

ELA.09.SR.1.01.097 C1 T1

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

Stimulus Text:

Read the following passage and then answer the question.

An Old-Fashioned Girl
by Louisa May Alcott

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"No'm; not quite."

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

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

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

"Was he your father, Madam?

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

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

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

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

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

Item Stem:

Madame Shaw seems to regard Polly more warmly than she

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

Options:

[See highlighted sentences in passage.]

Distractor Analysis:

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

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Implied, but fairly straightforward literary text. After the first paragraphs, the passage becomes narrowly focused on the interaction between Polly and Madam.</p> <p>Text Structure: <u>Slightly complex:</u> Events proceed in a predictable, linear fashion.</p> <p>Language Features: <u>Very complex:</u> Language is somewhat archaic, with multiple expressions that will require interpretation (or reading over of) by the reader.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Most of the passage is devoted to conversation, rather than action or events, so requires more from the reader than a simple narrative does. The significance of the passage is in the characterization, which is a relatively sophisticated task to interpret.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 910L; grades 4-5 Flesch-Kincaid: 5.2 Word Count: 1008</p> <p style="background-color: #0056b3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.SR.1.03.098 C1 T3

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

Stimulus Text:

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

The Discontented Pendulum
By Jane Taylor

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

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

Item Stem:

Read this dictionary entry for the word "countenance."

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

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

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

Distractor Analysis:

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

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The parable form may not be as familiar as some to students; the theme is revealed gradually over the course of the text.</p> <p>Text Structure: <u>Moderately complex:</u> The piece requires readers to see human characteristics in the parts of a clock and to consider the allegorical meaning.</p> <p>Language Features: <u>Very complex:</u> Relies entirely on figurative language (personification, mainly). The vocabulary and style are formal.</p> <p>Knowledge Demands: <u>Very complex:</u> The parable form may be unfamiliar; students must consider everything that is said and done on more than one level.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 990L; grades 6-8 Flesch-Kincaid: 7.0 Word Count: 818 (full passage)</p> <p style="background-color: #0070C0; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.SR.1.07.104 C1 T7

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

Stimulus Text:

Read the following passage and then answer the question.

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

On the loyal winds that loved it well; And through the hill-gaps sunset light Shone over it with a warm good-night.	50
Barbara Frietchie's work is o'er, And the Rebel rides on his raids no more. Honor to her! and let a tear Fall, for her sake, on Stonewall's bier.	
Over Barbara Frietchie's grave, Flag of Freedom and Union, wave!	55
Peace and order and beauty draw Round thy symbol of light and law; And ever the stars above look down On thy stars below in Frederick town!	60

Item Stem:

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

Options:

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

Distractor Analysis:

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

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> A narrative poem, with some subtle levels of meaning but also a straight storyline.</p> <p>Text Structure: <u>Moderately complex:</u> There is more than one storyline but it's accessible if students have a grasp of the use of language.</p> <p>Language Features: <u>Very complex:</u> The poem includes abstract language, figurative language, and archaic vocabulary. In addition, the poetic form is challenging.</p> <p>Knowledge Demands: <u>Very complex:</u> There are unexplained references to historical figures (e.g., Lee, Stonewall Jackson, etc.) that may be challenging.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 940L; grades 4-5 Flesch-Kincaid: 1.7 Word Count: 405</p> <p style="background-color: #ADD8E6;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> ● Accessibility ● Sentence and text structures ● Archaic language, slang, idioms, or other language challenges ● Background knowledge ● Bias and sensitivity issues ● Word count

Adapted from the 2012 ELA SCASS work

ELA.09.SR.1.08.105 C1 T8

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

Stimulus Text:

Read the passage and then answer the question.

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

NASA Gives Public New Internet Tool To Explore The Solar System

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

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

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

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

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

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

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

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

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

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

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

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

Item Stem:

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

Distractor Analysis:

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

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



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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Straightforward press release/news article format.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is fairly clear – an overview, then specific information, interspersed with a promotional-type information.</p> <p>Language Features: <u>Very complex:</u> The vocabulary is dense and highly technological. While exact understanding of all terms is not necessary, it does make for a more challenging read. There are many complex sentences with several subordinate phrases or clauses.</p> <p>Knowledge Demands: <u>Very complex:</u> A great deal of subject-specific information and some challenging technological concepts.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1360L; above grade Flesch-Kincaid: 13.2 Word Count: 467</p> <p style="background-color: #4682B4; 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.10.SR.1.01.066 C1 T1

Sample Item Id:	ELA.10.SR.1.01.066
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1: KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	n/a
Standard(s):	RL-1, RL-3
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	2 nd highlighted portion of text
Stimuli/Passage(s):	The Open Window
Stimuli/Text Complexity:	Word Count: 1214 Flesch-Kincaid: 7.3 Lexile: 850L, grade 4-5 This literary passage is recommended for use at grade 10. The quantitative measures suggest a lower grade level, but the language, complexity of sentence structure, and setting in a former time make this passage more appropriate for an older grade level.
Acknowledgement(s):	http://www.gutenberg.org/files/269/269-h/269-h.htm
Item/Task Notes:	Technology-enabled item
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine which portion of text supports a given conclusion.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

THE OPEN WINDOW

by Saki

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without

unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

"I know how it will be," his sister had said when he was preparing to migrate to this rural retreat; "you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice."

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

"Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.

"Hardly a soul," said Framton. "My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here."

He made the last statement in a tone of distinct regret.

"Then you know practically nothing about my aunt?" pursued the self-possessed young lady.

"Only her name and address," admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

"Her great tragedy happened just three years ago," said the child; "that would be since your sister's time."

"Her tragedy?" asked Framton; somehow in this restful country spot tragedies seemed out of place.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened on to a lawn.

"It is quite warm for the time of the year," said Framton; "but has that window got anything to do with the tragedy?"

"Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's

shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human. "Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—"

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

"I hope Vera has been amusing you?" she said.

"She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes to-day, so they'll make a fine mess over my poor carpets. So like you men-folk, isn't it?"

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have

paid his visit on this tragic anniversary.

“The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,” announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure. “On the matter of diet they are not so much in agreement,” he continued.

“No?” said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.

“Here they are at last!” she cried. “Just in time for tea, and don’t they look as if they were muddy up to the eyes!”

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: “I said, Bertie, why do you bound?”

Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.

“Here we are, my dear,” said the bearer of the white mackintosh, coming in through the window; “fairly muddy, but most of it’s dry. Who was that who bolted out as we came up?”

“A most extraordinary man, a Mr. Nuttel,” said Mrs. Sappleton; “could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost.”

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her specialty.

Item Stem:

The passage suggests that Vera deliberately tried to upset Framton Nuttel. Click on the highlighted portion of the passage that directly supports this conclusion.

Distractor Analysis:

First highlighted portion: In the first highlighted portion, Vera is making simple conversation with Framton, not deliberately trying to upset him.

Second highlighted portion KEY: The second highlighted portion of text shows Vera checking to make certain Framton knows nothing about her aunt before beginning a story about a tragedy (certain to upset him) that happened to take place after Framton's sister knew Vera's aunt.

Third highlighted portion: This portion shows Framton running away in fright, but it does not show Vera deliberately trying to upset him.

Fourth highlighted portion: This portion shows Vera lying to her aunt and uncle about why Framton was upset, but it does not show Vera deliberately trying to upset him.

ELA.10.SR.1.08.067 C1 T8

Sample Item Id:	ELA.10.SR.1.08.067
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Secondary Target:	n/a
Standard(s):	RI-1, RI-3
DOK:	2
Difficulty:	Hard
Item Type:	Selected Response
Score Points:	1
Key:	2 nd , 4 th , 5 th , and 6 th highlighted sections of speech
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	Technology-enabled item
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine which portion of text supports a given conclusion.
Target-Specific Attributes (e.g., Accessibility Issues):	

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

1961 Inaugural Address
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. ...

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to

negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Stem:

One of the most significant themes in President Kennedy's

speech is the importance of international collaboration. Click on the highlighted portions of the speech that directly support this conclusion.

Distractor Analysis:

1st highlighted section: While there are many people acknowledged in President Kennedy's address, this section does not refer to collaboration or working together.

2nd highlighted section—KEY: This sentence affirms Kennedy's belief in the power of nations and allies working together to accomplish goals.

3rd highlighted section: Although Kennedy issues a statement about several nations who have recently won their freedom, his statement does not center on teamwork with them.

4th highlighted section—KEY: Kennedy's call for negotiation provides evidence that he is stressing teamwork and collaboration in this speech.

5th highlighted section—KEY: Kennedy's statement about nations working together to accomplish several types of goals supports the theme of collaboration.

6th highlighted section—KEY: Kennedy ends his speech with a call to all humanity to work together to achieve and maintain freedom.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</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: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.SR.1.10.102 C1 T10

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

Stimulus Text:

Read the following passage and then answer the question.

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

NASA Gives Public New Internet Tool To Explore The Solar System

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

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

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

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

"You are now free to move about the solar system," said Blaine

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

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

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

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

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

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

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

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

Item Stem:

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

Distractor Analysis:

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

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Straightforward press release/news article format.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is fairly clear – an overview, then specific information, interspersed with promotional-type information.</p> <p>Language Features: <u>Very complex:</u> The vocabulary is dense and highly technological. While exact understanding of all terms is not necessary, it does make for a more challenging read. There are many complex sentences with several subordinate phrases or clauses.</p> <p>Knowledge Demands: <u>Very complex:</u> A great deal of subject-specific information and some challenging technological concepts.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1360L; above grade Flesch-Kincaid: 13.2 Word Count: 467</p> <p style="background-color: #4682B4; 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.11.SR.01.03.162

Sample Item ID:	ELA.11.SR.01.03.162
Grade/Model:	11/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	3: WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
Secondary Target:	n/a
Standard(s):	RL-4, L-4, L-5b, L-6
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	Lost in the Bowels of the Earth excerpt from <i>A Journey to the Center of the Earth</i> by Jules Verne
Stimuli/Text Complexity:	The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. Based on these sets of measures, this passage is recommended for assessment at grade 9-11 Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.feedbooks.com/book/3796/a-journey-into-the-interior-of-the-earth
Item/Task Notes:	Stimulus text should be on grade-level.
How this task contributes to the sufficient evidence for this claim:	To complete this task students must use context clues to determine the meaning of a word in the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read this paragraph from Journey to the Center of the Earth by Jules Verne then answer the question.

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears.

At the moment when I left the right road I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

Item Stem:

What does the word “deviation” mean as it is used in this paragraph?

Options:

- A. difficult choice
- B. alternative path
- C. new opportunity
- D. unexpected event

Distractor Analysis:

- A. The narrator did not make a conscious choice.
- B. KEY. The narrator has traveled a different path than the one of the stream and his companions.
- C. The narrator does not see the deviation as an opportunity; he accidentally took a wrong turn.
- D. The narrator taking the wrong turn was unexpected, but the deviation itself was not an event.

Grade 11 ELA Sample SR Item Form

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Lost in the Bowels of the Earth excerpt from A <i>Journey to the Center of the Earth</i>	Jules Verne	An excerpt from the classic novel, in which the narrator finds himself lost and alone



Recommended Placement for Assessment: Grade 9-11

The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The meaning is fairly clear but requires some inferences by the reader.</p> <p>Text Structure: <u>Moderately complex:</u> The narrator thinks back to events that occurred before he found himself alone in the cave, but following these shifts is not terribly difficult.</p> <p>Language Features: <u>Very complex:</u> The language demand is high; many of the terms are archaic and/or of a higher grade level. Not all have sufficient context to discern the meaning.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The genre will be familiar if the specifics of this one are not.</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: 890L; grades 4-5 Flesch-Kincaid: 6.2 Word Count: 400</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.11.SR.01.10.115

Sample Item ID:	ELA.11.SR.01.10.115
Grade/Model:	11/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	3: WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
Standard(s):	RL-4, L-4, L-5b, L-6
DOK:	2
Difficulty:	E
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	EPA Radon Guide
Stimuli/Text Complexity:	The quantitative scores range from 8.8-10. The qualitative analysis supports this; the recommended placement for this passage is grade 10 or 11. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.epa.gov/radon/pubs/citguide.html Published by the Environmental Protection Agency
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task students must determine the meaning of a technical word in the passage.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following paragraph from the passage about radon, and then answer the question.

There are several proven methods to reduce radon in your home, but the one primarily used is a vent pipe system and fan, which pulls radon from beneath the house and vents it to the outside. This system, known as a soil suction radon reduction system, does not require major changes to your home. Sealing foundation cracks and other openings makes this kind of system

more effective and cost-efficient. Similar systems can also be installed in houses with crawl spaces. Radon contractors can use other mitigation methods that may also work in your home. The right system depends on the design of your home and other factors.

Item Stem:

What does the word “mitigation” mean as it is used in this paragraph?

Options:

- A. activation
- B. installation
- C. alleviation
- D. preparation

Distractor Analysis:

- A. Students who select this answer do not understand the context of the paragraph.
- B. Students who select this answer are likely thinking about the previous sentence, which discusses installing mitigation systems.
- C. KEY: “mitigation” means “making less severe” and this paragraph is about methods for alleviating, or making less severe, the amount of radon in a home.
- D. Students who select this answer do not understand the context of the paragraph.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Radon Guide	EPA	Explanation of how and why to test for radon in your home



Recommended Placement for Assessment: Grade 9-11

The quantitative scores range from 8.8-10. The qualitative analysis supports this; the recommended placement for this passage is grade 10 or 11. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The purpose is pretty easy to identify due to title, headings, and use of text features.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is logical and the use of headings makes it even clearer. There is a graphic that directly supports the text but is not central to understanding it.</p> <p>Language Features: <u>Very complex:</u> The language is subject-specific and will sometimes be unfamiliar, though skilled readers should be able to read through the unfamiliar terminology with full understanding of the most important parts.</p> <p>Knowledge Demands: <u>Very complex:</u> The subject is very narrow and science-specific; some understanding of how homes are constructed, etc. would enhance understanding.</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: 1190L; grades 9-10 Flesch-Kincaid: 8.8 Word Count: 2362</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.9.CR.1.02.093 C1 T2

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

Stimulus Text:

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

The Discontented Pendulum

By Jane Taylor

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

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

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

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

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

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

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

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

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

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

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

When the farmer came down to breakfast that morning,

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

Item Prompt:

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

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

Scoring Notes:

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

Score Point 2 Sample:

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

Grade 9 ELA Sample CR Item C1 T2



Score Point 1 Sample:

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

Score Point 0 Sample:

The clock was old and lazy.

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The parable form may not be as familiar as some to students; the theme is revealed gradually over the course of the text.</p> <p>Text Structure: <u>Moderately complex:</u> The piece requires readers to see human characteristics in the parts of a clock and to consider the allegorical meaning.</p> <p>Language Features: <u>Very complex:</u> Relies entirely on figurative language (personification, mainly). The vocabulary and style are formal.</p> <p>Knowledge Demands: <u>Very complex:</u> The parable form may be unfamiliar; students must consider everything that is said and done on more than one level.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 990L; grades 6-8 Flesch-Kincaid: 7.0 Word Count: 818</p> <p style="background-color: #0070C0; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.CR.1.06.094 C1 T6

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

Stimulus Text:

Read the following poem and then answer the question.

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

Barbara Frietchie

by John Greenleaf Whittier

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

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

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

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

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

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

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

Flapped in the morning wind: the sun 15

Of noon looked down, and saw not one.

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

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

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

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

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

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

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

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

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

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

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

The nobler nature within him stirred

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

Item Prompt:

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

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

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

Scoring Notes:

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

Score Point 2 Sample:

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

Score Point 1 Sample:

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

Score Point 0 Sample:

The poem is about the civil war.

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> A narrative poem, with some subtle levels of meaning but also a straight storyline.</p> <p>Text Structure: <u>Moderately complex:</u> There is more than one storyline but it's accessible if students have a grasp of the use of language.</p> <p>Language Features: <u>Very complex:</u> The poem includes abstract language, figurative language, and archaic vocabulary. In addition, the poetic form is challenging.</p> <p>Knowledge Demands: <u>Very complex:</u> There are unexplained references to historical figures (e.g., Lee, Stonewall Jackson, etc.) that may be challenging.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 940L; grades 4-5 Flesch-Kincaid: 1.7 Word Count: 405</p> <p style="background-color: #ADD8E6;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.CR.1.07.095 C1 T7

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

Stimulus Text:

Read the following passage and then answer the question.

An Old-Fashioned Girl

by Louisa May Alcott

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"No 'm; not quite."

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

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

"Was he your father, Madam?"

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

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

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

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

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

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

Item Stem:

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

Scoring Rubric	
3	The response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to interpret the intent of figurative language • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	The response: <ul style="list-style-type: none"> • Gives some evidence of the ability to interpret the intent of figurative language • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	The response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to interpret the intent of figurative language • Includes explanations, but they are not explicit or make only vague references to the text • Supports the explanation with at least one detail but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to interpret the intent of figurative language, includes no relevant information from the text, or is vague.

Scoring Notes:

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

Score Point 3 Sample:

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

Score Point 2 Sample:

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

Score Point 1 Sample:

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

Score Point 0 Sample:

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

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



Recommended Placement for Assessment: Grade 9

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Implied, but fairly straightforward literary text. After the first paragraphs, the passage becomes narrowly focused on the interaction between Polly and Madam.</p> <p>Text Structure: <u>Slightly complex:</u> Events proceed in a predictable, linear fashion.</p> <p>Language Features: <u>Very complex:</u> Language is somewhat archaic, with multiple expressions that will require interpretation (or reading over of) by the reader.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Most of the passage is devoted to conversation, rather than action or events, so requires more from the reader than a simple narrative does. The significance of the passage is in the characterization, which is a relatively sophisticated task to interpret.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 910L; grades 4-5 Flesch-Kincaid: 5.2 Word Count: 1008</p> <p style="background-color: #0056b3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.CR.1.11.092 C1 T11, T8

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

Stimulus Text:

Read the following text and then answer the question.

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

NASA Gives Public New Internet Tool To Explore The Solar System

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

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

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

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

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

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

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

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

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

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

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

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

Item Prompt:

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

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

Scoring Notes:

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

Score Point 4 Sample:

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

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

Score Point 3 Sample:

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

Score Point 2 Sample:

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

Score Point 1 Sample:

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

Score Point 0 Sample:

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

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



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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> Straightforward press release/news article format.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is fairly clear – an overview, then specific information, interspersed with a promotional-type information.</p> <p>Language Features: <u>Very complex:</u> The vocabulary is dense and highly technological. While exact understanding of all terms is not necessary, it does make for a more challenging read. There are many complex sentences with several subordinate phrases or clauses.</p> <p>Knowledge Demands: <u>Very complex:</u> A great deal of subject-specific information and some challenging technological concepts.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1360L; above grade Flesch-Kincaid: 13.2 Word Count: 467</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.CR.1.06.106 C1 T6

Sample Item Id:	ELA.10.CR.1.06.106
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	6: TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Secondary Target(s):	n/a
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimuli/Passage(s):	<i>Pride and Prejudice</i>
Stimuli/Text Complexity:	Word Count: 855 Flesch-Kincaid: 4.7 Lexile: 810L, grades 4-5 While the quantitative measures are low, a quantitative analysis would reveal archaic usage and sentence structure unfamiliar to students, but understandable in context. The theme of the passage is more appropriate for high school. This passage is recommended for use at grade 10 for assessment.
Acknowledgement(s):	Jane Austen
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the effect a text structure has on the reader's interpretation of a text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

Excerpt from *Pride and Prejudice*
by Jane Austen

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so

well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do you not want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? How can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! Nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or

you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for *us* to visit him if you do not."

"You are over-scrupulous, surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls; though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how *can* you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least."

"Ah, you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us, if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Item Prompt:

In paragraphs 1 and 2, the narrator provides two general observations about human behavior. Explain the effect this beginning has on the reader's interpretation of the interaction between Mr. and Mrs. Bennet. Support your answer using details from the passage.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the impact of text structure on meaning • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze the impact of text structure on meaning • Includes some specific explanations that make reference to the text

	<ul style="list-style-type: none"> Adequately supports the explanations with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to analyze the impact of text structure on meaning 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	<ul style="list-style-type: none"> A response gets no credit if it provides no evidence of the ability to analyze the impact of text structure on meaning, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The beginning helps to set up the contrast between Mr. and Mrs. Bennet. Mrs. Bennet is shown to be a conventional person, because she subscribes to the types of widespread beliefs described by the narrator in the first two paragraphs. Mr. Bennet is shown not to think in this same way. You can tell this, for example, when Mrs. Bennet says that the single new rich man moving into the neighborhood will be a fine thing for their daughters and Mr. Bennet asks with indifference how it will even affect them. Also, the beginning is stated as fact, not a claim, but this is juxtaposed by the couple's different views. He also gently mocks his wife for pushing this conventional view: " I have a high respect for your nerves. . . ."

Score Point 3 Sample:

The first two paragraphs set up the interaction that takes place between Mr. and Mrs. Bennet and the contrast between their characters. Mrs. Bennet understands the universal truth mentioned in the first paragraph, that a single man with money wants a wife. This is expressed when her immediate reaction is to treat Mr. Bingley as a potential husband for her daughters. In contrast, Mr. Bennet does not believe in this truth and demonstrates this by telling his wife that he doesn't understand how having a new rich single neighbor will affect their family.

Score Point 2 Sample:

The first two paragraphs help the reader understand what is going to happen in the scene between Mr. and Mrs. Bennet. Mrs. Bennet believes in the universal truth that their new neighbor could be a potential husband for their daughters. Mr. Bennet, while content to have her visit the neighbor, sees no reason to do so himself.

Score Point 1 Sample:

The first two paragraphs tell about the characters. It shows that Mrs. Bennet thinks that the new neighbor will want to marry one of her daughters, but Mr. Bennet does not agree with her and refuses to welcome the new neighbor.

Score Point 0 Sample:

The first two paragraphs tell the theme of the story.

ELA.10.CR.1.09.107 C1 T9

Sample Item Id:	ELA.10.CR.1.09.107
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9: CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details
Secondary Target(s):	n/a
Standard(s):	RI-2
DOK:	2
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimuli/Passage(s):	Lincoln: His Own President
Stimuli/Text Complexity:	While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. Based on these sets of measures, this passage is recommended for assessment at grade 10. Please see text complexity worksheet attached.
Acknowledgement(s):	Excerpt from <i>The Life of Abraham Lincoln</i> by Henry Ketcham
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must summarize a central idea from the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

Lincoln: His Own President
Excerpt from *The Life of Abraham Lincoln*
by Henry Ketcham

The selection of a cabinet was a difficult and delicate task. It must be remembered that Lincoln confronted a solid South, backed by a divided North. It has already been said that in fifteen states he received not a single electoral vote, and in ten of these not a single popular vote.

That was the solid South.

The divided condition of the North may be inferred from the following letter, written by ex-President Franklin Pierce to Jefferson Davis under date of January 6, 1860:

"If, through the madness of Northern abolitionists, that dire calamity [the disruption of the Union] must come, the fighting will not be along Mason and Dixon's line merely. It will be *within our own borders, in our own streets*, between the two classes of citizens to whom I have referred. Those who defy law, and scout constitutional obligation, will, if we ever reach the arbitrament of arms, find occupation enough at home."

It is plain that unless Lincoln could, in a large measure, unite the various classes of the North, his utter failure would be a foregone conclusion. He saw this with perfect clearness. His first move was in the selection of his cabinet. These selections were taken not only from the various geographical divisions of the country, but also from the diverse political divisions of the party. It was not his purpose to have the secretaries simply echoes of himself, but able and representative men of various types of political opinion. At the outset this did not meet the approval of his friends. Later, its wisdom was apparent. In the more than a hundred years of cabinets in the history of the United States there has never been an abler or a purer cabinet than this.

As guesses, more or less accurate, were made as to what the cabinet would be, many "leading citizens" felt called on to labor with the President and show him the error of his ways. As late as March 2nd there was an outbreak against Chase. A self-appointed committee, large in numbers and respectable in position, called on Lincoln to protest vigorously. He heard them with undivided attention. When they were through he replied. In voice of sorrow and disappointment, he said, in substance: "I had written out my choice and selection of members for the cabinet after most careful and deliberate consideration; and now you are here to tell me I must break the slate and begin the thing all over again. I don't like your list as well as mine. I had hoped to have Mr. Seward as Secretary of State and Mr. Chase as Secretary of

the Treasury. But of course I can't expect to have things just as I want them.... This being the case, gentlemen, how would it do for us to agree to a change like this? To appoint Mr. Chase Secretary of the Treasury, and offer the State department to Mr. Dayton of New Jersey?

"Mr. Dayton is an old whig, like Mr. Seward and myself. Besides, he is from New Jersey, which is next door to New York. Then Mr. Seward can go to England, where his genius will find wonderful scope in keeping Europe straight about our troubles."

The "committee" were astounded. They saw their mistake in meddling in matters they did not understand. They were glad enough to back out of the awkward situation. Mr. Lincoln "took *that* trick."

The names sent on March 5th were: for Secretary of State, William H. Seward, of New York; for Secretary of the Treasury, Salmon P. Chase, of Ohio; for Secretary of War, Simon Cameron, of Pennsylvania; for Secretary of the Navy, Gideon Welles, of Connecticut; for Secretary of the Interior, Caleb B. Smith of Indiana; for Attorney-General, Edward Bates, of Missouri; for Postmaster-General, Montgomery Blair, of Maryland.

All these names were confirmed by the senate the next day, March 6th. Of the variety of the selection he said, "I need them all. They enjoy the confidence of their several states and sections, and they will strengthen the administration. The times are too grave and perilous for ambitious schemes and rivalries." To all who were associated with him in the government, he said, "Let us forget ourselves and join hands, like brothers, to save the republic. If we succeed, there will be glory enough for all." He playfully spoke of this cabinet as his happy family.

Item Prompt:

Summarize the main point the passage makes about Lincoln's motivations for selecting his cabinet members. Support your summary with details from the text.

Scoring Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to summarize central ideas and key details • Includes specific ideas that make clear reference to the text • Fully supports the ideas with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to summarize central ideas and key details • Includes some specific ideas that make reference to the text • Adequately supports the ideas with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize central ideas and key details • Includes ideas, but they are not explicit or make only vague references to the text • Supports the ideas with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to summarize central ideas and key details, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The passage makes the point that Lincoln chose his cabinet members based on their diversity because he wanted to bring together a divided country. At the end of the passage, it says that Lincoln thought the times were too perilous for ambitious schemes and rivalries—he needed his cabinet members to act like his family.

Score Point 3 Sample:

President Lincoln knew the country was in danger of falling apart. He believed it was his job to keep it together and the only way he could do that would be to “unite the various classes of the North.” He used this cabinet to do this by selecting secretaries from different states and different political beliefs. He wanted a diverse cabinet, not just people who supported him. He asked his cabinet members to put aside their differences and work together “to save the republic” like a “happy family.”

Score Point 2 Sample:

President Lincoln used his cabinet to unite a divided country and that is why he selected people from different places. Some of his friends didn’t agree with his choices; he wanted Mr. Chase to be Secretary of the Treasury but some people disagreed, and they told him

how they felt. When President Lincoln suggested mixing things up, they realized their mistake and let him make the decisions.

Score Point 1 Sample:

President Lincoln picked people for his cabinet who would act like his family. He called his cabinet his "happy family." Even though the country was divided, the cabinet members supported the president and got along like a family. He also chose people from different states.

Score Point 0 Sample:

President Lincoln wanted Mr. Chase to be Secretary of the Treasury but some people didn't agree with him.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Life of Abraham Lincoln	Henry Ketcham	Information about Lincoln’s cabinet selections



Recommended Placement for Assessment: Grade 10
 While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. **Based on these sets of measures, this passage is recommended for assessment at grade 10.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> An isolated aspect of his presidency; it has some concrete elements, but the politics make it a more complex read.</p> <p>Text Structure: <u>Moderately complex:</u> Largely in chronological order, but connections between ideas are sometimes subtle.</p> <p>Language Features: <u>Exceedingly complex:</u> Contains abstract, ironic, and figurative language. The vocabulary is archaic, and sentence structures are largely very complex.</p> <p>Knowledge Demands: <u>Very complex:</u> Background information about the political climate and historical context will enhance understanding. The reader is left to draw his/her own conclusions about the significance of Lincoln’s words and his role in convincing others to approve his cabinet; requires substantial inferencing.</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; grades 6-8 Flesch-Kincaid: 7.7 Word Count: 733</p> <hr/> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.CR.1.11.108 C1 T11

Sample Item Id:	ELA.10.CR.1.11.108
Grade/Model:	10/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas)
Secondary Target(s):	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Standard(s):	RI-6, RI-8
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the author's beliefs on a topic and how those views are expressed in the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

Inaugural Address
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Prompt:

Analyze President Kennedy's beliefs about international relations at the time of his inauguration and how he expresses those views in this speech. Support your response using details from the text.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze how the author's point of view is presented in the text • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze how the author's point of view is presented in the text • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze how the author's point of view is presented in the text • 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	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to

	analyze how the author's point of view is presented in the text, includes no relevant information from the text, or is vague.
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Scoring Notes:

Response may include, but is not limited to: Kennedy believed nations should be united in the preservation of liberty and freedom, specifically democracy. He opposed the arms race as an abuse of power that would only lead to mutual destruction and jeopardize freedom. He felt that countries expressed their strength by engaging in civil negotiations to end the arms race. He called on citizens of American and the world to work together to actively support the preservation of freedom and liberty and requested our adversaries to begin a sincere quest for peace. This was a warning to those who would oppose freedom, separate from the issue of nuclear arms: the US will "pay any price, bear any burden. . .".

Score Point 3 Sample:

President Kennedy told other countries "united there is little we cannot do" because he believed that all countries should work together for peace, freedom, and liberty. He thought the arms race was dangerous and would only lead to "planned or accidental self-destruction." He felt that countries should "explore what problems unite" them and end the threat of nuclear war. He asked people around the world to work together for freedom and asked our enemies to negotiate for peace.

Score Point 2 Sample:

President Kennedy believed that counties were stronger when they were united for a common cause. He felt that cause should be preserving freedom. He believed people had to work for freedom and he told Americans "ask not what your country can do for you; ask what you can do for your country."

Score Point 1 Sample:

President Kennedy wanted the world to be at peace. He believed everyone should be free and have the liberty to do what they want. He thought countries should work together in order to achieve peace, freedom, and liberty for everyone in the world.

Score Point 0 Sample:

This is one of President Kennedy's most famous speeches. Everyone in America knows the phrase "ask not what your country can do for you; ask what you can do for your country."

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</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: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</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.10.CR.1.14.109 C1 T14

Sample Item Id:	ELA.10.CR.1.14.109
Grade/Model:	10/4
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone
Secondary Target(s):	n/a
Standard(s):	RI-4, L-5a
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0,1,2,3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze a metaphor and explain how it supports the speaker's argument.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

Inaugural Address
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Prompt:

In paragraph 5, President Kennedy states “those who foolishly sought power by riding the back of the tiger ended up inside.” Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language and its impact on meaning • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze figurative language and its impact on meaning • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language and its impact on meaning • 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 analyze figurative language and its impact on meaning, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The only way to keep from being eaten by a tiger is to continue riding it, which is an impossible task. Kennedy uses this metaphor to make a point about countries that align themselves with despotic powers. The end result of riding a tiger is certain death, just as the end result of alignment with a despot is annihilation. Kennedy is trying to warn countries that they should look out for their own welfare by supporting freedom and aligning themselves with other free countries.

Score Point 3 Sample:

The metaphor President Kennedy used, "those who foolishly sought power by riding the back of the tiger ended up inside," means if you ride on a tiger you are going to get eaten by the tiger. Kennedy used this metaphor as a warning to other countries that might join with other more powerful but dangerous nations. The larger dangerous nations would end up swallowing, or destroying, the smaller nation. Kennedy wanted all countries to support their own freedom by joining with other free countries, such as the United States, and then we could help them remain free.

Score Point 2 Sample:

President Kennedy used this metaphor to warn countries not to support dangerous countries (tigers) or the dangerous countries would take them over. Small countries might want to be powerful but they need to be careful what countries they join with or they could end up losing all of their freedoms. Kennedy is telling them that if they join with dangerous powerful countries they will be destroyed, but if they join with countries that support freedom they will be free too.

Score Point 1 Sample:

Riding a tiger is dangerous and no one should ride a tiger if they don't want to get eaten. President Kennedy said this to warn countries that the same thing will happen to them if they try to take power that does not belong to them. They might have some power for a while, but then they will only end up inside more powerful countries.

Score Point 0 Sample:

President Kennedy was telling people not to ride tigers or they would end up inside the tiger.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</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: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</p> <p style="background-color: #4682B4; 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.11.CR.1.01.151

Sample Item ID:	ELA.11.CR.1.01.151
Grade/Model:	11/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s)	n/a
Standard(s):	RL-1, RL-3
DOK:	2
Difficulty:	Easy
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	Excerpt from <i>The Hound of the Baskervilles</i> , by Sir Arthur Conan Doyle
Stimuli/Text Complexity:	The quantitative measures suggest a higher placement for this text than the qualitative measures do. While this is a challenging read, it also has some engaging features, which will make the text more accessible. It is also a fairly traditional/predictable narrative. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/files/2852/2852-h/2852-h.htm
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To answer this item, students must justify a given inference using evidence from the passage.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage, then answer the question.

This passage is excerpted from the book The Hound of the Baskervilles by Sir Arthur Conan Doyle. The excerpt begins shortly after the death of Sir Charles Baskerville, the owner of a grand estate called Baskerville Hall. Baskerville's friend, Dr. Mortimer, has just asked Detective Sherlock Holmes to investigate the mysterious circumstances surrounding Baskerville's death.

The Hound of the Baskervilles

By Sir Arthur Conan Doyle

Dr. Mortimer refolded his paper and replaced it in his pocket. "Those are the public facts, Mr. Holmes, in connection with the death of Sir Charles Baskerville."

"I must thank you," said Sherlock Holmes, "for calling my attention to a case which certainly presents some features of interest. I had observed some newspaper comment at the time, but I was exceedingly preoccupied by that little affair of the Vatican cameos, and in my anxiety to oblige the Pope I lost touch with several interesting English cases. This article, you say, contains all the public facts?"

"It does."

"Then let me have the private ones." He leaned back, put his fingertips together, and assumed his most impassive and judicial expression.

"In doing so," said Dr. Mortimer, who had begun to show signs of some strong emotion, "I am telling that which I have not confided to anyone. My motive for withholding it from the coroner's inquiry is that a man of science shrinks from placing himself in the public position of seeming to endorse a popular superstition. I had the further motive that Baskerville Hall, as the paper says, would certainly remain untenanted if anything were done to increase its already rather grim reputation. For both these reasons I thought that I was justified in telling rather less than I knew, since no practical good could result from it, but with you there is no reason why I should not be perfectly frank.

"The moor is very sparsely inhabited, and those who live near each other are thrown very much together. For this reason I saw a good deal of Sir Charles Baskerville. With the exception of

Mr. Frankland, of Lafter Hall, and Mr. Stapleton, the naturalist, there are no other men of education within many miles. Sir Charles was a retiring man, but the chance of his illness brought us together, and a community of interests in science kept us so.

...

"Within the last few months it became increasingly plain to me that Sir Charles's nervous system was strained to the breaking point. He had taken this legend which I have read you exceedingly to heart—so much so that, although he would walk in his own grounds, nothing would induce him to go out upon the moor at night. Incredible as it may appear to you, Mr. Holmes, he was honestly convinced that a dreadful fate overhung his family, and certainly the records which he was able to give of his ancestors were not encouraging. The idea of some ghastly presence constantly haunted him, and on more than one occasion he has asked me whether I had on my medical journeys at night ever seen any strange creature or heard the baying of a hound. The latter question he put to me several times, and always with a voice which vibrated with excitement.

"I can well remember driving up to his house in the evening some three weeks before the fatal event. He chanced to be at his hall door. I had descended from my gig and was standing in front of him, when I saw his eyes fix themselves over my shoulder and stare past me with an expression of the most dreadful horror. I whisked round and had just time to catch a glimpse of something which I took to be a large black calf passing at the head of the drive. So excited and alarmed was he that I was compelled to go down to the spot where the animal had been and look around for it. It was gone, however, and the incident appeared to make the worst impression upon his mind. I stayed with him all the evening, and it was on that occasion, to explain the emotion which he had shown, that he confided to my keeping that narrative which I read to you when first I came. I mention this small episode because it assumes some importance in view of the tragedy which followed, but I was

convinced at the time that the matter was entirely trivial and that his excitement had no justification.

"It was at my advice that Sir Charles was about to go to London. His heart was, I knew, affected, and the constant anxiety in which he lived, however chimerical the cause of it might be, was evidently having a serious effect upon his health. I thought that a few months among the distractions of town would send him back a new man. Mr. Stapleton, a mutual friend who was much concerned at his state of health, was of the same opinion. At the last instant came this terrible catastrophe.

"On the night of Sir Charles's death, Barrymore the butler, who made the discovery, sent Perkins the groom on horseback to me, and as I was sitting up late I was able to reach Baskerville Hall within an hour of the event. I checked and corroborated all the facts which were mentioned at the inquest. I followed the footsteps down the yew alley, I saw the spot at the moor-gate where he seemed to have waited, I remarked the change in the shape of the prints after that point, I noted that there were no other footsteps save those of Barrymore on the soft gravel, and finally I carefully examined the body, which had not been touched until my arrival. Sir Charles lay on his face, his arms out, his fingers dug into the ground, and his features convulsed with some strong emotion to such an extent that I could hardly have sworn to his identity. There was certainly no physical injury of any kind. But one false statement was made by Barrymore at the inquest. He said that there were no traces upon the ground round the body. He did not observe any. But I did—some little distance off, but fresh and clear."

Item Prompt:

In the passage, Dr. Mortimer speaks several times of a legend surrounding the Baskerville family. Explain how the reader can tell that the legend suggests that a frightening hound haunts the family. Support your answer using details from the text.

Sample Generic Reading 2-Point CR Rubric	
2	<p>A response</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to cite explicit textual evidence to support inferences. Includes specific inferences that make clear reference to the text. • Adequately supports the inferences with clearly relevant details from the text.
1	<ul style="list-style-type: none"> • A response • Gives limited evidence of the ability to cite explicit textual evidence to support inferences. Includes some inference that makes reference to the text. • Supports the inferences with limited details the text.
0	A response gets no credit if it provides no evidence of the ability to cite explicit textual evidence to support inferences and includes no relevant information from the text.

Scoring Notes

The response may include, but is not limited to:

Sir Charles believed the legend and thought “a dreadful fate overhung his family.” He asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles.

The ending suggests that the legend is about a hound haunting the family. It was a “false statement” that there were “no traces upon the ground round the body.”

Score Point 2 Sample:

Sir Charles thought “a dreadful fate overhung his family.” He must have believed in the legend of a hound haunting the family, because he asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles. The ending suggests that a hound had been at the scene.

Score Point 1 Sample:

The ending shows that there is a hound that haunts the family.

It was a “false statement” that there were “no traces upon the ground round the body.”

Score Point 0 Sample:

A hound haunting the family is only a legend.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Hound of the Baskervilles	Arthur Conan Doyle	An excerpt from the classic novel



Recommended Placement for Assessment: Grade 11

The quantitative measures suggest a higher placement for this text than the qualitative measures do. While this is a challenging read, it also has some engaging features, which will make the text more accessible. It is also a fairly traditional/predictable narrative. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures

Meaning/Purpose:

Very complex: There is really one level of meaning, but understanding the significance of details is a somewhat sophisticated task that requires some work by the reader.

Text Structure:

Moderately complex: The passage follows a fairly standard narrative arc, though the fact that it is an excerpt adds to the complexity.

Language Features:

Very complex: The language will be unfamiliar, and there are nuances in the use of words that are subtle and affect understanding (e.g., “then let me have the private ones”). The majority of sentences are complex.

Knowledge Demands:

Very complex: The integration of the story with a legend is complex. Students must draw conclusions on their own, and accept some ambiguity of text.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 1240L; grades 9-10 and grades 11-CCR
Flesch-Kincaid: 9.5
Word Count: 1041

Considerations for Passage Selection

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

Potential Challenges a Text May Pose:

- Accessibility
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.05.111

Sample Item ID:	ELA.11.CR.1.05.111
Grade/Model:	11/1a
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: Analyze interrelationships among literary elements within a text, or how different texts address topics, themes, or use of source material
Secondary Target:	n/a
Standard(s):	RL-3
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"A Cold Greeting" by Ambrose Bierce
Stimuli/Text Complexity:	The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	Public Domain
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must: <ol style="list-style-type: none"> 1. Analyze the interrelationships among literary elements 2. Analyze the author's choices regarding how to develop and relate elements of a story
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a story by Ambrose Bierce published in 1913. As you read the story consider how and when the author reveals information and then answer the question that follows.

A COLD GREETING
by Ambrose Bierce

This is a story told by the late Benson Foley of San Francisco:

In the summer of 1881 I met a man named James H. Conway, a resident of Franklin, Tennessee. He was visiting San Francisco for his health, deluded man, and brought me a note of introduction from Mr. Lawrence Barting. I had known Barting as a captain in the Federal army during the civil war. At its close he had settled in Franklin, and in time became, I had reason to think, somewhat prominent as a lawyer. Barting had always seemed to me an honorable and truthful man, and the warm friendship which he expressed in his note for Mr. Conway was to me sufficient evidence that the latter was in every way worthy of my confidence and esteem. At dinner one day Conway told me that it had been solemnly agreed between him and Barting that the one who died first should, if possible, communicate with the other from beyond the grave, in some unmistakable way—just how, they had left (wisely, it seemed to me) to be decided by the deceased, according to the opportunities that his altered circumstances might present.

A few weeks after the conversation in which Mr. Conway spoke of this agreement, I met him one day, walking slowly down Montgomery Street, apparently, from his abstracted air, in deep thought. He greeted me coldly with merely a movement of the head and passed on, leaving me standing on the walk, with half-proffered hand, surprised and naturally somewhat piqued. The next day I met him again in the office of the Palace Hotel, and seeing him about to repeat the disagreeable performance of the day before, intercepted him in a doorway, with a friendly salutation, and bluntly requested an explanation of his altered manner. He hesitated a moment; then, looking me frankly in the eyes, said: "I do not think, Mr. Foley, that I have any longer a claim to your friendship, since Mr. Barting appears to have withdrawn his own from me - for what reason, I protest I do not know. If he has not already informed you he probably will do so." "But," I replied, "I have not heard from Mr. Barting." "Heard from him!" he repeated, with apparent surprise. "Why, he is here. I met him yesterday ten minutes before meeting you. I gave you exactly the same greeting that he gave me. I

met him again not a quarter of an hour ago, and his manner was precisely the same: he merely bowed and passed on. I shall not soon forget your civility to me. Good morning, or—as it may please you—farewell.” All this seemed to me singularly considerate and delicate behavior on the part of Mr. Conway.

As dramatic situations and literary effects are foreign to my purpose I will explain at once that Mr. Barting was dead. He had died in Nashville four days before this conversation. Calling on Mr. Conway, I apprised him of our friend’s death, showing him the letters announcing it. He was visibly affected in a way that forbade me to entertain a doubt of his sincerity. “It seems incredible,” he said, after a period of reflection. “I suppose I must have mistaken another man for Barting, and that man’s cold greeting was merely a stranger’s civil acknowledgment of my own. I remember, indeed, that he lacked Barting’s mustache.” “Doubtless it was another man,” I assented; and the subject was never afterward mentioned between us. But I had in my pocket a photograph of Barting, which had been enclosed in the letter from his widow. It had been taken a week before his death, and was without a mustache.

Item Prompt:

In the final paragraph, the author writes, “It had been taken a week before his death.” Explain the irony in this statement and how it relates to the events in the story. Use details from the story to support your response.

Sample Generic Reading 3-Point CR Rubric

3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze a literary element • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze a literary element

	<ul style="list-style-type: none"> Includes some specific explanations that make reference to the text Adequately supports the explanations with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to analyze a literary element 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 analyze a literary element and includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to: the reader does not expect the photograph to show Barting without a mustache. It proves he is really still alive or a ghost.

Score Point 3 Sample:

This ending is ironic because the reader does not expect there to be evidence of the picture of Barting without a mustache. The photograph shows that either Barting is still alive or that he is a ghost, both of which are surprise endings. The twist at the end surprises the reader and makes the reader wonder, like the narrator does, about the supernatural.

Score Point 2 Sample:

There is irony at the end because the picture proves that the man Mr. Conway met could not have been Barting. Barting shaved his mustache before he died and the man Mr. Conway met did not have a mustache and that made him look like Barting. But Barting was dead so it must have been someone else.

Score Point 1 Sample:

There is irony at the end because the picture proves that Barting is not really dead. This is a surprise to the reader because the letters say that he died four days earlier.

Score Point 0 Sample:

Barting is not really dead.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
A Cold Greeting	Ambrose Bierce	A short story about a man who may have seen a ghost

**Recommended Placement for Assessment: Grade 10 or 11**

The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures**Meaning/Purpose:**

Moderately complex: The conclusion is foreshadowed early in the story; the narrative purpose is established early.

Text Structure:

Moderately complex: Follows a traditional story arc, though there is the additional story line of the narrator's relationship with the deceased.

Language Features:

Very complex: The style is formal and somewhat dated; there are instances of subtle humor; the sentences are frequently complex.

Knowledge Demands:

Moderately complex: Though the experiences described are uncommon, the story is straightforward and engaging.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 1180L; grades 9-10

Flesch-Kincaid: 9.3

Word Count: 604

Considerations for Passage Selection

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

Potential Challenges a Text May Pose:

- Accessibility
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.06.112

Sample Item ID:	ELA.11.CR.1.06.112
Grade/Model:	11/1b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	6: TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"Mending Wall" by Robert Frost
Stimuli/Text Complexity:	The quantitative readings demonstrate the limitations of these formulas for poetry; the numbers are far too low. Given the complexity of the structure, the sophistication of the theme, and the nonliteral use of language, this passage is recommended for use at grade 10 or 11. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/files/3026/3026-h/3026-h.htm#2H_4_0002
Notes:	
How this task addresses the sufficient evidence for this claim:	To complete this task students must explain how a particular text structure impacts the meaning of a poem.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage then answer the question.

Mending Wall
by Robert Frost

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.

The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows?"
But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down. I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.

He moves in darkness as it seems to me,
 Not of woods only and the shade of trees.
 He will not go behind his father's saying,
 And he likes having thought of it so well
 He says again, "Good fences make good neighbours."

Item Prompt:

Explain what effect the repetition of the phrases "something there is that doesn't love a wall" and "good fences make good neighbours" has on the meaning of the poem. Support your answer using details from the poem.

Reading 3-Point CR Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze text structure • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze text structure • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze text structure • 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 analyze text structure and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:
 The two statements reinforce the two contrasting views presented in the poem.

"Something there is that doesn't love a wall" shows that the speaker believes that walls create artificial barriers between people.

"Good fences make good neighbours" shows the neighbor's belief that divisions are

beneficial, that he isn't particularly friendly, and that he isn't very open minded.

Score Point 3 Sample:

These two statements reinforce the two main ideas in the poem. The repetition of "something there is that doesn't love a wall" emphasizes the speaker's idea that walls create unnecessary divisions between people. The repetition of "good fences make good neighbours" reinforces the neighbor's opposite attitude—the idea that good neighbors keep their distance from each other. The repetition of "good fences make good neighbours" emphasizes the stubbornness of the neighbor and his inability to see past his narrow view.

Score Point 2 Sample:

The statements reinforce the main theme of the poem, that walls separate people and make them unfriendly to one another, because they are repeated throughout the poem. This shows how much the poet believed that it is a good idea not to shut out people with walls. The other statement shows that the neighbor doesn't like people.

Score Point 1 Sample:

The poet repeats the phrase "Good fences make good neighbours" to show that he believes people get along better if they don't get too close to one another. The speaker disagrees with this believe and thinks there shouldn't be a wall between neighbors.

Score Point 0 Sample:

The poet repeats these phrases because they sound good in the poem.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Mending Wall	Robert Frost	Poem about mending walls with a neighbor



Recommended Placement for Assessment: Grade 9-11

The quantitative readings demonstrate the limitations of these formulas for poetry; the numbers are far too low. Given the complexity of the structure, the sophistication of the theme, and the nonliteral use of language, this passage is recommended for use at grade 10 or 11. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> There are several layers of text; the theme is subtle and requires a close reading.</p> <p>Text Structure: <u>Very complex:</u> The poem shifts between the literal and the figurative, the actions and the musings.</p> <p>Language Features: <u>Very complex:</u> The language is somewhat dated and there are many figurative/abstract elements..</p> <p>Knowledge Demands: <u>Very complex:</u> The theme is somewhat complex and never explicit.</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: 830L; grades 4-5 Flesch-Kincaid: 1.0 Word Count: 387</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.11.CR.1.07.113

Sample Item ID:	ELA.11.CR.1.07.113
Grade/Model:	11/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone
Secondary Target:	n/a
Standard(s):	RL-4; L-5a
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"A Cold Greeting" by Ambrose Bierce
Stimuli/Text Complexity:	The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see the text complexity worksheet attached.
Acknowledgement(s):	Public Domain
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must: <ol style="list-style-type: none"> 1. Analyze connotative meanings of words and phrases 2. Analyze the author's choices regarding how to develop and relate elements of a story.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a story by Ambrose Bierce published in 1913. As you read the story, consider how and when the author reveals certain information and then answer the question that follows.

A COLD GREETING
by Ambrose Bierce

This is a story told by the late Benson Foley of San Francisco:

In the summer of 1881 I met a man named James H. Conway, a resident of Franklin, Tennessee. He was visiting San Francisco for his health, deluded man, and brought me a note of introduction from Mr. Lawrence Barting. I had known Barting as a captain in the Federal army during the civil war. At its close he had settled in Franklin, and in time became, I had reason to think, somewhat prominent as a lawyer. Barting had always seemed to me an honorable and truthful man, and the warm friendship which he expressed in his note for Mr. Conway was to me sufficient evidence that the latter was in every way worthy of my confidence and esteem. At dinner one day Conway told me that it had been solemnly agreed between him and Barting that the one who died first should, if possible, communicate with the other from beyond the grave, in some unmistakable way—just how, they had left (wisely, it seemed to me) to be decided by the deceased, according to the opportunities that his altered circumstances might present.

A few weeks after the conversation in which Mr. Conway spoke of this agreement, I met him one day, walking slowly down Montgomery Street, apparently, from his abstracted air, in deep thought. He greeted me coldly with merely a movement of the head and passed on, leaving me standing on the walk, with half-proffered hand, surprised and naturally somewhat piqued. The next day I met him again in the office of the Palace Hotel, and seeing him about to repeat the disagreeable performance of the day before, intercepted him in a doorway, with a friendly salutation, and bluntly requested an explanation of his altered manner. He hesitated a moment; then, looking me frankly in the eyes, said: "I do not think, Mr. Foley, that I have any longer a claim to your friendship, since Mr. Barting appears to have withdrawn his own from me—for what reason, I protest I do not know. If he has not already informed you he probably will do so." "But," I replied, "I have not heard from Mr. Barting." "Heard from him!" he repeated, with apparent surprise. "Why, he is here. I met him yesterday ten minutes before meeting you. I gave you exactly the same greeting that he gave me. I

met him again not a quarter of an hour ago, and his manner was precisely the same: he merely bowed and passed on. I shall not soon forget your civility to me. Good morning, or—as it may please you—farewell.” All this seemed to me singularly considerate and delicate behavior on the part of Mr. Conway.

As dramatic situations and literary effects are foreign to my purpose I will explain at once that Mr. Barting was dead. He had died in Nashville four days before this conversation. Calling on Mr. Conway, I apprised him of our friend’s death, showing him the letters announcing it. He was visibly affected in a way that forbade me to entertain a doubt of his sincerity. “It seems incredible,” he said, after a period of reflection. “I suppose I must have mistaken another man for Barting, and that man’s cold greeting was merely a stranger’s civil acknowledgment of my own. I remember, indeed, that he lacked Barting’s mustache.” “Doubtless it was another man,” I assented; and the subject was never afterward mentioned between us. But I had in my pocket a photograph of Barting, which had been enclosed in the letter from his widow. It had been taken a week before his death, and was without a mustache.

Item Prompt:

Explain the two meanings of the word “cold” in the title and how this word develops the tone of the overall story. Support your answer using details from the story.

Sample Generic Reading 3-Point CR Rubric

Sample Generic Reading 3-Point CR Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language • Includes specific descriptions that make clear reference to the text • Fully supports the descriptions with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze figurative language • Includes some specific descriptions that make reference to the text • Adequately supports the descriptions with relevant details from the text

Grade 11 ELA Sample CR Item Form

1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language • Includes descriptions they are not explicit or make only vague references to the text • Supports the descriptions with at least one detail but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to analyze figurative language and includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to: Cold means that the greeting was not friendly when the narrator greeted Barting. It could have been unfriendly because the man was not Barting. The man who looked like Barting greeted the narrator like a stranger.

The other meaning of cold is that the greeting was between a dead person or ghost (Barting) and the narrator. The use of the word cold in the title develops a somber tone. It foreshadows something lifeless to come in the story. The title suggests an aloof or distant tone. The way the narrator narrates the story is with a distant manner. The events took place in the past and the reader hears the story in a non-emotional distant re-telling.

Score Point 3 Sample:

The word "cold" develops two themes in the story. The first is the impersonal or cold greeting given by Mr. Conway. This can be associated with the question presented in the story of how one should behave toward acquaintances as opposed to friends.

The second meaning of cold refers to the idea of a body literally being cold to the touch after death. Because Barting is dead, and the figure that Conway saw may have been a ghost, then the word "cold" also creates an eerie or supernatural tone in the story, because we are told that Conway and Barting had agreed that the one who died first would communicate in some way from beyond the grave.

Score Point 2 Sample:

Cold has two meanings in the story. The first meaning refers to a type of greeting, or a way of greeting someone. Barting, who may actually be dead, greets the narrator in a very cold way, which creates a tone of unfriendliness throughout the story.

The other meaning of cold is that of being dead, or a ghost. This meaning of the word makes the story have a supernatural or eerie tone because it makes you think of a world of ghosts that may be in the story.

Score Point 1 Sample:

Cold means a way of saying hello and it might mean that somebody is a ghost in the story, since Barting is maybe not alive and he didn't greet anyone.

Score Point 0 Sample:

There is a strange event taking place in this story that has to do with ghosts.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
A Cold Greeting	Ambrose Bierce	A short story about a man who may have seen a ghost


Recommended Placement for Assessment: Grade 10 or 11

The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The conclusion is foreshadowed early in the story; the narrative purpose is established early.</p> <p>Text Structure: <u>Moderately complex:</u> Follows a traditional story arc, though there is the additional story line of the narrator's relationship with the deceased.</p> <p>Language Features: <u>Very complex:</u> The style is formal and somewhat dated; there are instances of subtle humor; the sentences are frequently complex.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Though the experiences described are uncommon, the story is straightforward and engaging.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1180L; grades 9-10 Flesch-Kincaid: 9.3 Word Count: 604</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.11.CR.1.12.089

Sample Item ID:	ELA.11.CR.1.12.089
Grade/Model:	11/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features
Secondary Target:	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Standard(s):	RI-3, RI-9 (secondary: RI-1, RI-2)
DOK:	4
Difficulty:	Hard
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	Susan B. Anthony speech, Second Treatise of Government by John Locke
Stimuli/Text Complexity:	<p>Susan B. Anthony Speech: The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 11 or 12. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the text complexity worksheet attached.</p> <p>John Locke piece: Though brief, the passage is dense and will be challenging. The quantitative analysis places the passage in the 9.03-10 range; the qualitative analysis suggests something a bit higher. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the text complexity worksheet attached.</p>
Acknowledgement(s):	Anthony speech - http://gos.sbc.edu/a/anthony.html Locke - http://www.gutenberg.org/files/7370/7370-h/7370-h.htm#CHAPTER_IV
Notes:	
How this task contributes to the sufficient evidence for this claim:	To answer this item, students must analyze common ideas found in two texts and cite evidence from each text to support their analysis.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passages and then answer the question.

Passage 1

The following excerpt comes from a speech written in 1872 by women’s rights pioneer Susan B. Anthony. Anthony was arrested after attempting to vote in the 1872 presidential election. After her conviction Anthony wrote this speech to make a constitutional argument for giving women the right to vote.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their inalienable right. We throw to the winds the old dogma that government can give rights. No one denies that before governments were organized each individual possessed the right to protect his own life, liberty and property. When 100 to 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences and adopt those of civilization . . .The Declaration of Independence, the United States Constitution, the constitutions of the several States and the organic laws of the Territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

All men are created equal, and endowed by their Creator with certain inalienable rights. Among these are life, liberty and the pursuit of happiness. To secure these, governments are instituted among men, deriving their just powers from the

consent of the governed.

Passage 2

The following excerpt comes from the Second Treatise of Government by John Locke, published in 1690.

Sect. 22. The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man, in society, is to be under no other legislative power, but that established, by consent, in the commonwealth; nor under the dominion of any will, or restraint of any law, but what that legislative shall enact, according to the trust put in it. Freedom then is not what Sir Robert Filmer tells us, *Observations, A. 55. a liberty for every one to do what he lists, to live as he pleases, and not to be tied by any laws:* but freedom of men under government is, to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where the rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man: as freedom of nature is, to be under no other restraint but the law of nature.

Item Prompt:

Identify the main idea of each passage and explain how Locke's treatise supports Anthony's argument.

Scoring Rubric	
3 Proficient	A response: Gives sufficient evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
2	A response: Gives some evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
1	A response: Gives limited evidence of the ability to identify the idea common to the two

	texts and explain how the ideas in Locke’s treatise support the ideas in Anthony’s argument.
0	A response gets no credit if it provides no evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke’s treatise support the ideas in Anthony’s argument, includes no relevant information from the text, or is vague.

Scoring Notes:

Responses may include but are not limited to: Students should indicate that both authors believe that all people have natural rights and therefore government can only work if people are allowed to vote for the lawmakers, otherwise government violates the natural rights of citizens. This reasoning supports Anthony’s argument that not allowing women to vote violates their natural rights.

Score Point 3 Sample: Anthony argues that government is based on the natural right of every person to vote on laws. People join governments not to give away rights but to agree that the government will protect those rights. Locke also states that people have natural rights and participation in society necessitates agreement to common laws. Locke states that people in society can only be free under laws made with their consent, i.e. passed by an elected legislature. Locke’s treatise supports Anthony’s argument because Locke’s idea that people should be under no legislative power but that established by consent supports Anthony’s point that women’s natural rights are taken away when they are forced to obey laws they did not consent to, in that they could not vote for the legislatures that make the laws.

Score Point 2 Sample: Both Anthony and Locke believe that everyone has a natural right to be free and that government can not take away that right. Locke states that people can only be free if they are able to vote for their government, the people that make the laws. Anthony argues that women are not free because they are not allowed to vote. Locke and Anthony agree that governments where citizens are not allowed to vote are governments where people are not free and this violates the laws of nature.

Score Point 1 Sample: Anthony should have used the treatise by Locke to argue for the right of women to vote. Locke proves that women were not free because they couldn’t vote and this means they were under the law of nature, not the “legislative authority of man.”

Score Point 0 Sample: Susan B Anthony’s speech is about giving women the right to vote. Locke’s treatise is about the right of men to vote.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Susan B. Anthony Speech	Susan B. Anthony	Classic speech by Anthony after being arrested for voting



Recommended Placement for Assessment: Grade 11
 The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 11 or 12. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Exceedingly complex:</u> A completely theoretical and complex piece. The purpose evolves throughout the piece and is really not made entirely clear until the end.</p> <p>Text Structure: <u>Exceedingly complex:</u> Connections between ideas are subtle and complex.</p> <p>Language Features: <u>Exceedingly complex:</u> Language is dense and frequently abstract. The vocabulary is often archaic and academic. Sentence structure is varied and complex.</p> <p>Knowledge Demands: <u>Very complex:</u></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: 1350L; grades 11-CCR Flesch-Kincaid: 12.4 Word Count:</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
Second Treatise of Government	John Locke	Essay on slavery/freedom



Recommended Placement for Assessment: Grade 11

Though brief, the passage is dense and will be challenging. The quantitative analysis places the passage in the 9.03-10 range; the qualitative analysis suggests something a bit higher. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The purpose is clear but all theoretical. It requires some inferring.</p> <p>Text Structure: <u>Very complex:</u> The piece is brief; the connections between ideas are subtle.</p> <p>Language Features: <u>Exceedingly complex:</u> The language demands are high. The vocabulary will generally be unfamiliar; the sentences are complex and often contain multiple concepts.</p> <p>Knowledge Demands: <u>Very complex:</u> Some background knowledge about Locke would be helpful.</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: 1240L; grades 9-10 and 11-CCR Flesch-Kincaid: 9/3 Word Count: 198</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.13.116

Sample Item ID:	ELA.11.CR.1.13.116
Grade/Model:	11/2a
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	13. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation
Secondary Target:	n/a
Standard(s):	RI-5, RI-7
DOK:	3
Difficulty:	Easy
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Passage(s):	"Estuaries" by National Oceanic Atmospheric Administration"
Stimuli/Text Complexity:	The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. Based on these sets of measures, this passage is recommended for assessment at grade 11 Please see text complexity worksheet attached.
Acknowledgement(s):	Site: http://estuaries.noaa.gov/Teachers/Default.aspx?ID=180 , http://www.education.noaa.gov/MarineLife/LifeInAnEstuary.html Source: NOAA, Date: Oct. 2011, Feb. 2011
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the function and purpose of text organization.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is an excerpt of an article about estuaries. Read the article and answer the question that follows.

Estuaries

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are

brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill, it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the “nurseries of the sea” because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes. Of the 32 largest cities in the world, 22 are located on estuaries.

Estuarine Principles and Concepts

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:

- Estuaries are part of important biological, chemical, and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.

- Estuaries form an interface linking watersheds and oceans and receive groundwater and surface water from their entire watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:

- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing of fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The dynamic nature of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Item Prompt:

Explain why the author most likely provided general information about estuaries **before** the “Principles and Concepts” section. Support your answer using details from the passage.

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

Scoring Notes:

Response may include but is not limited to: The author provides general information first in order to build background knowledge and engage the reader in the topic.

Score Point 2 Sample: The author gives general information first so that the reader will understand what estuaries are before getting to the more scientific information. The reader learns the importance of estuaries, thus becoming engaged enough in the topic to keep reading. The overall structure of the passage conveys straightforward scientific research or facts.

Score Point 1 Sample: The author provides the reader with an explanation of what estuaries are before giving scientific details. Readers who don't know what estuaries are will not understand the "Principles and Concepts" section because it gives a lot of scientific information that readers may find confusing.

Score Point 0 Sample: The author who wrote this article wanted readers to know about estuaries because they are important places in our environment that we need to protect.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Estuaries	NOAA	Guide to estuaries



Recommended Placement for Assessment: Grade 11

The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The purpose is never stated. A reasonable inference is that this is a teacher's guide, but what the "principles relate to is never directly stated.</p> <p>Text Structure: <u>Very complex:</u> Headings are used to divide the body of the work by relevant principle; however, the connection between the parts is not stated. It is structured in a discipline-specific (scientific) way.</p> <p>Language Features: <u>Very complex:</u> The language used in the first two paragraphs is precise and accessible; the rest of the piece is more challenging and subject-specific. There are many complex sentences.</p> <p>Knowledge Demands: <u>Very complex:</u> While much is explained, it is still a dense and challenging piece that is heavily science oriented.</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: 1290L; grades 9-10 Flesch-Kincaid: 13.7 Word Count: 1143</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.11.CR.1.14.088

Sample Item ID:	ELA.11.CR.1.14.088
Grade/Model:	11/2a
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone
Secondary Target:	n/a
Standard(s):	RI-5, RI-7
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Passage(s):	"Estuaries" "by National Oceanic Atmospheric Administration"
Stimuli/Text Complexity:	The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the complexity worksheet attached.
Acknowledgement(s):	Sites: http://estuaries.noaa.gov/Teachers/Default.aspx?ID=180 , http://www.education.noaa.gov/Marine_Life/Life_In_An_Estuary.html Source: NOAA, Date: Oct. 2011, Feb. 2011
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the author's use of a figurative phrase in context.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is an excerpt of an article about estuaries. Read the article and answer the question that follows.

Estuaries

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are

brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the “nurseries of the sea” because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes.

Estuarine Principles and Concepts

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:

- Estuaries are part of important biological, chemical and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.
- Estuaries form an interface linking watersheds and oceans and receive groundwater and surface water from their entire

watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:

- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing of fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The dynamic nature of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Item Prompt:

Read the sentence from the final paragraph.

The dynamic nature of estuarine processes presents a challenge to the organisms living there.

Explain what the phrase “dynamic nature” means and why it is a good way to describe estuaries. Support your response using information from the passage.

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

Scoring Notes:

Response may include but is not limited to:

Dynamic nature means that estuaries have many interrelated and changing parts and that they change in response to different conditions, e.g., animals, environment, tides.

Estuaries have “dynamic nature” because they are complex. A variety of animals live there. Estuaries provide different habitats and are both fresh and salt water.

Estuaries have a dynamic nature because the organisms that live there are dynamic in that they are alive and changing. “Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.”

Score Point 2 Sample: The phrase “dynamic nature” means that something is constantly changing. This is a good description of estuaries because they are very complex with many inter-related parts that are constantly changing in response to different conditions. For example, animals are affected by the tides, which change dramatically each day.

Score Point 1 Sample: Estuaries have a “dynamic nature” because many different animals live there. There are also many different environments and not every estuary is the same, which makes them dynamic.

Score Point 0 Sample: The author describes estuaries as having a “dynamic nature” because they are very interesting and they occur in nature.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Estuaries	NOAA	Guide to estuaries



Recommended Placement for Assessment: Grade 11

The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The purpose is never stated. A reasonable inference is that this is a teacher's guide, but what the "principles relate to is never directly stated.</p> <p>Text Structure: <u>Very complex:</u> Headings are used to divide the body of the work by relevant principle; however, the connection between the parts is not stated. It is structured in a discipline-specific (scientific) way.</p> <p>Language Features: <u>Very complex:</u> The language used in the first two paragraphs is precise and accessible; the rest of the piece is more challenging and subject-specific. There are many complex sentences.</p> <p>Knowledge Demands: <u>Very complex:</u> While much is explained, it is still a dense and challenging piece that is heavily science oriented.</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: 1290L; grades 9-10 Flesch-Kincaid: 13.7 Word Count: 1143</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

Grade 11 ELA Sample TE Item Form

ELA.11.TE.01.01.079

Sample Item ID:	ELA.11.TE.01.01.079
Grade:	11
Claim:	1, Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	NA
Standard(s):	RL-1, R-3
DOK:	2
Item Type:	TE
Score Points:	3
Key	See Distractor Analysis
Stimulus/Passage(s):	Lost in the Bowels of the Earth excerpt from <i>A Journey to the Center of the Earth</i> by Jules Verne
Stimuli/Text Complexity:	The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see text complexity worksheet attached.
Acknowledgement(s):	Public Domain: http://www.feedbooks.com/book/3796/a-journey-into-the-interior-of-the-earth
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task students must find specific evidence in the text to support given conclusions.
Target-Specific Attributes (e.g., accessibility issues):	
Notes:	<p>TEI Template: Select and Order</p> <p>Interaction Space Parameters: All sentences in the passage after the title</p> <p>Scoring Data: Scoring Algorithm: SumOnly <i>This scoring algorithm:</i> 4 correct: 2 points 3 correct: 1.5 points 2 correct: 1 point 1 correct: .5 point <i>Points will not be deducted for incorrect selections.</i></p>

Stimulus Text:

The following passage is an excerpt from the novel A Journey to the Center of the Earth by Jules Verne. In the story, a German professor takes his nephew, Axel, and a guide into the crater of an Icelandic volcano in hopes of reaching the center of the Earth. When this excerpt begins, the trio has already been underground for several weeks and Axel has just discovered that he has become separated from his uncle and their guide.

Lost in the Bowels of the Earth
by Jules Verne

To describe my despair would be impossible. No words could tell it. I was buried alive, with the prospect before me of dying of hunger and thirst.

Mechanically I swept the ground with my hands. How dry and hard the rock seemed to me!

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears. At the moment when I left the right road, I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

How was I to return? There was not a trace of their footsteps or of my own, for the foot left no mark upon the granite floor. I racked my brain for a solution of this impracticable problem. One word described my position. Lost!

Lost at an immeasurable depth! Thirty leagues of rock seemed to weigh upon my shoulders with a dreadful pressure. I felt

crushed.

I tried to carry back my ideas to things on the surface of the earth. I could scarcely succeed. Hamburg, the house in the Königstrasse, my poor Gräuben, all that busy world underneath which I was wandering about, was passing in rapid confusion before my terrified memory. I could revive with vivid reality all the incidents of our voyage, Iceland, M. Fridrikssen, Snæfell. I said to myself that if, in such a position as I was now in, I was fool enough to cling to one glimpse of hope, it would be madness, and that the best thing I could do was to despair.

What human power could restore me to the light of the sun by rending asunder the huge arches of rock which united over my head, buttressing each other with impregnable strength? Who could place my feet on the right path, and bring me back to my company?

"Oh, my uncle!" burst from my lips in the tone of despair.

It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Item Prompt:

For each claim, click on one sentence from the passage and drag it to the appropriate location on the chart. Sentences can be used more than once.

Journey into the Center of the Earth

	Text Evidence
Axel believes he does not have a way to find food.	
Axel believes he will survive if he finds his uncle.	
Axel took a different path than his companions did.	
Axel is inclined to forgive his uncle.	

Key and Distractor Analysis:

Only one correct sentence is needed for each field.

Journey into the Center of the Earth

Inference / Conclusion	Text Evidence
Axel believes he does not have a way to find food.	I was buried alive, with the prospect before me of dying of hunger and thirst.
Axel believes he will survive if he finds his uncle.	"Oh, my uncle!" burst from my lips in the tone of despair. OR Who could place my feet on the right path, and bring me back to my company?
Axel took a different path than his companions did.	Then I understood the reason of that fearful silence, when for the last time I listened to hear if any sound from my companions could reach my ears. OR It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.
Axel is inclined to forgive his uncle.	It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Lost in the Bowels of the Earth excerpt from A <i>Journey to the Center of the Earth</i>	Jules Verne	An excerpt from the classic novel, in which the narrator finds himself lost and alone



Recommended Placement for Assessment: Grade 9-11

The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The meaning is fairly clear but requires some inferences by the reader.</p> <p>Text Structure: <u>Moderately complex:</u> The narrator thinks back to events that occurred before he found himself alone in the cave, but following these shifts is not terribly difficult.</p> <p>Language Features: <u>Very complex:</u> The language demand is high; many of the terms are archaic and/or of a higher grade level. Not all have sufficient context to discern the meaning.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The genre will be familiar if the specifics of this one are not.</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: 890L; grades 4-5 Flesch-Kincaid: 6.2 Word Count: 400</p> <p style="background-color: #0000FF; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.09.SR.2.03.160 C2 T3

Sample Item ID:	ELA.09.SR.2.03.160
Grade/Model:	09/2a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	3: WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	Second sentence "Many types of caves can be found throughout the world and contain incredible rock formations."
Stimulus/Passage(s):	Lava Tubes
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Written in-house.
Item/Task Notes:	none
How this task contributes to the sufficient evidence for this claim:	This item requires students to identify extraneous information in a piece of student writing.
Target-Specific Attributes (e.g., accessibility issues):	Ability to read text one level below grade level.

*Stimulus Text:***Lava Tubes**

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

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

Item Stem:

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

Key and Distractor Analysis:

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

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

ELA.09.SR.2.06.099 C2 T6

Sample Item ID:	ELA.09.SR.2.06.099
Grade/Model:	9/1e
Claim:	2: Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target(s):	6: WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, and/or W-1e
DOK:	2
Difficulty:	E
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	Advertising
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Freelancer
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the most appropriate conclusion for an argumentative paragraph.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

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

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

Item Stem:

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

Options:

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

Distractor Analysis:

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

ELA.09.SR.2.08.100 C2 T8

Sample Item ID:	ELA.09.SR.2.08.100
Grade/Model:	9/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target(s):	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1, 2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	Lizards
Stimuli/Text Complexity:	n/a (editing stimulus)
Acknowledgement(s):	Freelancer
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine how to revise a sentence so that the language and style fit with the rest of a paragraph.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

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

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

Item Stem:

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

Options:

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

Distractor Analysis:

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

ELA.09.SR.2.09.101 C2 T9

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

Stimulus Text:

Read the following passage and then answer the question.

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

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

Item Stem:

Select the correct way to revise the highlighted sentence.

Options:

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

Distractor Analysis:

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

ELA.11.SR.2.01.125

Sample Item ID:	ELA.11.SR.2.01.125
Grade/Model:	11/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target(s):	1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator point of view, or use dialogue when describing an event or advance action).
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
Correct Response:	C
Stimulus/Passage(s):	See below.
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to demonstrate the ability to revise a short literary text, students choose the best way to revise a particular portion of the text with the goal of improving the quality of the descriptions.
Target-Specific Attributes (e.g., accessibility issues):	Students read a printed text stimulus one grade level below assessed grade level and use a keyboard or comparable input software to compose an answer to the writing prompt.

Stimulus Text:

The following excerpt comes from a writer's first draft of a short story about two travelers.

(1) They reached the capital early in the morning. (2) But this can hardly be called a capital, she thought. (3) Indeed the word only loosely applied in comparison with their previous destination, with its crowds of people and scooters too many to count, following no rules as far as either of them could tell. (4) But here, in this smaller capital, they found hardly any vehicles and just a few people walking around aimlessly.

(5) *"Perhaps they are all tourists," he said, though of course this was not possible.*

(6) *Here, there was dust instead of smog, and the sun instead of a bunch of city lights.*

Item Prompt:

The writer wants to revise this draft to make the description more vivid and precise. Which of the possible sets of revisions below would best help the writer accomplish this goal?

Options:

- A. Change "early in the morning" to "at 7 am" (sentence 1) and "crowds of people" to "thousands of people" (sentence 3).
- B. Change "following no rules" to "obeying laws neither of them could understand" (sentence 3) and "scooters too many to count" to "scooters in the thousands" (sentence 3).
- C. Change "early in the morning" to "at the height of dawn" (sentence 1) and "crowds of people" to "buzz of fretted pedestrians" (sentence 3).
- D. Change "in this smaller capital" to "in this so-called capital" (sentence 4) and "the sun instead of a bunch of city lights" to "the bright sun instead of bright city lights" (sentence 6).

Distractor Analysis:

- A. This answer is incorrect because "7 am," while more precise than "early in the morning," is not vivid. And "thousands of people," while more precise than "crowds of people," is still not particularly precise, and not vivid either.
- B. This answer is incorrect because "obeying laws neither of them could understand" is not more vivid or precise than the original "following no rules." And "scooters in the thousands" is not more vivid or precise than "scooters too many to count."
- C. Key. "At the height of dawn" is more vivid and more precise than "early in the morning." And "buzz of fretted pedestrians" is more vivid and precise than "crowds of

people.”

- D. This answer is incorrect because “this so-called capital” is no more vivid or precise than “this smaller capital.” And “the bright sun instead of bright city lights” is only very marginally more vivid and precise than “the sun instead of a bunch of city lights,” since all it does is add the word “bright” two times.

ELA.11.SR.2.03.118

Sample Item ID:	ELA.11.SR.2.03.118
Grade/Model:	11/1a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target:	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	M
Item Type:	SR
Score Points:	0,1
Correct Response:	C
Stimulus/Passage(s):	Comfortable Shoes
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	In House
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	Students are required to determine certain parts of a short passage that are extraneous, disruptive, or lack clear connection to the overall informational organization of the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

(1) When I was young, my mother taught me one of the most important lessons I have learned in my life: never sacrifice comfort for fashion. (2) That’s not to say my mother didn’t know how to dress—but there were two things you could never accuse her of not having, even if the ones she had wouldn’t turn any heads on a fashion runway: comfortable shoes and a warm coat. (3) A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.

(4) “A sharp pair of high heels attracts lots of attention,” she would say, pausing dramatically for effect...”and back pain.”

(5) She had a similar line about wearing chic coats during snowstorms.

(6) The philosopher Henry David Thoreau has a famous piece of advice: “Beware of all enterprises that require new clothes”—meaning, in his case, that it’s best to avoid any type of work that would require you to shop for a “professional” uniform.

(7) My mom might not have gotten many stares for her sense of style, but, as she used to say, “I’m not looking to make friends with people’s eyes.”

Item Stem:

Click on the two sentences in the text above that do not fit with the overall organization of the passage.

Distractor Analysis:

Sentence 1: This sentence establishes the basic organization of the passage: recalling the mother’s advice about fashion.

Sentence 2: This sentence qualifies the first sentence and provides an example of what is meant by the mother’s general advice in the first sentence (the need for comfortable shoes and a warm coat).

Sentence 3 (KEY): This sentence is disruptive to the organization of the passage because it digresses from the specific focus on the mother’s fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

Sentence 4: This sentence, while introducing a quotation, keeps to the general structure of the passage by presenting a specific example of why one needs comfortable shoes.

Sentence 5: This sentence follows up on sentence 5, introducing another specific example of the mother’s advice (the need for a warm coat).

Sentence 6 (KEY): This sentence is disruptive to the organization of the passage because it digresses from and lacks clear connection to the specific focus on the mother’s fashion advice.

Sentence 7: This sentence ends the passage on the theme of the mother’s personal sense of fashion and introduces a final quotation giving an example of her fashion advice.

ELA.10.SR.2.03.068 C2 T3

Sample Item Id:	ELA.10.SR.2.03.068
Grade/Model:	10/1a
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	3: WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	Easy
Item Type:	Selected Response
Score Points:	1
Key:	Sentence 7
Stimuli/Passage(s):	Introverts
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must identify extraneous information in a piece of informational writing.
Target-Specific Attributes (e.g., Accessibility Issues):	

Stimulus Text:

Read the following passage and then answer the question.

(1) I am what some psychologists would call an introvert. (2) About one-third to one-half of the population falls into this category, so there are quite a few introverts around. (3) In general, we tend to feel most comfortable and energized when we are on our own or with just a few people at a time. (4) When it comes to studying, I mostly like to work and study by myself because I really need quiet, space, and time to think about problems or issues and try to figure them out. (5) When it comes to socializing, I prefer spending time with one or two friends so

that we can talk, laugh, and share things on a deeper level. (6) When I go to a big party, I sometimes feel so overwhelmed by the pressure to talk to lots of different people that I don't really enjoy myself. (7) Some people think that introverts are just shy and need to improve their social skills.

Item Stem:

Click on the sentence in the text that does not fit with the overall organization of the passage.

Options:

Sentences (1)-(7)

Distractor Analysis:

- (1) This sentence introduces the topic of introverts.
- (2) This sentence provides background information about the introvert population and fits with the flow of the paragraph.
- (3) This sentence is the topic sentence for the paragraph and sets up the forthcoming discussion on work and socializing settings.
- (4) This sentence provides an example about work and study and supports the statement in (3).
- (5) This sentence provides an example about social settings and supports the statement in (3).
- (6) This sentence adds a follow-up example about social settings and flows from sentence (5).
- (7) KEY: This sentence does not fit into this paragraph, which describes introverts and their comfort level in different settings. This statement about how others may perceive introverts disrupts the flow and organization of the passage.

ELA.10.SR.2.08.069 C2 T8

Sample Item Id:	ELA.10.SR.2.08.069
Grade/Model:	10/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	A
Stimuli/Passage(s):	Solar Power
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	http://www.nrel.gov/docs/fy11osti/51297.pdf
Item/Task Notes:	
How This Item/Task Contributes To The Sufficient Evidence For This Claim:	To complete this task, students must determine how to revise a sentence so that the language and style fit with the rest of a paragraph.
Target-Specific Attributes (e.g., Accessibility Issues):	

Stimulus Text:

Read this paragraph from a government website about solar panels and then answer the question.

Solar Panels

Despite a global recession, the number of solar panel installations in the United States grew 30% from 2008 to 2009. A number of trends point toward continued growth of new PV installations. **Solar panels are getting better and cheaper.** At the same time, federal, state, and local regulations are requiring that greater amounts of energy must come from renewable sources. Incentives for solar power technology implementation

are being created and regulatory barriers removed. Corporations and governments are focusing on solar power to demonstrate leadership in environmental sustainability and resource conservation.

Item Stem:

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

Options:

- A. The efficiency of solar panels is increasing, while installation costs are decreasing.
- B. Solar panels are better at doing what they're supposed to and they're pretty affordable.
- C. Research shows us that solar panels are becoming more efficient and less expensive for us to install.
- D. Today's solar panels are remarkably efficient and surprisingly inexpensive.

Distractor Analysis:

- A. There is an appropriate level of formality and objectivity in this option to fit with the rest of the paragraph.
- B. This language is too casual and colloquial to fit with the more formal tone of the text.
- C. This option is written in first-person voice, while the source text is written from a third-person perspective.
- D. This option includes several subjective adjectives that do not fit with the objective tone of the paragraph.

ELA.10.SR.2.09.070 C1 T9

Sample Item Id:	ELA.10.SR.2.09.070
Grade/Model:	10/1
Claim:	2: Students can produce effective and well-grounded writing for a range of purposes 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 persuasive/argument texts.
Secondary Target(S):	n/a
Standard(S):	L-1, L-2
DOK:	1
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimuli/Passage(S):	Solar Panels
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(S):	http://www.nrel.gov/docs/fy11osti/51297.pdf
Item/Task Notes:	
How this task contributes to the the sufficient evidence for this claim:	To complete this task, students must select the correct way to revise a sentence that contains grammatical and mechanical errors.
Target-Specific Attributes (E.G., Accessibility Issues):	

Stimulus Text:

Read this paragraph and then answer the question.

The project is ready to be implemented once the project location PV technology and size have been identified stakeholders have been engaged and all requirements were considered and met. Implementation may involve a number of stakeholders previously mentioned and requires open communication between the solar installation industry and the historic preservation community. Consideration should be given to the impact of project implementation and construction on the function of the building or district and its occupants. Also, projects must be implemented to maintain structural and historical integrity while ensuring solar projects are installed to maximize generation of energy.

Item Stem:

What is the correct way to revise the highlighted sentence?

Options:

- A. The project is ready to be implemented once the project location PV technology, and size were identified, stakeholders have been engaged, and all requirements were considered and met.
- B. The project was ready to be implemented once the project location, PV technology, and size were identified stakeholders were engaged, and all requirements have been considered and met.
- C. The project will be ready to implement once the project location PV technology, and size were identified, stakeholders were engaged, and all requirements were considered and met.
- D. The project is ready to be implemented once the project location, PV technology, and size have been identified, stakeholders have been engaged, and all requirements have been considered and met.

Distractor Analysis:

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

ELA.10.CR.2.06.110 C2 T6

Sample Item Id:	ELA.10.CR.2.06.110
Grade/Model:	10/2a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, and/or W-1e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	"The Internet in Classroom"
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must revise the first paragraph of an argumentative essay to make the claim more precise.
Target-Specific Attributes (e.g., Accessibility Issues):	Students are required to enter text on a keyboard.

Stimulus Text:

Read this draft of a first paragraph from a student's argumentative essay, and then answer the question.

The Internet in Classrooms

Students who use the internet to do research know that they are dealing with a large amount of information on almost every topic when they go on the internet. Some teachers say that students should be able to use the internet for their classes to

do research because the internet contains a lot of information on topics such as history, science, and literature. Others say that students waste a lot of time on the internet in class and they should not use it during class time. They say students spend a lot of time on Facebook and email instead of doing research. There are a lot of good points on both sides of this argument that I agree with but I mainly agree with some of the teachers who let their students use the internet because it lets students find a lot of sources.

Item Prompt:

Revise this paragraph to make the student's claim clearer.

Scoring Rubric	
3	<ul style="list-style-type: none"> • Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
2	<ul style="list-style-type: none"> • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related details • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure
1	<ul style="list-style-type: none"> • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • Has little evidence of an organizational pattern or any sense of

	<p>wholeness and completeness</p> <ul style="list-style-type: none">• Provides transitions which are poorly utilized, or fails to provide transitions• Has a limited or inappropriate vocabulary for the intended audience and purpose• Has little or no variety in sentence length and structure
0	The response does not meet any of the criterion.

ELA.11.CR.2.03.117

Sample Item ID:	ELA.11.CR.2.03.117
Grade/Model:	11/1b
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target:	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	M
Item Type:	CR
Score Points:	0,1,2
Correct Response:	See rubric
Stimulus/Passage(s):	Comfortable Shoes
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	In house
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	Students are required to determine certain parts of a short passage that are extraneous, disruptive or lack clear connection to the overall informational organization of the text.
Target-Specific Attributes (e.g., accessibility issues):	None.

Stimulus Text:

Read the following passage and then answer the question.

(1) When I was young, my mother taught me one of the most important lessons I have learned in my life: never sacrifice comfort for fashion. (2) That's not to say my mother didn't know how to dress--but there were two things you could never accuse her of not having, even if the ones she had wouldn't turn any heads on a fashion runway: comfortable shoes and a warm coat. (3) A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.

(4) “A sharp pair of high heels attracts lots of attention,” she would say, pausing dramatically for effect...“and back pain.”

(5) She had a similar line about wearing chic coats during snowstorms.

(6) The philosopher Henry David Thoreau has a famous piece of advice: “Beware of all enterprises that require new clothes”—meaning, in his case, that it’s best to avoid any type of work that would require you to shop for a “professional” uniform.

(7) My mom might not have gotten many stares for her sense of style, but, as she used to say, “I’m not looking to make friends with people’s eyes.”

Item Stem:

Select a sentence in the passage that does not fit with the overall structure and explain why it is disruptive to the organization of the passage.

Sample Generic 2-point (Grades 3-11) Brief Writing Rubric

2	<p>The response:</p> <ul style="list-style-type: none"> • demonstrates sufficient focus on the topic and includes some supporting details • has an adequate organizational pattern, and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses adequate language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
1	<p>The response:</p> <ul style="list-style-type: none"> • demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions

	<ul style="list-style-type: none"> • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target] and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:

Sentence 3 (*A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

OR

Sentence 6 (*The philosopher Henry David Thoreau has a famous piece of advice: "Beware of all enterprises that require new clothes"—meaning, in his case, that it's best to avoid any type of work that would require you to shop for a "professional" uniform.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. Also, the sentence remains undeveloped within the context of the passage, because it is never elaborated upon.

Score Point 2 Sample:

Sentence 3 is disruptive because it isn't part of the main topic and talks about a hat but not the mother's hat or anything she was wearing. The sentence seems to be generally about hats but not about what the mom is wearing.

Score Point 1 Sample:

Sentence 6 is disruptive because it is about someone other than the author's mother.

Score Point 0 Sample:

Sentence 4 is disruptive because it is about coats, not shoes.

Grade 9 ELA Sample TE Item C4 T3

ELA.09.TE.4.03.077 C4 T3

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

Stimulus Text:

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

Year-round Schools

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

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

Item Stem:

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

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

Key and Distractor Analysis:

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

Grade 11 ELA Sample TE Item C2 T6

ELA.11.TE.2.06.010 C2 T6

Sample Item ID:	ELA.11.TE.2.06.010
Grade/Model:	11/1c
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience
Secondary Target(s):	NA
Standard(s):	W-1
DOK:	2
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	Student reorders sentences correctly: 3,1,4,2.
Stimulus/Passage(s):	High School and Extracurricular Activities
Acknowledgement(s):	Commissioned passage
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must revise the organization of an argumentative article for logic and clarity.
Target-specific attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicates correct response.
Notes:	<p>TEI Template: Reorder Text</p> <p>Interaction Parameters: Four sentences below labeled 1, 2, 3, 4.</p> <p>Scoring Data: (3,1,4,2} = 2 points {3,1,4,2 or 3,4,1,2} = 1 point</p>

<p><i>Stimulus Text:</i></p> <p>Read the passage below and then answer the question.</p> <p style="text-align: center;">High School and Extracurricular Activities</p> <p>Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. It is true that academics are a high school's primary role; however,</p>

Grade 11 ELA Sample TE Item C2 T6

the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school. Extracurricular activities, such as clubs and sports, are an essential component of any high school education. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment.

Item Stem:

This is a short argumentative article written by a student. The paragraph needs to be better organized to more clearly establish the claim. Reorder the sentences by clicking on them and moving them to the best location within the paragraph.

Key and Distractor Analysis:

{sentence order: 3,1,4,2} = 2 points
{sentence order 3,4,1,2} = 1 point
{any other combination} = 0 point

Correct order:
Sentence: 3,1,4,2

(3) Extracurricular activities, such as clubs and sports, are an essential component of any high school education. (1) Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. (4) Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). (2) It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Grade 11 ELA Sample TE Item Form



ELA.11.TE.2.08.080

Sample Item ID:	ELA.11.TE.2.08.080
Grade/Model:	11/3
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	Menu 1: an essential component of Menu 2: students who don't participate Menu 3: are proud of their school
Stimulus/Passage(s):	High School and Extracurricular Activities
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Commissioned
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the item, students must choose the best way to revise the text to maintain appropriate language and style.
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. 3 menus (default is first choice)</p> <p>B. Menu 1: [really important for; a helpful part of; an essential component of; good for] Menu 2: [students who don't participate; lame students who won't participate; students who choose to pursue less active lifestyles; students who don't want to do extra stuff] Menu 3: [think their school is awesome; are proud of their school; kind of like their school; wholeheartedly believe in their school]</p> <p>Scoring Data: Menu 1: an essential component of Menu 2: students who don't participate</p>

	Menu 3: are proud of their school Scoring Rule: NumErrors [0 errors=2, 1 error=1.5, 2 error=1, 3 errors=.5, 4 errors=0]
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Stimulus Text:

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

High School and Extracurricular Activities

Extracurricular activities, such as clubs and sports, are really important for any high school education. Some people argue that clubs and activities distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). It is true that academics are a high school's primary role; however, the students who think their school is awesome, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Item Stem:

Click on the underlined phrases in the passage and select from the drop down menu the **most appropriate** way to write each phrase to maintain the language and style of the paragraph.

Key and Distractor Analysis:

Student selects 3 correct = 2 points
Student selects 2 correct = 1 point
Student selects 1 correct = .5 point
Student selects 0 correct = 0 point

Grade 11 ELA Item Specification C2 T9

Grade 11 ELA C2 T9

Sample Item ID:	ELA.11.TE.2.09.009
Grade/Model:	11/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes 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 persuasive/argument texts.
Secondary Target(s):	NA
Standard(s):	WL-1, L-2
DOK:	1
Item Type:	SR
Score Points:	2
Difficulty:	Easy
Key:	Menu 1: are an essential component Menu 2: and distract students from Menu 3= no change
Stimulus/Passage(s):	High School and Extracurricular Activities
Acknowledgement(s):	Commissioned
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must choose the best way to revise errors in grammar usage and mechanics.
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> <ul style="list-style-type: none"> A. 3 menus (default is first choice) B. Menu 1: [were an essential component; are an essential component; will be an essential component; is an essential component] Menu 2: [and distract the student from; and distract you from; and distract one from; and distract students from] C. Menu 3: [; academics are a high school’s primary role; however, the students who are proud; academics are a high school’s primary role however the students who are proud; academics are a high school’s primary role even though the students who are proud; academics are a high school’s primary role; even though the students who are proud;] <p>Scoring Data: Menu 1: are an essential component Menu 2: and distract students from Menu 3: academics are a high school’s primary role;</p>

Grade 11 ELA Item Specification C2 T9

	however, the students who are proud Scoring Rule: NumErrors [0 errors=2, 1 error=1, 2 error=.5, 3 errors=0]
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Stimulus Text:

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

High School and Extracurricular Activities

Extracurricular activities, such as clubs and sports, were an essential component of any high school education. Some people argue that clubs and activities are a waste of time and distract the student from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Item Stem:

Click on the underlined phrases in the passage and select the **best** way to write each phrase from the drop down menu.

Key and Distractor Analysis:

Student selects 3 correct = 2 points
Student selects 2 correct = 1 point
Student selects 1 correct = .5 point
Student select 0 correct = 0 point

ELA.10.PT.2.04.156

C2T4 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.04.156
Title:	Sacagawea—Fact and Fiction
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><u>Claim 2</u></p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p> <p><u>Claim 4</u></p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-2, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task	In order to complete the performance task, students

contributes to the sufficient evidence for the claims:	<ol style="list-style-type: none"> 1. Identify the key ideas in several informational sources and analyze the relationship between these sources and a literary text 2. Identify the types of evidence the authors use to support their key ideas 3. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 4. Write an informational essay that includes <ul style="list-style-type: none"> • a clearly stated controlling idea • presentation of relevant supporting evidence, details, and elaboration consistent with the controlling idea, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item Type	PT
Target-Specific Attributes (e.g., Accessibility Issues):	Students will enter lengthy text on a keyboard.
Stimuli:	<p>Sources (1 article, 2 journal entries, 1 story; presented in the order in which they are used)</p> <p>Source 1: Biography A Brief Biography of Sacagawea. http://www.pbs.org/weta/thewest/people/s_z/sacagawea.htm</p> <p>Source 2: Journal Excerpts The Journals of the Lewis and Clark Expedition http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&_xslsrc=LCstyles.xsl</p> <p>The following excerpts are from The Journals of the Lewis and Clark Expedition. Spelling has been corrected and modernized and some grammatical errors corrected.</p> <p>John Ordway- <i>July 30th Tuesday 1805.</i> A fine pleasant morning. We loaded all the canoes early and set out about 9 a.m. and proceeded on up the North fork. Captain Lewis walked on shore. We passed large bottoms covered with cotton timber and thick brush. The river crooked rapid and full of Islands. An abundance of beaver & beaver dams along these bottoms. The currents of different kinds abound in these bottoms. We dined at a Camp where the snake Indians had been camped 4 years ago, and were attacked by the Grossvauntaus. Two or three of the Snake nation were killed, and several squaws taken prisoners. Our interpreter's wife was one of them. She tells us that she was taken in the middle of the river as she was crossing at a shallow place to make her escape. The rest all mounted their horses and cleared themselves as they did not</p>

wish to fight, neither were they strong enough for the Grossvauntaus.

— (http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1805-07-30.xml&_xslsrc=LCstyles.xsl)

Meriwether Lewis—

Saturday, August 17th 1805. This morning I arose very early and dispatched Drewyer and the Indian down the river. Sent Shields to hunt. I made McNeal cook the remainder of our meat, which afforded a slight breakfast for ourselves and the Chief. Drewyer had been gone about 2 hours when an Indian who had straggled some little distance down the river returned and reported that the whitemen were coming, that he had seen them just below. They all appeared transported with joy, and the chief repeated his fraternal hug. I felt quite as much gratified at this information as the Indians appeared to be. Shortly after Captain Clark arrived with the Interpreter Charbono, and the Indian woman, who proved to be a sister of the Chief Cameahwait. The meeting of those people was really affecting, particularly between Sah-cah-gar-we-ah and an Indian woman, who had been taken prisoner at the same time with her, and who had afterwards escaped from the Minnetares and rejoined her nation. At noon the Canoes arrived, and we had the satisfaction once more to find ourselves all together, with a flattering prospect of being able to obtain as many horses shortly as would enable us to prosecute our voyage by land should that by water be deemed inadvisable.

(http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1805-08-17.xml&_xslsrc=LCstyles.xsl)

Source 3: Story Excerpts

Excerpts from "The Conquest: The True Story of Lewis and Clark" by Eva Emery Dye, 1902

<http://www.archive.org/details/conquesttruesto00dyegoog>

MONDAY, July 15, 1805, the boats were launched above the Great Falls of the Missouri. Clark followed by land along an old Indian trail, worn deep by the lodge-poles of ages.

Little did he realize that nuggets lay scattered all over that land, where yet the gold hunters should dot the hills with shafts and mounds; that near here a beautiful city, named for Helen of Troy, should arise to become a golden capital.

"My people! My people!" Sacajawea excitedly pointed to deserted wickiups and traces of fires. She read their story at a glance.

"It was winter. They were hungry. There were no buffalo. See!" She pointed to the pines stripped of bark and the tender inner wood, the last resort of famishing Shoshones.

With flags hoisted to notify the Indians that they were friends, the canoes passed within the Gates of the Mountains, where the mighty Missouri breaks through the Belt Range of western Montana. Nothing in Alleghany lands compares with this tremendous water-gap. Through the dark cavern the river ran narrow and rapid and clear. Down through tributary canyons on either side came rifts of light, odours of pine, and the roar of waterfalls.

With unmoved countenance Sacajawea looked upon the weird overhanging grayish granite walls through which she had been hurried in terror by her Minnetaree captors, five years ago.

"We are coming to a country where the river has three forks," said Sacajawea.

Exhilaration seized the men, as they sent the boats up the heavy current that rolled well-deep below. That night they camped in a canyon that is today a pleasure resort for the people of Helena.

Again following the Indian trail, on the 25th of July Clark arrived at the three forks of the Missouri, near the present site of Gallatin. From the forks of the far eastern rivers where Pittsburg rises, they had come to the forks of the great river of the West.

...

"On this very spot my people camped five years ago.

Here were their tents," said Sacajawea, pointing out the embers of blackened fires. "The Minnetarees peered over the hills. We ran up this fork and hid in the thick woods."

The boats were reloaded and the party began to ascend the Jefferson on July 30, to its head in the Bitter Root Mountains. At noon they camped for dinner.

"And here was I captured!" cried Sacajawea. "I was made a prisoner. We were too few to fight the Minnetarees. They pursued us. Our men mounted their horses and fled to the mountains. The women and children hid. I ran. I was crossing this river.

They caught me and carried me away."

What a realistic glimpse of daily terror! Fighting, hunting, wandering, famishing, in the land of anarchy.

Formerly the Shoshones were Indians of the plains.

Now they had been driven by their enemies into almost inaccessible fastnesses.

"The Beaver Head! The Beaver Head!"

Sacajawea pointed to a steep, rocky cliff shaped like a beaver's

head, one hundred and fifty feet above the water, an Indian landmark from time immemorial.

"This is not far from the summer retreat of my countrymen. We shall meet them soon, on a river beyond the mountains running to the west."

"We must meet those Indians," said Lewis, "it is our only hope for horses to cross the mountains."

...

The next morning after passing Beaverhead Rock, Captain Lewis and three of the men slung their knapsacks over their shoulders and set out for the mountains, determined not to return until they met some nation of Indians.

...

Slowly, Clark, ill with chills and fever, had been coming forward, urging the canoes up the difficult and narrowing stream.

Sacajawea, the little Bird-woman, could not wait. In her anxiety she begged to walk ahead along shore, and with her husband went dancing up the rivulet of her childhood. She flew ahead. She turned, pirouetting lightly on her beaded moccasins, waving her arms and kissing her fingers. Her long hair flew in the wind and her beaded necklace sparkled.

Yes, there were the Indians, and Lewis among them, dressed like an Indian too. The white men had given everything they had to the Indians, even their cocked hats and red feathers, and taken Indian clothes in exchange, robes of the mountain sheep and goat.

An Indian girl leaned to look at Sacajawea. They flew into each other's arms. They had been children together, had been captured in the same battle, had shared the same captivity. One had escaped to her own people; the other had been sold as a slave in the Land of the Dakotahs. As girls will, with arms around each other they wandered off and talked and talked of the wonderful fortune that had come to Sacajawea. ...

A council was immediately called. The Shoshones spread white robes and hung wampum shells of pearl in the hair of the white men.

"Sacajawea. Bring her hither," called Lewis.

Tripping lightly into the willow lodge, Sacajawea was beginning to interpret, when lifting her eyes to the chief, she recognized her own brother, Cameahwait. She ran to his side, threw her blanket over his head, and wept upon his bosom.

	Sacajawea, too, was a Princess, come home now to her Mountain Kingdom.
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>a brief biography of Sacagawea http://www.pbs.org/lewisandclark/inside/saca.html</p> <p>excerpts from The Journals of the Lewis and Clark Expedition http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&_xmlsrc=LCstyles.xml</p> <p>excerpts from The Conquest: The True Story of Lewis and Clark by Eva Emery Dye, 1902 http://www.archive.org/details/conquesttruesto00dyegoog</p>
Task Notes:	

Task Overview (120 total minutes):

Title: Sacagawea: Fact and Fiction

Part 1 (35 minutes): Ultimately tasked with writing an informational essay on how different sources have shaped the story of Sacagawea, students will read an article, a story, and journal entries, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Students will compose full-length informational essays on Sacagawea, referring to their notes as needed. Students will be allowed access to the texts they viewed in part 1. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 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.

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (85 minutes)

- **Initiate the testing part 2.**

- ***Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.***
- ***Once 20 minutes have elapsed, suggest students begin writing their essays.***
- ***Alert the students when 45 minutes have elapsed.***
- ***After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.***
- ***Alert the students when there are 10 minutes remaining in the session.***

Close the testing session.

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read an article, journal entries, and a story about the Lewis and Clark expedition, then write an informational essay about one of their guides, Sacagawea.

Steps you will be following:

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

1. Read an article, two journal entries, and a story excerpt.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

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

(Source 1)

(Source 2)

(Source 3)

Questions

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

1. Explain how each source contributes to the body of research needed to write a report about Sacagawea. Use details from the sources to support your answer.
2. "The Journals of the Lewis and Clark Expedition" is a primary source and "A Brief Biography of Sacagawea" is a secondary source. What information can readers learn from the primary source that is not available in the secondary source? Use details from the sources to support your answer.
3. Explain how the information presented in the story excerpt, "The Conquest," differs from the information presented in "A Brief Biography of Sacagawea" and "The Journals of the Lewis and Clark Expedition." Use details from the sources to support your answer.

Part 2 (85 minutes)

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

Your Assignment

Sacagawea is an important historical figure but few concrete details are known about her life. Write an informational essay

analyzing the role of these fictional and nonfictional sources in developing the overall story of Sacagawea’s life. Support your claim with details from what you have read.

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

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

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

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

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

Key and scoring information for questions:

1. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

2. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

3. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.



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

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language :</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
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Grade 10 ELA Sample PT Item C2 T4



<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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Grade 10 ELA Sample PT Item C2 T4



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

Grade 10 ELA.10.PT.2.07.157
C2T7 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.07.157
Title:	Mexican Gray Wolves
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence.</i></p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.</p>
Secondary Target(s):	n/a
Standard(s):	RI-1, W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2
DOK:	4
Difficulty:	Medium
Score Points:	TBD

Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, 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 will enter lengthy text on a keyboard.
Stimuli:	<p>Sources (3 articles; presented in the order in which they are used)</p> <p>Article 1: http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm Wolves: An Uncertain Future?</p> <p>When settlers first colonized Arizona, a large contingent of military troops and miners needed food. Merriam’s elk were available in mountain country and readily provided fresh meat. By the early 1900s, elk were extirpated from Arizona.</p> <p>With its major prey base no longer present, and an extremely large cattle population moving westward, wolves turned to what was available—cattle. Of course, that put them at odds with the cattlemen. In the mid-1890s, a devastating drought hit the state, creating significant problems for cattle growers. With little forage for their livestock, and the threat of cattle depredation by wolves, the early ranchers and the federal government began their “war on wolves.” Shortly after the turn of the century, the Mexican wolf had been extirpated from the United States.</p> <p>In the late 1970s, the federal government decided to bring the Mexican wolf back to America. It hired a trapper to catch some of the last remaining wolves in Mexico. These wolves were moved to a few select zoos around the country and a captive breeding program began. About twenty years later, the captive population was sufficient to begin releasing some into the wild. In the late 1990s, the first wolves in nearly one hundred years walked free in Arizona due, in</p>

	<p>large part, to a partnership between state, federal, and tribal governments.</p> <p>Much has changed in those hundred years. Habitats have changed. Elk herds have recovered and are, in fact, quite abundant. Attitudes have changed. For many people, instead of the bloodthirsty killer of our fairy tales, the wolf is a majestic creature that symbolizes freedom and nature. However, whether it is a fear of attack or a loss of livelihood, many people still do not feel that wolves should be roaming free in Arizona. They believe the cost is too high.</p> <p>Article 2: http://arizona.sierraclub.org/conservation/wolf_alert.asp Conservation: Mexican Wolf Overview of recovery of Arizona population of Mexican gray wolves since reintroduction (cut 4th paragraph about reward and contact information).</p> <p>Article 3: Article (250 words) summarizing the major arguments posed by farmers, ranchers, and others who are opposed to the reintroduction of wolves to the wild</p>
<p>Stimuli/Text Complexity:</p>	
<p>Acknowledgments:</p>	<p>Stimuli have been taken from the following sources: http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm http://arizona.sierraclub.org/conservation/wolf_alert.asp</p> <p>Article summarizing opposing arguments to reintroduction of wolves</p>
<p>Task Notes:</p>	

Task Overview (120 total minutes):
 Title: Mexican Gray Wolves
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on Mexican gray wolves, students will read three articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on Mexican gray wolves, referring to their notes as needed. Pre-writing, drafting, and revising will be involved.
Scorable Products: Student responses to the constructed-response questions and the essay will be scored.

Teacher preparation / Resource requirements
 The teacher should 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.

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (85 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

The sources you will read about the Mexican gray wolves include three articles about the issue and concerns of reintroducing Mexican gray wolves into the wild. Take notes on all of these sources, and then write an argumentative essay about whether these animals should be reintroduced into the wild.

Steps you will be following:

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

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

Directions for beginning:

You will now read three sources. 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.

(article 1)

(article 2)

(article 3)

Questions:

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

1. The author of Article 1 shows support for the reintroduction of the Mexican gray wolves into the wild by emphasizing the benefits over the risks. What risks does the author mention, and what evidence is there that they are less important to the author? Support your answer using details from the article.
2. Articles 1 and 2 both mention the captive breeding programs for the Mexican gray wolf. What information does Article 2 include about the success of these programs that is excluded in Article 1? Explain why this information is important in deciding whether to support or reject reintroduction plans for these wolves?
3. Does the information in Articles 1 and 2 sufficiently address the concerns raised in Article 3 about the reintroduction of the Mexican gray wolf into the wild? Support your answer with details from all sources.

Part 2 (85 minutes)

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

Your Assignment

Write an essay in which you support or oppose future reintroduction of Mexican gray wolves to the wild. Support your claim with details from what you have read.

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

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

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

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

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

Key and scoring information for questions:

1. Claim 4, Target 4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

3. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused, and strongly maintained alternate or opposing claims are clearly addressed¹ claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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1	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response 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	<p>A response gets no credit if it provides no evidence of the ability to write full arguments about topics or sources, attending to purpose and audience.</p>				

¹ Begins in 7th grade

ELA.10.PT.2.07.164 C2 T7, T8, T9 and C4 T2, T3, T4
C2T7 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.07.164
Title:	Participatory Budgeting
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p>
Secondary Target(s):	n/a
Standard(s):	W-1, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2, RI-1
DOK:	4
Difficulty:	High
Score Points:	TBD

Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of conventions, including usage, punctuation, capitalization, and spelling • control of language for purpose and audience
Item Type	PT
Target-Specific Attributes (e.g., Accessibility Issues):	Students will be required to enter text using a keyboard.
Stimuli:	<p>Sources (1 article, 3 documents; presented in the order in which they are used)</p> <p>Article: What Is Participatory Budgeting? http://www.participatorybudgeting.org/</p> <p>Document 1: Criteria for the Evaluation of Proposals for the City of Auburn Includes an overview/introduction by the fictitious city of Auburn and a list of evaluation criteria. Examples of criteria could include: meeting a clearly identified community need; having a “useful life” of five years; of service to a broad segment of the community; not duplicative of existing structure or services; having a clearly outlined project plan and budget.</p> <p>Document 2: Approved Proposals for the City of Auburn Includes brief descriptions of six citizen proposals that the fictitious city of Auburn has approved.</p> <p>Document 3: Citizen Proposal The citizen proposal will include ways in which it both meets and does not meet the criteria outlined in article 2. The deficiencies should go beyond the obvious (e.g., costs more than allowed) to more substantial concerns (e.g., not truly of benefit to a broad enough population).</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>What Is Participatory Budgeting? http://www.participatorybudgeting.org/</p> <p>Additional sources to be added: Criteria for the Evaluation of Proposals for the City of Auburn Approved Proposals for the City of Auburn</p>

	Citizen Proposal
Task Notes:	

Task Overview (120 total minutes):

Title: Participatory Budgeting

Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on participatory budgeting, students will read an article and two documents, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Students will compose full-length argumentative essays on a participatory budget proposal, referring to their notes as needed. Students will be allowed access to the texts they viewed in part 1. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 will be scored.

Teacher preparation / Resource requirements

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

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (85 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements: The Performance Task will take 120 minutes in one session.

Student Directions:

Session 1 (35 minutes)

Your assignment:

You will read three sources, including one article and two documents, and then write an argumentative essay about participatory budgeting.

Steps you will be following:

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

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

Directions for beginning:

You will now read three sources. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like while you are taking notes during this session and the next session. Your notes will be your basis for writing your final draft.

- (article)
- (document 1)
- (document 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 and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

- 1.** Explain the philosophy behind the concept of “participatory budgeting.” Support your answer with details from the sources.
- 2.** Analyze how “What Is Participatory Budgeting?” is useful for understanding the documents from the city of Auburn. Use details from the sources to support your answer.
- 3.** Explain how both documents from the city of Auburn would help a citizen who wanted to write a proposal. Use details from the documents to support your answer.

Part 2 (85 minutes)

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

Your Assignment

The city of Auburn has asked members of the community to submit proposals as part of its participatory budgeting program. Proposals that meet the city’s criteria will be placed on a ballot for citizens to vote upon.

You are a member of the city’s evaluation committee. Read the following citizen proposal and write an argumentative essay in which you evaluate whether it has met the criteria and recommend whether it should or should not be placed upon the ballot. Support your claim with details from what you have read.

(document 3)

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

- ***Statement of purpose/focus***—how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
- ***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
- ***Elaboration of evidence***—how well you provide evidence from sources about your opinions and elaborate with specific information
- ***Language and Vocabulary***—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- ***Conventions***—how well you follow the rules of usage, punctuation, capitalization, and spelling

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

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

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

Key and scoring information for questions:

1. Claim 4, Target 4

2-point Research (Grades 6–11): Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 3

2-point Research (Grades 6–11): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

3. Claim 4, Target 3

2-point Research (Grades 6-11): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused, and strongly maintained alternate or opposing claims are clearly addressed¹ claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

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

¹ Begins in 7th grade

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

Sample Item ID:	ELA.09.PT.2.07.082
Title:	Virtual Schools
Grade/Model:	9/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6, RI-9
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. gather, select, and analyze information in a series of sources 2. write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources,

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

Task Notes:	<p>By Isaac Asimov</p> <p>Keeping Pace with K–12 Online Learning: An Annual Review of Policy and Practice (http://kpk12.com/reports/graphics/)</p> <p>Additional source acknowledgements to be added</p> <p>Virtual Schools Not for Everyone</p>
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Task Overview (120 total minutes):
Title: Virtual Schools
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on virtual schools, students will read a story and article, view a video, and review research statistics, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on virtual schools, referring to their notes as needed. Pre-writing, drafting, and revising will be involved.
Scorable Products: Student responses to the constructed-response questions and the essay will be scored.

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

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (85 minutes)

- Initiate testing part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements: The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

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

Steps you will be following:

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

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

Directions for beginning:

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

(short story)

(article 1)

(video)

(research statistics)

Questions

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

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

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

Part 2 (85 minutes)

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

Your Assignment

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

How your essay will be scored: The people scoring your essay

will be assigning scores for:

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

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

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

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

Key and scoring information for questions:

1. Claim 4, Target 2

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

	information.
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Scoring Notes:

Responses may include but are not limited to:
 In the short story—The character does not like her virtual school; She thinks it is boring; She doesn't like her computer "teacher"; She wishes she could go to a school from the past and be with other students and learn from a live person.
 In the video—The family chose to attend a virtual school after attending traditional schools; It was a difficult choice and not for everyone; They are happy with their decision; The curriculum is very challenging; The older daughter misses her friends but likes her new school; It makes her a better student; She has fewer distractions.

Sample 2-point Response:

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

2. Claim 4, Target 2

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

Scoring Notes:

Responses may include, but are not limited to:
 Not all states have online school options.
 States that do have seen a dramatic increase in the number of online schools and students attending those schools.
 Students attending online schools are still a small percentage of the total population of students.
 Popularity is increasing, but use is not widespread.

Sample 2-point Response:

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

3. Claim 4, Target 3

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

Scoring Notes:

Responses may include, but are not limited to:
The article and the video provide subjective opinions about the topic. They include personal feelings and beliefs.
The report provides research statistics that can be used to draw conclusions.

Sample 2-point Response:

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

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

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas, from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



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

*Begins in 7th grade

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

DRAFT

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

Sample Item ID:	ELA.09.PT.2.07.158
Title:	Graffiti
Grade/Model:	9/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6, RI-9
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> Gather, select, and analyze information in a series of sources Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> a clearly-established claim about the topic presentation of relevant supporting evidence, details, and elaboration consistent with the position,

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

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

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

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

C2 T7 Performance Task, Draft

Task Overview (120 total minutes):
 Title: Graffiti
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on graffiti, students will read two articles and view a video and 4 photographs, taking notes on these sources. They will then respond to three constructed-response questions, each addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on graffiti, referring to their notes as needed. Prior to composing their full-length essays, students will receive a research packet of additional information. Pre-writing, drafting, and revising will be involved.
Scorable Products: Student responses to the constructed-response questions and the essay will be scored.

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

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

Teacher Directions:

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

Part 1 (35 minutes)

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

Stretch Break

Part 2 (85 minutes)

- Initiate the testing part 2.
- Allow students to access the additional research materials.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
Close the testing session.

Pre-Task Activity:

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

Time Requirements: The Performance Task will take 120 minutes in one session.

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

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

Steps you will be following:

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

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

Directions for beginning:

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

(article 1)

(video 1)

(article 2)

(photos 1–4)

Questions:

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

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

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

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

Part 2 (85 minutes)

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

Your Assignment:

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

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

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

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

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

- 1.** plan your essay
- 2.** write your essay
- 3.** revise and edit for a final draft

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

Key and scoring information for questions:

1. Claim 4, Target 4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

3. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

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

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

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

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

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

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

*Begins in 7th grade

ELA.09.PT.2.4.081 C2 T2

Sample Item ID:	ELA.09.PT.2.4.081
Title:	Author Study—Emily Dickinson
Grade/Model:	09/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence.</i></p> <p>Claim 2</p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus , develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(s):	n/a
Standard(s):	<p>Primary Standards</p> <p>RI-1, RI-9, W-1a, W-1b, W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-3a, L-6</p>
DOK:	4
Difficulty:	High
Score Points:	TBD

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

Stimuli/Text Complexity:	
Acknowledgments:	<p>Sources have been taken from the following sources:</p> <p>http://www.gutenberg.org/zipcat2.php/12242/12242-h/12242-h.htm#Index_of_First_Lines http://www.poetryfoundation.org/bio/emily-dickinson Harbegger, Alfred. <i>My Wars are Laid Away in Books</i>. NY: Random House, 2001.</p> <p>Additional sources still to come from freelancer:</p> <p>Biography of Emily Dickinson</p>
Task Notes:	
<p>Task Overview (120 total minutes): Title: Author Study—Emily Dickinson</p> <p>Part 1 (35 minutes): Ultimately tasked with writing an informational essay on connections between Emily Dickinson’s life and her poetry, students will read two poems by Dickinson and three articles about the poet, taking notes on these sources. They will then respond to three constructed-response questions, each addressing the research skills of analyzing and evaluating information.</p> <p>Part 2 (85 minutes): Students work individually to compose full-length informational essays on the connection between Dickinson’s life and poetry, referring to their notes as needed. Prior to composing their full-length essays, students will be allowed access to the articles and poems they viewed in the beginning. Pre-writing, drafting, and revising will be involved.</p> <p>Scorable Products: Student responses to the constructed-response questions and the essay will be scored.</p>	
<p>Teacher preparation / Resource requirements: The teacher should ensure that sufficient blank paper and writing utensils are available for student note-taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.</p>	
<p>Teacher Directions: Students are given the texts, research, and any additional information about the essay.</p> <p>Part 1 (35 minutes)</p> <ul style="list-style-type: none"> • Initiate the online testing session. • Alert the students when 15 minutes have elapsed. • Alert the students when there are 5 minutes remaining in part 1. <p>Stretch Break</p> <p>Part 2 (85 minutes)</p> <ul style="list-style-type: none"> • Initiate the testing part 2. 	

- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements: The Performance Task will take 120 minutes in one session.

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

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

Steps you will be following:

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

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

Directions for beginning:

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

(poem 1)

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

Questions

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

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

Part 2 (85 minutes)

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

Your Assignment

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

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

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

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

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

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

Key and scoring information for questions:

1. Claim 4, Target 2

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

Scoring Notes:

Responses may include but are not limited to:

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

Sample 2-point Response:

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

2. Claim 4, Target 2

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

Scoring Notes:

Responses may include but are not limited to:

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

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

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

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

Sample 2-point Response:

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

3. Claim 4, Target 3

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

Scoring Notes:

Responses may include but are not limited to:

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

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

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

Sample 2-point Response:

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

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

Sample Generic 4-point Informative-Explanatory (Grades 6-11) Writing Rubric

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

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

Grade 9 ELA C3 T3

Sample Item ID:	ELA.09.PT.3.03.148
Title:	Electric Cars
Grade/Model:	9/1
Claim(s):	<p>Primary Claims</p> <p>3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 3</p> <p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/ SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(s):	n/a
Standard(s):	L-1, L-3a, L-6, SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, RI-1, RI-9, W-1a, W-1b, W-8, W-9
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather information from a series of sources and analyze the relationships among these sources 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively

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

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

Stimuli: Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>Video 1: Revenge of the Electric Car http://www.pbs.org/independentlens/revenge-of-the-electric-car/film.html</p> <p>Article 1: Electric Vehicles http://www.fueleconomy.gov/feg/evtech.shtml</p> <p>Video 2: Electric Cars Face Issues in the US http://www.voanews.com/english/news/usa/Electric-Cars-Face-Issues-in-US-142037823.html</p> <p>Chart 1: Hybrid Vehicle Sales 2001-2011 http://www.evscroll.com/Hybrid_Car_Statistics.html</p> <p>Chart 2: Comparison of Hybrid Cars http://www.evscroll.com/Comparison_of_Hybrid_Cars.html</p> <p>Chart 3: Monthly Hybrid Sales Statistics http://www.green-energy-efficient-homes.com/hybrid-car-sales-statistics.html</p>
Task Notes:	

Task Overview (120 total minutes):

Title: Electric Cars

Part 1 (35 minutes): Ultimately tasked with delivering an oral presentation on electric cars, students will read three an article, watch two videos, and review 3 charts, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Finally, students will work individually to compose and deliver an oral presentation on electric cars, referring to their notes and the sources as needed.

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

Teacher Directions:

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

Session 1 (35 minutes)

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

Stretch Break

Session 2 (85 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 30 minutes have elapsed.
- After students have been working for 65 minutes, alert them that there are 10 minutes left.

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

Teacher preparation / Resource requirements

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

Time Requirements:

The Performance Task will take 120 minutes in one session.

Pre-Task Activity:

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

Student Directions:

Part 1 (35 minutes)

Your assignment:

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

Steps you will be following:

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

1. Read an article

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

Directions for beginning:

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

(Article 1)

(Video 1)

(Video 2)

(Research Packet)

Questions

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

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

answer.

Part 2 (85 minutes)

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

Your Assignment:

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

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

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

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

- plan your presentation

- prepare your presentation

Word-processing and presentation tools are available to you.

Key and scoring information for questions:

1. Claim 4, Target 2

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

2. Claim 4, Target 2

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

3. Claim 4, Target 3

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

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

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

deliver short speech.

Grade 10 ELA.10.PT.3.03.149 C3 T1, T3, T4 and C4 T2, T3, T4
C3T3 Performance Task, draft

Sample Item Id:	ELA.10.PT.3.03.149
Title:	Political Cartoons
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 3</p> <p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	L-1, L-3a, L-6, SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, W-1a, W-1b, W-8, W-9, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor

<p>How this task contributes to the sufficient evidence for the claims:</p>	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather information from a series of sources and analyze the relationship between these sources and a series of graphics 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 sources • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of language for purpose and audience
<p>Item Type</p>	<p>PT</p>
<p>Target-Specific Attributes (e.g., Accessibility Issues):</p>	<p>Students with visual impairments will need to be provided with descriptions of visual material.</p>
<p>Stimuli:</p>	<p>Sources (3 articles, a set of cartoons; presented in the order in which they are used)</p> <p>Article 1: American Political Cartoons: an Introduction by Dr. Paul Parker http://www2.truman.edu/parker/research/cartoons.html Include the following sections: Introduction (cut the last paragraph), The Rise to Fame, The Ethics of Cartooning (cut the last paragraph), Elements of Effectiveness and the following cartoons</p>



Article 2: "Join, or Die" – America's First Political Cartoon
 "Join, or Die," by Benjamin Franklin in 1754 is widely acknowledged as the first political cartoon created in America. This article gives a brief history of the politics and symbolism surrounding this image. 50-100 words.

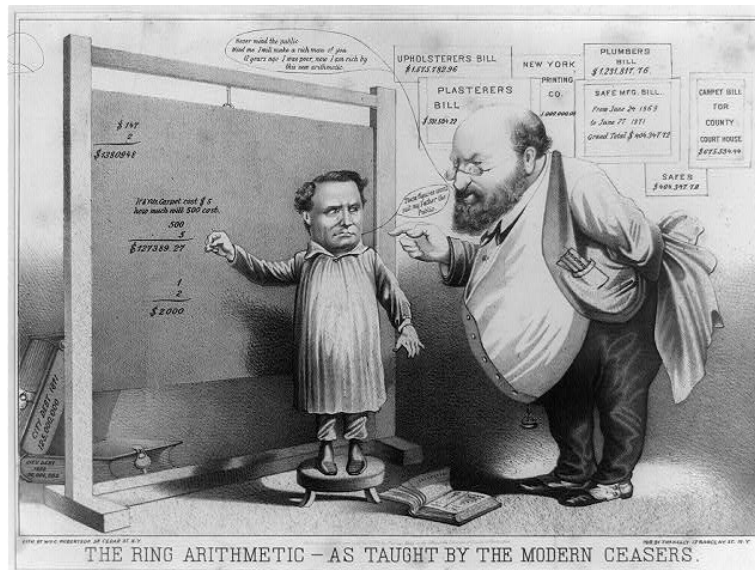


<http://www.loc.gov/pictures/resource/cph.3a12149/>

Article 3: Why We Love Political Cartoons
 This article gives a history of political cartoons from colonial America, through their rise in the late 1800s, with an increase in newspapers and magazines, to continued popularity today. The article explains the necessity of cartoons during a time when few people could read, and discusses why they are still widely used and immensely popular over 200 years later.

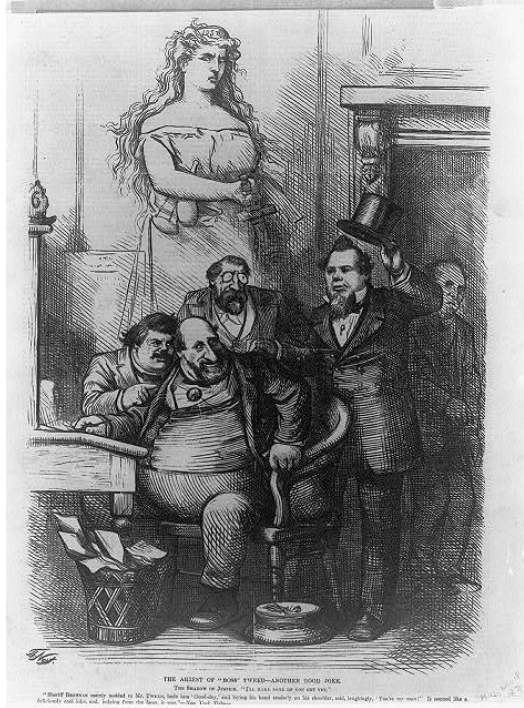
Research Packet (Cartoons with descriptions and historical context)

Tammany political boss William Marcy Tweed is portrayed as a bullying schoolteacher giving New York City comptroller Richard B. Connolly a lesson in arithmetic. A teary-eyed Connolly stands on a stool writing wildly inaccurate equations on a blackboard. For instance, "\$147 x 2 equals \$1380948"). Connolly protests to his teacher, "These figures wont suit my Father the public," but Tweed responds, "Never mind the public. Mind me. I will make a rich man of you. 12 years ago I was poor, now I am rich by this new arithmetic." Behind the board are two padlocked ledgers—"City Debt 1871 \$125,000,000" and "City Debt 1869 \$30,000,000." Exaggerated bills for the building of the county courthouse are posted on the wall. The building's final cost was \$12 million, of which two-thirds was fraudulent. In less than three years, Tweed's "ring" of corrupt officials managed to rob the city's treasury of \$30 million. 1871



<http://www.loc.gov/pictures/resource/cph.3a11413/>

The arrest of "Boss" Tweed—another good joke. 1871



<http://www.loc.gov/pictures/resource/cph.3a34646/>

This print shows a representative of the British crown in America for peace negotiations (identified in the text as Edmund Burke, though possibly Lord North); he is wearing a crown with an olive branch on his head and carries a "Conciatory Bill" in a pocket. He is riding a donkey and is being driven from the American shores by several men, one wearing a feathered headdress. 1778



<http://www.loc.gov/pictures/resource/cph.3a45589/>

This cartoon shows Lord North standing on a platform holding a

letter announcing the successful campaign by British troops in America. A distraught woman, "America," holding a liberty cap, sits at the base of the platform; others present react to the news. 1776



<http://www.loc.gov/pictures/resource/cph.3a01878/>

Print shows a horse, "America," throwing its rider, George III. 1779



<http://www.loc.gov/pictures/resource/cph.3g05286/>

A rare anti-North satire, probably dealing with either the Crittenden

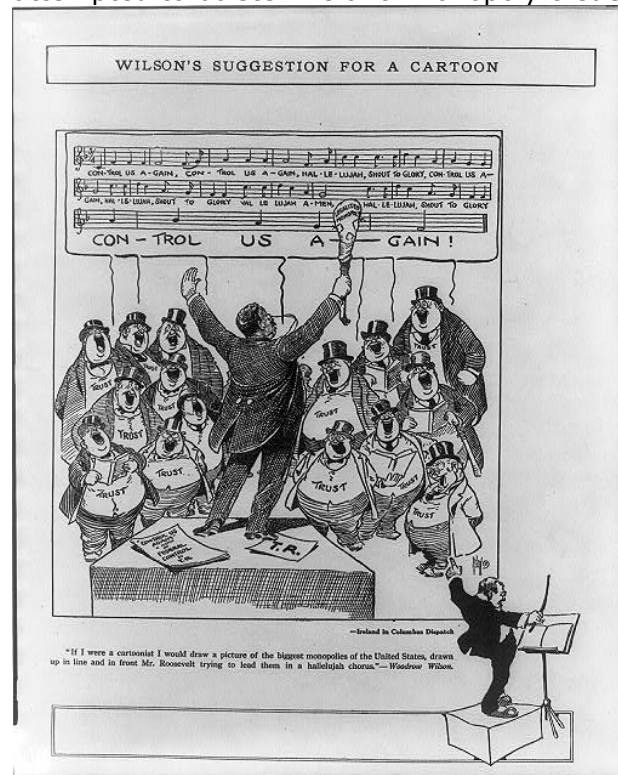
Compromise or the Douglas Compromise. Proposed in December 1860 in the form of several constitutional amendments, the former called for restoration of the Missouri Compromise line and prohibition of slavery north of it. Stephen Douglas's compromise, an alternative proposed immediately thereafter, offered two similar amendments but also advocated settlement of the slavery issue by popular sovereignty. "Congressional Surgery" reflects the viewpoint of the lower South, which rejected both compromises. "Doctor North" (Pennsylvania congressman Thaddeus Stevens) sits with hands folded in a chair at left, a young black crouching beside him. On the doctor's desk rests a wooden leg labeled "Constitutional Amendment." The Doctor says, "Help you! Of Course! We will first, with your assistance, take you off your legs, & then fix you up nicely on these Constitutional Amendments." His patient "South," a tall bearded man with his left arm in a sling, replies, "Can't see it."



<http://www.loc.gov/pictures/resource/cph.3b35942/>

A tribute to commander of Union forces, Gen. Winfield Scott, shown as the mythical Hercules slaying the many-headed dragon or hydra, here symbolizing the secession of the Confederate states. At left stands Scott, wielding a great club "Liberty and Union," about to strike the beast. The hydra has seven heads, each representing a prominent Southern leader. The neck of each Southerner depicted is labeled with a vice or crime associated with him. They are (from top to bottom): Hatred and Blasphemy (Confederate secretary of state Robert Toombs), Lying (vice president Alexander Stephens), Piracy (president Jefferson Davis), Perjury (army commander P. G. T. Beauregard), Treason (United States general David E. Twiggs who in February 1861 turned over nineteen federal army posts under his command in Texas to the South), Extortion (South Carolina governor Francis W. Pickens), and Robbery (James Buchanan's

The 1912 presidential candidates Woodrow Wilson and Theodore Roosevelt battled over the question of which candidate was the true “trustbuster.” The first cartoon depicts Roosevelt as a hunter; the various trusts are depicted as game. The second cartoon depicts Roosevelt wielding a baton labeled “legalized monopoly” while conducting a chorus representing the different trusts. The cartoon also notes that Wilson states that Roosevelt is pro-monopoly. Since trusts (large corporations with tremendous power over their industries) were a source of potent political anger, each candidate attempted to bolster his anti-monopoly credentials.



<http://www.loc.gov/pictures/resource/cph.3a34852/>



<http://www.loc.gov/pictures/resource/cph.3a11248/>

Stimuli/Text Complexity:

Acknowledgments:

Stimuli have been taken from the following sources:

American Political Cartoons: an Introduction by Dr. Paul Parker
<http://www2.truman.edu/parker/research/cartoons.html>

- Political Cartoons from the Library of Congress
<http://www.loc.gov/pictures/resource/cph.3a11248/>
- <http://www.loc.gov/pictures/resource/cph.3a34852/>
- <http://www.loc.gov/pictures/resource/ppmsca.10974/>
- <http://www.loc.gov/pictures/resource/cph.3b50445/>
- <http://www.loc.gov/pictures/resource/cph.3b35942/>
- <http://www.loc.gov/pictures/resource/cph.3g05286/>
- <http://www.loc.gov/pictures/resource/cph.3a01878/>
- <http://www.loc.gov/pictures/resource/cph.3a45589/>
- <http://www.loc.gov/pictures/resource/cph.3a34646/>
- <http://www.loc.gov/pictures/resource/cph.3a11413/>

Additional sources still to come from freelancer:

Article 2: "Join, or Die" – America's First Political Cartoon

	Article 3: Why We Love Political Cartoons
Task Notes:	

Task Overview (120 total minutes):
 Title: Political Cartoons
Part 1 (35 minutes): Ultimately tasked with delivering an oral presentation on political cartoons, students will read three articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose and deliver an oral presentation on political cartoons, referring to their notes and the sources as needed.
Scorable Products: Student responses to the constructed-response questions and the presentation will be scored.

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

Session 1 (35 minutes)

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

Stretch Break

Session 2 (85 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.
- Present the research packet of cartoons.
- Alert the students when 30 minutes have elapsed.
- After students have been working for 65 minutes, alert them that there are 10 minutes left.

Close the testing session.

Direct students to deliver their presentations.

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

Time Requirements:
 The Performance Task will take 120 minutes in one session

Pre-Task Activity:
 There are no specific pre-task activities to be conducted.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read several articles about political cartoons, review a packet of some cartoons, and prepare and deliver an oral presentation about political cartoons.

Steps you will be following:

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

1. Read and take notes on three articles.
2. Answer three questions about the articles.
3. Plan and deliver your presentation.

Directions for beginning:

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

- (article 1)
- (article 2)
- (article 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. Explain why the cartoons presented were an effective political statement. Use details from the sources to support your answer.
2. Analyze the techniques political cartoonists use to express their message. Use details from the texts to support your

answer.

3. Explain how the information presented in political cartoons differs from the information presented in written text. Use details from the texts to support your answer.

Part 2 (85 minutes)

You now have 85 minutes to prepare an oral presentation. You may refer back to the sources you read in part 1. You will also receive a packet of additional cartoons, which you may choose to use in your presentation. Now read your assignment and the information about how your presentation will be scored; then begin your work.

Your Assignment

Plan and deliver a presentation on the power of political cartoons as a tool for defining issues and influencing public opinion. Support your analysis with details from what you have read and viewed.

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

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

to your message

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

- plan your presentation
- prepare your presentation

Word-processing and presentation tools are available to you.

Key and scoring information for questions:

CR#1: C4 T4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

CR#2: C4 T2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

CR#3: C4 T3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

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>				

ELA.10.CR.4.03.071 C4 T3

Sample Item Id:	ELA.10.CR.4.03.071
Grade/Model:	10/3
Claim:	4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.
Assessment Target:	3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources
Secondary Target(s)	n/a
Standard(s):	W-8, W-9
DOK:	4
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See Rubric
Stimuli/Passage(s):	Objections to the Constitution by George Mason and Branches of Government
Stimuli Text Complexity:	<p><i>Objections to the Constitution</i> The qualitative and quantitative measures both indicate that this is a sophisticated passage; this passage would likely be most appropriate for use at grade 12. Although this passage is above grade level, it is used in a research question. It is appropriate for grade 10 because it represents what HS students might need to read as a source. Based on these sets of measures, this passage is recommended for assessment at grade 9 or 10. Please see text complexity worksheet attached.</p> <p><i>Branches of Government</i> Though the text is somewhat dense, it covers much of what should be familiar territory to students, simply in a more complex way. The Lexile and the qualitative analysis suggest that the appropriate placement for this passage is grade 9 or 10. Based on these sets of measures, this passage is recommended for assessment at grade 9 or 10. Please see text complexity worksheet attached.</p>
Acknowledgement(s):	http://teachingamericanhistory.org/library/index.asp?documentprint=1847 Ben's Guide to US Government for Kids
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To answer this item, students must evaluate if two sources are relevant and provide complete information for a research topic.
Target-Specific Attributes (e.g., Accessibility Issues):	Students must enter text using a keyboard.

Stimulus Text:

Read the two passages below about the United States Constitution and then answer the question.

Excerpts from
Objections to the Constitution

George Mason
October 1787

OBJECTIONS OF THE HON. GEORGE MASON, ONE OF THE DELEGATES FROM VIRGINIA IN THE LATE CONTINENTAL CONVENTION, TO THE PROPOSED FEDERAL CONSTITUTION; ASSIGNED AS HIS REASONS FOR NOT SIGNING THE SAME.

In the House of Representatives there is not the substance, but the shadow only, of representation, which can never produce proper information in the legislature, or inspire confidence in the people. The laws will, therefore, be generally made by men little concerned in, and unacquainted with, their effects and consequences.

The Senate have the power of altering all money bills, and of originating appropriations of money, and the salaries of the officers of their own appointment, in conjunction with the President of the United States, although they are not the representatives of the people, or amenable to them. These, with their other great powers, (viz., their powers in the appointment of ambassadors, and all public officers, in making treaties, and in trying all impeachments;) their influencing upon, and connection with, the supreme executive from these causes; their duration of office; and their being a constant existing body, almost continually sitting, joined with their being one complete branch of the legislature,—will destroy any balance in the government, and enable them to accomplish what usurpations they please upon the rights and liberties of the people.

The judiciary of the United States is so constructed and extended as to absorb and destroy the judiciaries of the several states; thereby rendering laws as tedious, intricate, and expensive, and justice as unattainable, by a great part of the community, as in England; and enabling the rich to oppress and ruin the poor.

The President of the United States has no constitutional council, (a thing unknown in any safe and regular government.) He will therefore be unsupported by proper information and advice, and will generally be directed by minions and favorites; or he will become a tool to the Senate; or a council of state will grow out of the principal officers for the great departments—the worst and most dangerous of all ingredients for such a council, in a free country; for they may be induced to join in any dangerous or oppressive measures, to shelter themselves, and prevent an inquiry into their own misconduct in office. Whereas, had a constitutional council been formed (as was proposed) of six members, viz., two from the Eastern, two from the Middle, and two from the Southern States, to be appointed by vote of the states in the House of Representatives, with the same duration and rotation of office as the Senate, the executive would always have had safe and proper information and advice: the president of such a council might have acted as Vice-President of the United States, *pro tempore*, upon any vacancy or disability of the chief magistrate; and long-continued sessions of the Senate would in a great measure have been prevented. From this fatal defect of a constitutional council has arisen the improper power of the Senate in the appointment of the public officers, and the alarming dependence and connection between that branch of the legislature and the supreme executive. Hence, also, sprang that unnecessary officer, blending the executive and legislative powers, besides always giving to some one of the states and unnecessary and unjust preeminence over the others.

Branches of Government

by Ben's Guide to US Government for Kids

The delegates to the Constitutional Convention faced a difficult challenge. They wanted to ensure a strong, cohesive central government, yet they also wanted to ensure that no individual or small group in the government would become too powerful. Because of the colonies' experience under the British monarchy, the delegates wanted to avoid giving any one person or group absolute control in government. Under the Articles of Confederation, the government had lacked centralization, and the delegates didn't want to have that problem again. To solve these problems, the delegates to the Constitutional Convention created a government with three separate branches, each with its own distinct powers. This system would establish a strong central government, while ensuring a balance of power.

Governmental power and functions in the United States rest in three branches of government: the legislative, judicial, and executive. Article I of the Constitution defines the legislative branch and vests power to legislate in the Congress of the United States. The executive powers of the President are defined in Article 2. Article 3 places judicial power in the hands of one Supreme Court and inferior courts as Congress sees necessary to establish.

Though in this system of a "separation of powers" each branch operates independently of the others. However, there are built in "checks and balances" to prevent tyrannous concentration of power in any one branch and to protect the rights and liberties of citizens. For example, the President can veto bills approved by Congress and the President nominates individuals to serve in the Federal judiciary; the Supreme Court can declare a law enacted by Congress or an action by the President unconstitutional; and Congress can impeach the President and Federal court justices and judges.

Executive Branch

When the delegates to the Constitutional Convention created the executive branch of government, they gave the president a limited term of office to lead the government. This was very different from any form of government in Europe and caused much debate. The delegates were afraid of what too much power in the hands of one person might lead to. In the end, with a system of checks and balances included in the Constitution, a single president to manage the executive branch of government was adopted.

The executive branch of the Government is responsible for enforcing the laws of the land. When George Washington was president, people recognized that one person could not carry out the duties of the President without advice and assistance. The Vice President, department heads (Cabinet members), and heads of independent agencies assist in this capacity. Unlike the powers of the President, their responsibilities are not defined in the Constitution but each has special powers and functions.

- **President:** Leader of the country and Commander in Chief of the military.
- **Vice President:** President of the Senate and becomes President if the President is unable to serve.
- **Departments:** Department heads advise the President on policy issues and help execute those policies.
- **Independent Agencies:** Help execute policy or provide special services.

Judicial Branch

Article III of the Constitution established the judicial branch of government with the creation of the Supreme Court. This court is the highest court in the country and vested with the judicial powers of the government. There are lower Federal courts but they were not created by the Constitution. Rather, Congress deemed them necessary and established them using power

granted from the Constitution.

Courts decide arguments about the meaning of laws, how they are applied, and whether they violate the Constitution. The latter power is known as judicial review and it is this process that the judiciary uses to provide checks and balances on the legislative and executive branches. Judicial review is not an explicit power given to the courts but it is an implied power. In a landmark Supreme Court decision, *Marbury v. Madison* (1803), the courts' power of judicial review was clearly articulated.

Legislative Branch

Article I of the Constitution establishes the legislative or law-making branch of government with the formation of a bicameral Congress. This system provides checks and balances within the legislative branch.

Only after much debate did the Founding Fathers agree on the creation of the House of Representatives and the Senate. A major issue was how representation in the legislative body would be determined. Delegates to the Constitutional Convention from larger and more populated states argued for the Virginia Plan that called for congressional representation should be based on a state's population. Fearing domination, delegates from smaller states were just as adamant for equal representation and supported the New Jersey Plan. Roger Sherman, a delegate from Connecticut, proposed the bicameral legislature. The Great Compromise, among other provisions, resulted in the creation of two houses, with representation based on population in one and with equal representation in the other.

Item Prompt:

A student is writing a report about the debates that took place during the Constitutional Convention, the meeting where the Constitution was written, and has found these two sources. Explain how each source may contribute to the body of research

needed to address the question on the Constitutional Convention debates **and** which of the texts is most relevant. Support your answer with details from the texts.

Scoring Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to evaluate the relevancy and completeness of information from multiple sources • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant information from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to evaluate the relevancy and completeness of information from multiple sources • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant information from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to evaluate the relevancy and completeness of information from multiple sources • Includes explanations, but they are not explicit or make only vague references to the text • Supports the explanations with at least one detail, but the relevance of that detail to the text must be inferred
0 No credit	<p>A response gets no credit if it provides no evidence of the ability to evaluate the relevancy and completeness of information from multiple sources, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Responses may include, but are not limited to:

The first document shows those opposed to the Constitution believed 1) The Senate had too much power, not representative of the people; 2) The president was not sufficiently supported by staff; 3) The federal judiciary had too much power.

The second document shows that one debate was ensuring equal representation through the House and Senate.

The first document, Objections to the Constitution, is more relevant because it is a primary source, it gives the opinion of someone at the convention, and it presents one side of the debate.

Score Point 3 Sample:

The article by George Mason shows that the delegates opposed to ratifying the Constitution believed that it gave federal judiciary too much power over the state courts, the Senate had too much power and it was not representative of the people, and the President did not have enough support staff. The second article shows that one debate during the convention was about how to structure the House of Representatives and the Senate so that there would be equal representation.

The first source is the most relevant because it was written by a delegate to the convention and presents his view on the debate. The second source is mostly about the end result of the debates and not about the debates themselves.

Score Point 2 Sample:

In the first article, George Mason explains why he didn't vote to ratify the Constitution. He believed it took too much power away from the people and the states and wasn't creating a representative government. The second article shows how the delegates debated about how to create the House of Representatives and the Senate.

The first source is the most relevant for this topic because it is a primary source. It was written by someone who was at the convention and did not agree with the Constitution. The second source is helpful for understanding why some of the decisions were made about the Constitution.

Score Point 1 Sample:

Both of these sources are helpful for understanding the debates at the Constitutional Convention, but the first one might be a little better because it was written in 1787 when the Constitution was still new. It shows that some people didn't vote to ratify the Constitution because they thought it took too much power from the states.

Score Point 0 Sample:

Both of these passages are about the Constitution and can be used to write a report.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Objections to the Constitution	George Mason	Author's reasons for not signing the newly formed Constitution



Recommended Placement for Assessment: Grade 10

The qualitative and quantitative measures both indicate that this is a sophisticated passage; this passage would likely be most appropriate for use at grade 12. Although this passage is above grade level, it is used in a research question. It is appropriate for grade 10 because it represents what HS students might need to read as a source. **Based on these sets of measures, this passage is recommended for assessment at grade 9 or 10.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Exceedingly complex:</u> The piece has many intricate, theoretical elements. It is a sophisticated piece that requires very close reading.</p> <p>Text Structure: <u>Exceedingly complex:</u> The argument made is abstract and theoretical; as such, the logic may be challenging.</p> <p>Language Features: <u>Exceedingly complex:</u> The language and style are archaic, and the sentences are mainly complex. The topic will be abstract to students.</p> <p>Knowledge Demands: <u>Exceedingly complex:</u> The unfamiliarity of the topic will make this a challenging read for many students. It is highly abstract.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1470L; above grade Flesch-Kincaid: 14.9 Word Count: 1089</p> <hr/> <p style="background-color: #0056b3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Branches of Government	Unknown	Overview of three branches of government



Recommended Placement for Assessment: Grade 9 or 10

Though the text is somewhat dense, it covers much of what should be familiar territory to students, simply in a more complex way. The Lexile and the qualitative analysis suggest that the appropriate placement for this passage is grade 9 or 10. **Based on these sets of measures, this passage is recommended for assessment at grade 9 or 10.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The purpose is easy to identify early in the reading.</p> <p>Text Structure: <u>Moderately complex:</u> Information is logically grouped by each branch.</p> <p>Language Features: <u>Very complex:</u> The language is largely explicit, but the vocabulary is complex and much of it may be unfamiliar. There are many complex sentences; the tone is academic</p> <p>Knowledge Demands: <u>Very complex:</u> Requires some familiarity with the Continental Congress. Students will likely already have a more high-level understanding of the branches of government; this is a more complex summary and places its formation within a specific historical context.</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: 1150L; upper grades 6-8 or grades 9-10 Flesch-Kincaid: 12.4 Word Count: 906</p> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work