excelled as a pilot. Her first instructor was Neta Snook, one of the first women to graduate from the Curtiss School of Aviation. Earhart borrowed money from her mother to buy a two-seat plane. She got her U.S. flying license in December 1921, and by October 1922, she set an altitude record for women of 14,000 feet. In 1923, Earhart received her international pilot's license - only the 16th woman to do so. At the same time, she was becoming famous for her aviation achievements.

Amelia Earhart Flies Across the Atlantic

In 1928, Amelia Earhart received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. "The idea of just going as 'extra weight' did not appeal to me at all," she said, but she accepted the offer nonetheless. On June 17, after several delays due to bad weather, Amelia Earhart flew in a plane named Friendship with co-pilots Wilmer "Bill" Stultz and Louis "Slim" Gordon. The plane landed at Burry Port, South Wales, with just a small amount of fuel left.

Item Stem:

Amelia said, "The idea of just going as 'extra weight' did not appeal to me at all." What does the phrase 'extra weight' refer to?

Options:

A. her fame as an international pilot

- B. her role as a passenger on the plane
- C. her understanding of how heavy she was
- D. her awareness of how she was making history

Distractor Analysis:

- A. Although Amelia had become famous for her achievements in aviation including qualifying for an international license, the phrase is not referring to the additional fame that her part in the trans-Atlantic flight would bring.
- B. KEY: Amelia is using the phrase to describe her role as a passenger because she had the experience and the qualifications to pilot the plane herself.
- C. The phrase is not a literal reference to the fact that her presence would make the plane heavier.
- D. Although Amelia was aware that the flight had historical significance, she is not referring to this aspect in her choice of the phrase.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Amelia Earhart	Unknown	Biographical information about Amelia Earhart



Recommended Placement for Assessment: Grade 4 or 5
 The quantitative measure places this text just barely in the grades 6-8 range. The qualitative measure overall places this text as slightly complex. The relative straightforwardness of the text and its ideas suggest that the more appropriate placement would be a grade or two below. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Clear, narrowly focused on biographical information about the subject.</p> <p>Text Structure: <u>Slightly complex:</u> Chronological, with clear connections and transitions words.</p> <p>Language Features: <u>Moderately to slightly complex:</u> Mostly explicit. Some unfamiliar terms may need to be glossed (excelled, aviation, altitude, advocating), though there are solid context clues as to their meaning. Other concepts (“media sensation” and “ticker tape parade”) may be unfamiliar, but again there is enough context that discerning readers will get their general idea. Some compound and complex sentence structure.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Everyday knowledge; ideas are simple and (with exceptions noted below) no background knowledge is necessary. There are two references that may be unfamiliar: Broadway and President Coolidge. Students who are not familiar with them should not be disadvantaged, however. The context (“parade”) makes it clear what the significance of “Broadway” is, and if students do not specifically know who Coolidge was, the fact that he was President will again give a clue as to the significance of her achievements.</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: 9.0 Word Count: 390</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

Grade 4 ELA Sample SR Item Form C1 T14, T8



Adapted from the 2012 ELA SCASS work

ELA.04.TE.1.03.001 C1 T3

Sample Item Id:	ELA.04.TE.1.03.001
Grade/Model:	04/2
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)
Secondary Target(s):	n/a
Standard(s):	RL-4; L-4, L-5c
DOK:	1, 2
Item Type:	TE
Score Points:	1
Difficulty:	Medium
Key:	Albino
Stimulus/Passage(s):	Short story excerpt (see below)
Stimuli/Text Complexity:	Word Count: 94 Flesch-Kincaid: 4.8 Lexile: 730L, grades 2-3 Qualitative: n/a
Acknowledgement(s):	Testing contractor, information on etymology from http://www.etymonline.com/index.php?term=albino
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must: <ol style="list-style-type: none"> 1. Use context clues to determine the meaning of a challenging word; and 2. Relate that word to its Latin origin, based on both context and similarities in spelling.
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> <ol 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 1 <p>Scoring Data: Yellow block of text = correct response (1 correct point) Scoring Algorithm: Exact Match</p>

Stimulus Text:

Read the passage below, which comes from a short story about a boy's visit to a zoo, and then answer the question that follows.

Stephen leaned against the wooden fence, resting his chin on the top. He could see the small herd of deer grazing near the group of trees inside their enclosure. They were so beautiful! Their brown coats reminded him of the inside of a caramel-filled chocolate bar.

Then, suddenly, a white shape emerged from behind the trees. It was a goat, just like the others, but this one had a beautiful white coat. His classmate Joanna tapped him on the arm and said knowingly, "It's an **albino** goat. I read about them in a book."

Item Prompt:

Click on the word in the passage that comes from the Latin word *albus*, which means *white*.

Key and Distractor Analysis:

Student selects *albino*, 1 correct = 1 point
Student does not select *albino*, 0 correct = 0 points

ELA.04.TE.1.04.072 C1 T4

Sample Item Id:	ELA.04.TE.1.04.072
Grade/Model:	04/1
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	4. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development /actions/traits; first or third person point of view; theme; author’s message)
Secondary Target(s):	n/a
Standard(s):	RL-2, RL-3, RL-6
DOK:	3
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	= blank 1, = blank 2
Stimulus/Passage(s):	“Rightly Unfair”
Stimuli/Text Complexity:	Word Count: 355 Flesch-Kincaid: 4.0 Lexile: 470L, grade 2-3 Qualitative: n/a
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 evidence from the text to support a given inference.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and use a mouse to select and drag correct responses to the appropriate spaces.
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 2 <p>Scoring Data:</p> <p>Yellow text (any one of the yellow highlighted sentences) = correct response for Block 1 Green text (any one of the green highlighted sentences) = correct response for Block 2 Scoring Algorithm: Block 1 and Block 2 correct = 2 pt, Only Block 1 or Only Block 2 correct = 1 pt, Neither Block correct = 0 pt</p>

*Stimulus Text:**Rightly Unfair*

Janie frowned as Chandra left the room.

"What's wrong, Janie?" Ms. Simpson asked.

"Every day at 3:00 Chandra's mother picks her up from school," Janie explained. "Even though she gets to go home when class is over, I have to wait until 3:20 just like everyone else before I'm allowed to leave."

Ms. Simpson smiled at Janie. "Have you talked with Chandra about it?"

"No," Janie admitted. "But she should have to wait like everyone else, no matter what."

"I think it would be best if you told her how you feel," Ms. Simpson said. "Then maybe you'd think differently about the situation."

Janie kept frowning and sat in her seat until the bell rang at 3:20 and she left the room. The next day, she sat next to Chandra at lunch.

"So why do you get to leave early every day while the rest of us have to wait?" Janie asked immediately.

"What?" Chandra asked.

"At 3:00" Janie explained. "Your mom picks you up every day."

"Oh!" Chandra exclaimed. "My mom gets me early so I can go with her to read to the kids at the library. Every day from 3:15 until 5:15, kids visit the library for story time. We read for a half hour to each age group, three-year-olds, four-year-olds, five-year-olds, and six-year-olds. The kids love it. I love it, too."

"Oh, I didn't know that," Janie said.

"It's great to be able to read to the younger kids," Chandra continued. "It makes me feel so good to do that for them. I'll admit, though, it's not easy finding interesting stories for them every day. The three-year-olds get bored very easily."

“Well, I have a few great stories at home that I read when I was that age,” Janie said. “Do you want me to give them to you to read to the kids? I’m sure they would find them interesting. I could bring them to you tomorrow during lunch.”

“That would be great!” Chandra replied.

“I guess it is fair that you get to leave early,” Janie said. “I never realized that you had such a good reason.”

Item Stem:

Read the sentences below. Select a sentence from the passage that best supports each inference. Drag and drop the sentence into the box below the characteristic it best supports.

How Janie Changes in the Story

Janie is jealous in the beginning of the story.

Janie is helpful by the end of the story.

Key and Distractor Analysis:

Student selects any yellow text for Block 1 and any green text for Block 2, 2 correct = 2 points

Student selects either any yellow text for Block 1 OR any green text for Block 2, but not both, 1 correct = 1 point

Student selects neither any yellow text for Block 1 nor any green text for Block 2, 0 correct = 0 points

ELA.04.SR.2.01.025 C2 T1

Sample Item Id:	ELA.04.SR.2.01.025
Grade / Model:	04/1a
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	1: WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)
Secondary Target(s):	n/a
Standard(s):	W-3a, W-3b, W-3c, W-3d and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	a narrative paragraph with a weak sensory detail
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing Contractor
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To show evidence of successful revision of brief text, students select for a narrative text a replacement phrase which includes more precise sensory detail.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the paragraph and complete the task that follows it.

As my family drove home last evening, the sun was going down. We were treated to a beautiful sunset! All around over our heads, the entire sky was pretty. In a few minutes the amazing show was over. The sun disappeared completely, and the brightly colored sky faded to dark gray as the night began.

Item Stem:

*Revise the paragraph by choosing the phrase with the **best***

descriptive detail to replace was pretty.

Options:

- A. had a whole lot of bright colors mixed together
- B. shone because it was almost time for darkness
- C. glowed with astonishing shades of pink and gold
- D. looked different than it usually does during the day

Distractor Analysis:

- A. This option makes grammatical and semantic sense as replacement for the phrase, but it contains only basic descriptive details.
- B. This option makes grammatical and semantic sense as replacement for the phrase, but gives a reason for the bright colors and not a precise description thereof.
- C. KEY: This phrase contains descriptive details about the beauty of the sky with a precise verb, an adjective of degree, and specific colors.
- D. This option makes grammatical and semantic sense as replacement for the phrase, but provides a comparison to the daytime color and not a precise description.

ELA.04.SR.2.08.024 C2 T8

Sample Item Id:	ELA.04.SR.2.08.024
Grade / Model:	04/2
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	8: LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	a paragraph about evidence of evaporation
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing Contractor
Item/Task Notes:	All options are 4 th grade level words and the word "evaporation" is a 4 th grade Science word (EDL Core Vocabularies).
How this item/task contributes to the sufficient evidence for this claim:	To successfully complete this item, students must select a word that more precisely conveys an action that is basic to a particular topic.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the paragraph and answer the question that follows it.

After it rains, little puddles of water are left all over the wet sidewalks. When the clouds clear, the sun shines onto the puddles. After a while, the puddles leave, and the sidewalks are completely dry. Where did all those puddles go? The water was taken up into the air in a process called evaporation.

Item Stem:

Choose a word to replace leave that better describes what puddles do when they evaporate.

Options:

- A. stand
- B. disappear
- C. happen
- D. spread

Distractor Analysis:

- A. This option describes the state of a puddle, but it does not describe leaving.
- B. KEY: "disappear" is a synonym for "leave" and best conveys the action described.
- C. This option describes the state of a puddle, but it does not describe leaving.
- D. This option describes an action that a puddle does if it gets wider, but it is not a descriptor of leaving.

ELA.04.SR.2.09.023 C2 T9

Sample Item Id:	ELA.04.SR.2.09.023
Grade / Model:	04/3
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 opinion texts
Secondary Target(s):	NA
Standard(s):	L-1, L-2, L-3b
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"Animal Homes"
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Test contractor
Item/Task Notes:	
How This Item/Task Contributes To The Sufficient Evidence For This Claim:	To successfully complete this item, students must use grade-appropriate mechanics (possessives) to clarify a message in informational text.
Target-Specific Attributes (e.g., Accessibility Issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the paragraph and answer the question that follows it.

Animal Homes

Animals make their homes in certain places for good reasons. Birds like the safety of living high above the ground in trees. Rabbits dig holes in the ground where they stay warm. Bears claim caves that keep them out of cold, wet weather. Bees make honeycombs that help them do different jobs. All _____ homes are chosen for the ways they help the creatures that live in them.

Item Stem:

Choose the correct word to fill in the blank.

Options:

- A. animal's
- B. animals
- C. animals'
- D. animals's

Distractor Analysis:

- A. This option has an apostrophe and an "s," but they are configured in a way that indicates a singular rather than plural possessive noun.
- B. This option has an "s" but no apostrophe, which indicates a noun plural but does not show possession.
- C. KEY: The apostrophe and the "s" in this option are correctly placed for the plural possessive noun.
- D. This option contains an "s" for a plural noun, an apostrophe to show possession, but it has a superfluous "s" after the apostrophe.

ELA.04.TE.2.01.002 C2 T1

Sample Item Id:	ELA.04.TE.2.01.002
Grade/Model:	04/1b
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	1.WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)
Secondary Target(s):	n/a
Standard(s):	Standards: W-3a, W-3b, W-3c, W-3d
DOK:	2
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	Student selects and orders text into the correct order.
Stimulus/Passage(s):	My Chicken Coop
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must: 1. Apply knowledge of dialogue in a narrative text 2. Revise texts to incorporate dialogue that advances the storyline and develops character
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p>TEI Template: Reorder Text</p> <p>Interaction Parameters: Three sentences highlighted in red, yellow, green below. (The first paragraph is not part of the re-ordering and thus should be presented outside the interaction space.)</p> <p>Scoring Data: {Yellow, Green, Red} = 2 points {Green, Red, Yellow} = 1 point {Green, Yellow, Red} = 1 point</p>

*Stimulus Text:***My Chicken Coop**

During spring break from school, I helped my father build a chicken coop. We nailed together large sheets of wood to make a comfortable house for our 14 chickens. We fenced in an outside pen and attached it to the coop. All we had left was to build a perch out of a long, heavy pole. This would give the chickens a place to stand and look down on their surroundings. My father and I were almost finished when my brother Mack wanted to help.

“Deal,” Mack said as he picked up the pole.

“Hold the pole steady, Mack,” Dad said.

I looked at my father waiting for him to answer. This was our special project, but Mack could lift heavy boards better than I could.

“OK, but your sister gets to bring out the chickens and put them in their new home,” my father agreed.

Item Stem:

This is the beginning of a story written by a student who wants to add dialogue. Decide where the three highlighted sections should be placed. Click on them and move them into the correct order.

Key and Distractor Analysis:

I looked at my father waiting for him to answer. This was our special project, but Mack could lift heavy boards better than I could.

“OK, but your sister gets to bring out the chickens and put them in their new home,” my father agreed.

“Deal,” Mack said as he picked up the pole.

“Hold the pole steady Mack,” Dad said.

Scoring Data:

{Yellow, Green, Red} = 2 points

{Green, Red, Yellow} = 1 point

{Green, Yellow, Red} = 1 point

*Do not accept Red, yellow, green order for partial credit.

ELA.04.TE.2.08.003 C2 T8

Sample Item Id:	ELA.04.TE.2.08.003
Grade/Model:	04/1
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Item Type:	SR
Score Points:	1
Difficulty:	E
Key:	Cool replaced by perfect and good replaced by special.
Stimulus/Passage(s):	My Chicken Coop
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must: 1. Use precise language and vocabulary 2. Use a style appropriate to the purpose and audience when revising text
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p>TEI Template: Drop Downs</p> <p>Interaction Parameters:</p> <p>A. 2 menus B. Menu 1: [boring, caring, cool, difficult, perfect]; default=cool Menu 2: [nice, good, pleasant, special, tiring]; default=good</p> <p>Scoring Data: Menu 1=perfect Menu 2=special Scoring Rule: NumErrors [0 errors=1, 1 error=.5, 2 errors=0]</p>

Stimulus Text:

My Chicken Coop

During spring break from school, I helped my father build a chicken coop. We nailed together big sheets of wood to make a comfortable house for our 14 chickens. We fenced in an outside pen and attached it to the coop. All we had left was to build a perch out of a long, heavy pole. This would give the chickens a cool place to stand to look down on their surroundings. My father and I were almost finished when my brother Mack wanted to help.

“Can I build the coop with you?” asked Mack.

I looked at my father, waiting for him to answer. This was our good project, but Mack could lift heavier boards better than I could.

“OK, but your sister gets to bring out the chickens and put them in their new home,” my father agreed.

Item Stem:

The beginning of a story written by a student needs two words changed to make the language more specific and appropriate. Click on the two underlined words and select the best words from the drop-down menu.

Key and Distractor Analysis:

Student selects perfect and special, 2 correct = 1 point

Student selects perfect or special, 1 correct = .5 point

Student does not select perfect or special = 0 points

ELA.04.TE.2.09.073 C2 T9

Sample Item Id:	ELA.04.TE.2.09.073
Grade/Model:	4/1
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 opinion texts
Secondary Target(s):	NA
Standard(s):	L-1, L-2, L-3b
DOK:	1
Item Type:	TE
Score Points:	1
Difficulty:	E
Key:	Student capitalizes the sentence beginning and the names of the countries.
Stimulus/Passage(s):	Canada sentence
Stimuli/Text Complexity:	n/a
Acknowledgement(s):	Testing Contractor
Item/Task notes:	
How this item/task contributes to the sufficient evidence for this claim:	When editing a text, a student demonstrates command of the conventions of standard English including capitalization of sentence beginnings and proper nouns.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p>TEI Template: Select Text</p> <p>Interaction Parameters:</p> <p>The size of the chunks of text that can be selected are whole words. There are 4 words that are correct.</p> <p>Scoring Data: The (sentence beginning)=correct canada=correct united=correct states=correct Scoring Rule: NumErrors [0 errors=1, 1 error=0), 2,3 errors=0]</p>

Stimulus Text:

Read the sentence and follow the directions.

the country of canada lies on the northern border of the united states.

Item Stem:

Which four words in the sentence need capital letters? Highlight the four words to show your answer.

Key and Distractor Analysis:

Student selects first word of the sentence to capitalize (the) plus the words-United, States, Canada = 1 point

Student selects 1, 2, or 3 correct words = 0 point

Student selects no correct words = 0 points

Student selects more than 4 words= 0 points

ELA.04.PT.2.02.137 C2 T2

Sample Item ID:	ELA.04.PT.2.02.137
Title:	Fables
Grade:	4
Claim(s):	<p>Primary Claims</p> <p>Claim 2: Students can produce effective writing for a range of purpose and audiences.</p> <p>Claim 4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>
Assessment Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2 2: COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events)</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p>Claim 4 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p>Claim 1 5. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)</p>
Standard(s):	<p>Primary Standards SL-1, SL-2, SL-3, SL-4, W-6, W-7, W-3, W-4, W-5, W-8, W-9, W-2d, W-3d, L-1, L-2, L-3a, L-3b, L-6</p>
DOK:	4
Difficulty:	Medium
Item Type:	Performance Task
Score Points:	TBD
Task Sources:	Testing Contractor

<p>How this task contributes to the sufficient evidence for this claim:</p>	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write a narrative effectively demonstrating <ul style="list-style-type: none"> • Narrative strategies (dialogue, sensory or concrete details, description) • Author’s craft appropriate to purpose (detailing characters, plot, and setting) • Interpretation of language by distinguishing literal from nonliteral (correct and incorrect) meanings of words and phrases used in context • Clear and coherent organization of writing • Command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling
<p>Target-Specific Attributes (e.g., accessibility issues):</p>	<p>Students with a visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.</p>
<p>Stimuli:</p>	<p>Sources (one article and three narrative texts presented in the order in which they are used)</p> <p>Article Fables This informational article gives a brief history of fables, including a discussion of Aesop, and discusses the primary elements of a fable. To be written by a freelancer, 200–300 words</p> <p>Narrative 1 The Lion and the Mouse A Lion lay asleep in the forest, his great head resting on his paws. A scared little Mouse came upon him unexpectedly, and in her fright and rush to get away, ran across the Lion's nose. Awakened from his nap, the Lion angrily laid his huge paw on the tiny creature. "Do not hurt me!" begged the poor Mouse. "Please let me go and someday I will surely repay you." The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go. Some days later, while hunting for prey in the forest, the Lion was caught in a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she chewed it until it broke, and soon the Lion was free. "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."</p> <p>Narrative 2 The Dog and His Reflection The butcher saw a Dog walking by his shop and threw a bone to him. The Dog hurried home with his bone as fast as he could go. As he crossed a narrow bridge, he happened to look down and saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than</p>

	<p>his own. If he had stopped to think, he would have known better. But instead of thinking, he dropped his bone in the water and jumped toward the Dog in the river, only to find himself swimming for dear life to reach the shore. At last he managed to find his way out, and as he stood sadly thinking about the good bone he had lost, he realized what a silly Dog he had been.</p> <p>Narrative 3 The Shepherd's Boy and the Wolf A Shepherd's Boy was tending his flock near a village, and thought it would be great fun to trick the villagers by pretending that a Wolf was attacking the sheep: so he shouted out, "Wolf! Wolf!" and when the people came running up he laughed at them because they believed him. He did this more than once, and every time the villagers found they had been tricked, for there was no Wolf at all. At last a Wolf really did come, and the Boy cried, "Wolf! Wolf!" as loud as he could: but the people were so used to hearing him call that they took no notice of his cries for help. And so no one came to help the boy, and the Wolf attacked the sheep.</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Sources have been taken from the following resources:</p> <p>"The Lion and the Mouse" http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_23</p> <p>"The Dog and His Reflection" http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_96</p> <p>"The Shepherd's Boy and the Wolf" http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_24</p> <p>Source Publication Information: Project Gutenberg. This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or reuse it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.net Original Publication: The Aesop for Children; RAND McNALLY & CO. CHICAGO Copyright, 1919, by Rand McNally & Company</p> <p>Additional source(s) to be written by a freelancer:</p> <p>Fables article</p>
Notes:	

Task Overview (105 total minutes):

Title: Fables

Part 1 (35 minutes): Ultimately tasked with writing their own fable, students will read one informational article about fables and three fables, taking notes on these sources. They will then respond to several questions about these sources.

Part 2 (70 minutes): Students will work individually to plan, write, and revise their own fable.

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

Teacher preparation/Resource requirements:

The teacher should assure that sufficient blank paper and writing utensils are available for student note-taking. The 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 fable needed.

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 the session.
- Make sure the students have put their names on any notes.

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

- Initiate Part 2 of the testing.
- Allow students to access the sources and their answers to the questions presented in Part 1. They are not allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their fables.
- Alert students when there are 15 minutes remaining and suggest they begin revising their fables.
- It is acceptable if some students continue to write their fables rather than revise them.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 105 minutes in one session.

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

You will read an informational article about fables and then read three fables, taking notes on all of these sources. Then, you will answer several questions about these materials and write your own full-length fable.

Steps you will be following:

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

1. Read an informational article and three fables.
2. Answer several questions about the sources.
3. Plan, revise, and write a fable.

Directions for beginning:

You will now read one article and three fables. Take notes because you may want to refer to your notes while writing your fable. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(informational article)

(fable 1)

(fable 2)

(fable 3)

Questions

Use the remaining time to answer the questions. 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 fable. 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. Analyze how the three fables are alike. Use details from the fables to support your answer.
2. Based on the information in the article and the three fables you read, what traits should you include if you wanted to write your own fable? Support your answer with details from the article and the fables.
3. Explain why all of these sources are helpful for someone who wants to learn how to write fables. Support your answer with details from the article and the fables.
4. Which of the following additional sources would be **most** helpful to someone who wanted to learn more about common themes found in fables?
 - A. a biography of the Greek fable writer Aesop
 - B. a list of famous fables with a summary of each one
 - C. examples of two fables from different cultures
 - D. an article about why people enjoy telling fables

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, and plan, draft, and revise your fable. 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 fable will be scored, and then begin your work.

Your Assignment

The three stories you read are examples of typical fables. Write your own fable that includes the traits of fables discussed in the article and shown in the stories you read. Remember to include narrative strategies such as dialogues, descriptions, characters, plot, setting, and closure.

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

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

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

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

Word-processing tools, including spell check, are available to you.

Key and scoring information for questions:

1. Claim 1, Target 5

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 compare how information is presented across multiple texts • includes specific descriptions that make clear reference to the text • adequately supports the descriptions with clearly relevant details from the text

1	The response: <ul style="list-style-type: none"> gives limited evidence of the ability to compare how information is presented across multiple texts includes some descriptions that make reference to the text supports the descriptions with limited details from the text
0 No credit	<ul style="list-style-type: none"> A response gets no credit if it provides no evidence of the ability to compare how information is presented across multiple texts, includes no relevant information from the text, or is vague.

2. Claim 4, Target 2

Sample Generic 2-point Research Rubric (Grades 3–5): Interpret & Integrate Information (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.

3. Claim 4, Target 3

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

4. Claim 4, Target 3

KEY: B

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, a narrator and/or characters, and a 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 advances the purpose 	<p>The narrative, real or imagined, demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> adequately establishes a setting, a narrator and/or characters, and a 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 advances 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, a narrator and/or characters, and a 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 write full compositions demonstrating narrative strategies.</p>				

*Point of view begins in Grade 7.

ELA.04.PT.2.04.139 C2 T4

Sample Item ID:	ELA.04.PT.2.04.139
Title:	Civil War Quilts
Grade/Model:	4/1
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 are eligible to 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 text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT AND CLARIFY: Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative and informational texts</p> <p>CLAIM 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p>
Secondary Target(s):	N/A
Standard(s):	<p>Primary Standards</p> <p>Writing W-2a,W-2b,W-2c,W-2d,W-2e,W-4, W-5, W-8, W-9b L-1, L-2, L-3</p> <p>Research RI-9, W-1a, W-1b, W-8, W-9</p>
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the sufficient evidence	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write an informational essay effectively demonstrating

for the claims:	<ul style="list-style-type: none"> • a clearly-established main idea • relevant supporting evidence, details, and elaboration that are consistent with the main idea, purpose, and audience • effective organization of 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/or hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with descriptions of the illustration and photographs.

Stimuli:	<p>Sources (1 illustration, 2 photographs, 1 video, 2 articles; presented in the order in which they are used)</p> <p>Video 1</p> <p>This video will be a brief introduction to the Civil War quilts. It will focus on the idea that women from the South and the North made quilts to help support the troops during the Civil War. The video will give background on the collectivity of quilting among women and children of the diverse communities. Furthermore, it will describe quilt-making as a series of fabric blocks sewn by a group of women and children to create a bedcover or blanket. The video will portray these quilts as a community activity as well as a way to capture messages on various topics that provide insight into the lives of people at that time. The video will provide a visual of the diverse fabrics and the general construction of these quilts. This video may be similar to <i>Smithsonian National Quilt Collection: Civil War Sunday School Quilt</i> (2:45 minutes).</p> <p>Article 1</p> <p>This article will be a grade-appropriate text about quilts as a useful craft in American history. The article will briefly touch on the fact that quilts provided warmth from the cold weather, but more importantly, the quilts and fabrics used reveal a story, message, and/or an emotion from the quilt’s maker that reflects her or his environment and beliefs of that time. The article will detail the hardship felt during the Civil War and explain that, because money, food, and fabrics were not readily available, women used clothes, curtains, men’s suits, and any sort of fabrics to make quilts. The article will also show how these quilts were a means to help raise money for war supplies.</p> <p>The article will describe the three layers of a quilt and development of various Civil War quilt patterns. It will also explain that a simple quilt is a set of 7 blocks wide and 8 blocks long. The patterns selected represent the quilter’s lifestyle, artistic aptitude, socio-political views, and possibly emotions about a certain situation or</p>
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	<p>cause.</p> <p>Illustration 1 to go with Article 1 A Public Domain illustration from <i>Harper's Weekly</i>, a magazine published from 1857–1916. Part of Winslow Homer Civil War Art June 20, 1861—"Role of Women in Civil War"</p> <p>Illustration depicts women sewing Civil War quilts. Women from the South and the North designed and created Civil War quilts to keep the soldiers warm during the war. Quilts were sold to raise money for war supplies. Women had to handle all the daily duties while the men were away.</p> <p>Photograph 2 to go with Article 1</p> <p>Photo of the symbolic cabin of Abraham Lincoln Birthplace, Abraham Lincoln Birthplace National Historical Park http://www.nps.gov/abli/photosmultimedia/Abraham-Lincoln-Birthplace.htm</p> <p>Photograph 3 to go with Article 1</p> <p>American Log Cabin Quilt—photo of a log cabin quilt. http://www.gutenberg.org/files/24682/24682-h/24682-h.htm</p> <p>Article 2 This article will be a brief grade-appropriate text about quilt patterns, Log Cabin Blocks, made popular during the Civil War era. The article will include information describing the log cabin blocks as a humble representation of Abraham Lincoln's cabin. It will further explain that the block pattern represents the interlocking logs stacked in rows of a log cabin. Many of the block patterns had red or yellow centers. The red centers signified the hearth as the focal point of the cabin. The yellow center indicated the candles used in the cabins. The article will include information about how quilts were a part of the division between the Confederate South and the Union North, and that, in spite of their differences, women from both sides made quilts for their loved ones at war and to raise money for war efforts. The article also addresses how this historical event caused strong feelings to become evident in the patriotic designs of the quilts.</p>
Stimuli/Text Complexity:	

Acknowledgments:	<p>Video <i>Smithsonian National Quilt Collection: Civil War Sunday School Quilt</i> http://www.youtube.com/watch?v=gFS34M_5PIM</p> <p>Articles Article 1—An example could be: Meeske, Susan. <i>Quilt Me a Story</i>. Rutgers University-School of Communication and Information, 1996. PDF file. http://comminfo.rutgers.edu/professional-development/childlit/books/MEESKE.pdf</p> <p>Article 2-An example may be: Better Homes and Garden. <i>Quilting Pieces of the Past: 175 Years of Inspirational Quilting</i>. Des Moines: Meredith Corporation, 2004. Print.</p>
Task Notes:	<p>Portions of the article written by Susan Meeske, <i>Quilt Me a Story</i>, may be a good example for Article 1. Article 2 may be similar to portions of the book <i>Quilting Pieces of the Past: 175 Years of Inspirational Quilting</i>.</p>

Task Overview (105 total minutes):

Title: Civil War Quilts

Part 1 (35 minutes): Ultimately tasked with writing an informative essay on Civil War quilts, students will read articles and view a video and several photographs, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Students will work individually on drafting, composing, and revising an informative essay about Civil War quilts. Students may use their notes to help plan their essay. Pre-writing, drafting, and revising will be involved.

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

Teacher preparation / Resource requirements:

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

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (70 minutes)

- Initiate the testing part 2.

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

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 105 minutes in one session.

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

During the U.S. Civil War, quilts became a popular item for women to make. In part 1, you will watch a video, view three images, and read two articles about quilts that were made during the Civil War. In part 2, you will write an informative essay summarizing the history and purposes of civil war quilts.

Steps you will be following:

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

- 1) Watch a video and read two articles with relating images about Civil War quilts.
- 2) Answer three questions about the sources.
- 3) Plan and write your essay.

Directions for Beginning:

You will now watch a video and read two articles including images about Civil War Quilts. 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.

(Video)

(Article 1)

(Illustration and photographs)
(Article 2)

Questions

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

1. Which sentence from article 2 **best** emphasizes the importance of quilts for strengthening communities?
2. Which source is most useful for finding information about the appearance of different fabrics used to make Civil War quilts?
 - A) the video
 - B) article 1
 - C) article 2
 - D) the images
3. List two important facts or ideas which can be found in the video and in at least one of the articles.

Part 2 (70 minutes)

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

Your Assignment

Your class is planning a field trip to a history museum. To help

you prepare for what you will see, write an informative essay about Civil War quilts. In your essay, discuss the history of the quilts, including the reasons people made these quilts during the Civil War, and explain how the quilts were made. Include evidence from the sources in part 1 to help support the information you include in your essay.

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.

Grade 4 ELA Item Specification Claim 2

Key and scoring information for questions:

1. C4T2

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.

2. C4T3 Key A

3. C4T4

Sample Generic 2-point Research (Grades 3–5):	
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 opinions and ideas.
1	<ul style="list-style-type: none">The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

Sample Generic 4-point Informative-Explanatory (Grades 3–5) 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"> use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant 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 are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion 	<p>The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise language with more general language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the 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 	<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 that may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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Grade 4 ELA Item Specification Claim 2



<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 the source material 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 compose a coherent informational essay based on the sources.</p>				

ELA.04.PT.2.07.138 C2T7

Sample Item ID:	ELA.04.PT.2.07.138
Title:	Living Here or There
Grade:	4/1
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>
Assessment Target(s):	<p><i>These claims and targets are eligible to be measured by scorable evidence collected.</i></p> <p>CLAIM 2</p> <p>7. COMPOSE FULL TEXTS: Write full persuasive/opinion pieces about topics or texts, attending to purpose and audience: organize ideas by stating a context and focus, develop supporting evidence/reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts</p> <p>CLAIM 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics, and select and integrate information from data or print and nonprint text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p>
Secondary Target(s):	N/A
Standard(s):	<p>Primary Standards</p> <p>Writing W-1a through W-1d, W-3b, W-4, W-5, W-8, W-9, W-2d, W-3d, L-3a, L-6, L-1, L-2, L-3b</p> <p>Research RI-9; W-1a, W1-b, W-8, W-9</p>
DOK:	3, 4
Difficulty:	Medium/Hard
Item Type:	PT
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the	<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

sufficient evidence for this claim:	<p>sources</p> <p>2. Write an opinion essay effectively demonstrating the following:</p> <ul style="list-style-type: none"> organizes ideas by stating an opinion and developing reasons to support the stated opinion, and develops a conclusion demonstrates clear and coherent organization of writing demonstrates command of the conventions of usage, capitalization, punctuation, and spelling
Target-specific attributes (e.g., accessibility issues):	Students with hearing and/or visual impairments will need to be provided with transcript of the video material.
Stimulus:	<p>Sources (2 texts, 1 video; presented in the order in which they are used)</p> <p>Text 1 Informational text to be created; a passage of no more than 500 words describing the life of a family that has to move on a regular basis due to the father’s job. Article broadly describes the experience of families that move often for various reasons, then focuses on the perspective of the family’s 10-year-old daughter, Robin, at a time when the family has moved from Phoenix, Arizona to Seattle, Washington. Specifically, the article focuses on the daughter’s experience adjusting to the extreme differences in the landscape, from a flat desert environment to a lush, tree-covered coastal region. The daughter wishes the family could return to Phoenix, even though she likes her new friends and school in Seattle.</p> <p>Video 2–3 minute travel/National Geographic–type video featuring the landscape, climate, plant/animal life, etc., of desert, plains, mountain, and coastal regions of North America.</p> <p>Text 2 Informational text to be created; a passage of no more than 500 words describing major differences in the climate, plant and animal life, transportation, food sources, etc., in North American desert, mountain, plains, and coastal regions.</p>
Stimuli/Text Complexity:	
Acknowledgments:	Written sources would come from freelancer.
Notes:	

Task Overview (105 total minutes):

Title: Living Here or There

Part 1 (35 minutes): Ultimately tasked with writing an opinion essay about which

environment they would choose to live, students will be introduced to the topic of different environments/biomes through reading an informational text about a family that has moved from one environment to another, watching a video about various types of environments, and reading an informative text on the subject of diverse environments, taking notes on these sources. Students will then answer one multiple-choice and two constructed-response questions, each addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Finally, students will compose a full-length opinion essay on which environment they would choose to live, referring to details from the video and from the informational texts. Prewriting, drafting, and revising will be involved.

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

Teacher preparation/Resource requirements

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

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (70 minutes)

- Initiate the testing of 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 when there are 15 minutes remaining and suggest that they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 105 minutes in one session.

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

You will read two articles about the differences between living in certain types of environments, such as desert areas and plains areas, taking notes on these sources. You will then write an opinion essay about which environment you would most want to live in and why.

Steps you will be following:

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

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

Directions for beginning:

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

(article 1)

(video)

(article 2)

Questions

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

1. The first article explains that it was hard for Robin to get

- used to the tree-covered coastal environment of Seattle after growing up in the desert of Phoenix. Using details from the video or the second article, explain why moving from one environment to the other is difficult.
2. According to the video and the second article, what are one benefit and one possible disadvantage of living in a plains environment? Support your answer with details from the video and the second article.
 3. The first article describes how Robin feels about moving from the desert to a coastal forest area. Which piece of information from the article is NOT important in helping you understand the major differences between the two environments? You may select more than one correct answer.
 - A) the description of how Robin finds it strange to be suddenly surrounded by so many trees
 - B) the discussion of how Robin liked the dry and hot weather in Phoenix, but her mother prefers the cooler weather and rain in Seattle
 - C) the description of how Robin likes her school in Seattle more than she liked her school in Phoenix
 - D) the description of how the downtown area of Seattle seems bigger to Robin than the downtown area of Phoenix
 - E) the explanation of why Robin doesn't miss how flat the Phoenix area was, even though she misses many other things about it

Part 2 (70 minutes)

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

begin your work.

Your assignment

You have read two informational articles and watched a video about different environments. Write an opinion essay about which type of environment you would choose to live in and why you would not want to live in the other places.

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: C4T2

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.

CR #2: C4T2

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.

SR #1: C4T3 Keys B, C, D

Sample Generic 4-point Opinion Writing Rubric (Grades 3–5)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is clearly stated, focused, and strongly maintained opinion is 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>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant 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"> opinion 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 a recognizable organizational structure, 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 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> 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 with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the opinion but is insufficiently sustained • opinion 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 transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak 	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • 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 or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • opinion 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 opinion 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

0	A response gets no credit if it provides no evidence of the ability to compose a coherent opinion essay based on information from the sources.				

Grade 4 ELA C3 T3

Sample Item ID:	ELA.04.PT.3.03.136
Title:	Eating Locally-Grown, In-Season Foods
Grade:	4/2
Claim(s):	<p>Primary Claim</p> <p>3. Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>4. Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Assessment 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), syntax, grammar, and discourse appropriate to the purpose and audience when speaking</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphics/audio/enhancements when appropriate for clarifying the message</p> <p>4. LISTEN/INTERPRET: Interpret and use information delivered orally or visually</p> <p>CLAIM 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p>
Secondary Target(s):	n/a
Standards:	L-1, L-3a, L-6, SL-2, SL-3, SL-4, SL-5, SL-6, W-8, RI-9, W-9, W-1a, W-1b
DOK:	4
Difficulty:	Medium/Hard
Item Type:	Performance Task
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes the sufficient evidence for this claim:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather information from a series of sources and analyze the relationships among these sources 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively demonstrating <ul style="list-style-type: none"> • a clearly-established position about the various

	<p>sources</p> <ul style="list-style-type: none"> • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of language for purpose and audience
Target-specific attributes (e.g., accessibility issues):	Students with hearing and visual impairment will need to be provided with transcript of the video material, and may need an alternative format for which to present their presentation.
Stimulus:	<p>Sources (2 articles, 1 video; presented in the order in which they are used)</p> <p>Source 1: Article “The Benefits of Eating Local” This informational article will describe the many benefits of eating food that is locally-grown and in season. The article will focus mainly on the following advantages:</p> <ul style="list-style-type: none"> • Locally-grown foods get to the store quicker, so they are fresher and contain more nutrients than food that is shipped long distances. • Locally-grown foods do not have to be transported long distances, which cuts down on pollution from ships and trucks. <p>Source 2: Video This video will show the journey of a tropical fruit grown in South America to its ultimate destination on the East Coast of North America. The video will show and explain the journey by sea, and then by land, giving the viewer a concrete idea of just how much is involved in transporting fruits and vegetables.</p> <p>Source 3: Article “The Downsides of Eating Local” This short article will be written in the form of a newspaper opinion piece. The article will be written from a first-person point of view and describe the author’s objections to the rising popularity (“trend”) of eating locally-grown, in-season foods. The author’s main complaints will be:</p> <ul style="list-style-type: none"> • It is not easy to get locally-grown foods unless you live in an area where they are produced. Even health food stores often carry imported fruits and vegetables. • Locally-grown foods are expensive, and the price is not worth the difference in quality compared to imported fruits and vegetables. • Eating locally-grown foods can be boring because sometimes the variety of foods that can be grown in an area is small--you might end up eating only two or three types of fruits and vegetables all year, and if you live in the United States, you would never get to eat many different types of tropical fruits that can be imported from other countries.

Stimuli/Text Complexity:	
Acknowledgments:	<i>n/a</i>
Task Notes:	Videos and articles will be produced by testing contractors or independent consultants. Video should be no longer than 5 minutes.

Task Overview (105 total minutes):

Title: Eating Locally-Grown, In-Season Foods

Part 1 (35 minutes): Ultimately tasked with giving a speech about eating locally-grown foods, students will read two articles and watch a video, taking notes on these sources. They will then respond to several questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Students will work individually to compose and orally deliver a short speech about eating locally grown foods, referring to details from the video or the texts. Students will present the speech aloud. Students may also present supplemental materials they create to enhance their presentation.

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

Teacher preparation / Resource requirements

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

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (70 minutes)

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

Pre-Task Activity:

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

Time Requirements:

The performance task will take 105 minutes in one session.

Student Directions:**Part 1** (30 minutes)**Your assignment:**

You will watch one video and read two articles, taking notes on these sources and answering three questions about the sources. You will then prepare and deliver an oral presentation about eating locally-grown, in-season foods.

Steps you will be following:

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

1. Read two articles and watch a video.
2. Answer several questions about the sources.
3. Plan and deliver your presentation.

Directions for beginning:

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

(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 presentation. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What is one major advantage of eating locally-grown foods that is agreed upon by the authors of both the articles? Support your answer with details from both articles.
2. Explain why the author of “The Downsides of Eating Local” would probably not change his opinion of eating imported foods after watching the video. Support your answer with information from both the article and the video.
3. The author of “The Downsides of Eating Local” says that the advantages of eating local, in-season foods is not worth the higher price. After reading “The Benefits of Eating Local” and watching the video, do you agree with this opinion? Support your answer with evidence from both articles and the video.

Part 2 (75 minutes)

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

Your assignment

Plan, write, and deliver a presentation in which you talk about both the advantages and disadvantages (plusses and minuses) of eating locally-grown, in-season foods. You will begin by writing a draft of the speech and creating any supplementary materials you may need for your presentation. Support your ideas with details from the sources you have read and viewed.

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

- 1. Focus** – *how well your speech clearly introduces and communicates your ideas*

2. Organization – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech

3. Elaboration of Evidence – how well you use sources, facts, and details as evidence

4. Language and Vocabulary – how well you effectively express ideas using precise language that is appropriate for your audience and purpose

5. Presentation – how well your speech is presented, including eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate to your message

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

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

Word-processing tools are available to you.

Key and Scoring information for questions:

1. C4T2

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.

2. C4T2

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.

3. C4T4

Sample Generic 2-point Research (Grades 3-5): 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 opinions and ideas.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

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.

<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
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<p>1</p>	<p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous 	<p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The speech provides minimal support/evidence for the writer’s controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:</p> <ul style="list-style-type: none"> evidence from sources is minimal, absent, in error, or irrelevant 	<p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose 	<p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience’s engagement little or no visual/graphics/ audio enhancements to clarify message
<p>0</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>				

