

ELA.03.SR.2.08.014 C2 T8

Sample Item ID:	ELA.03.SR.2.08.014
Grade/Model:	03/1
Claim:	2. Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	8: LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic- and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"How Laws Are Made"
Stimuli/Text Complexity:	Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. Based on these sets of measures, this passage is recommended for assessment at grade 3. Please see text complexity worksheet attached.
Acknowledgement(s):	Source: Ben's Guide to US Government for Kids Source sites: http://bensguide.gpo.gov/3-5/lawmaking/index.html , http://bensguide.gpo.gov/3-5/lawmaking/laws.html
Item/Task Notes:	
How this item contributes to the sufficient evidence for this claim:	To successfully complete the item, students must accurately choose vocabulary appropriate to purpose of text.
Target-Specific Attributes (e.g., accessibility issues):	Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.

*Stimulus Text:***How Laws Are Made****What is a Law?**

So what is a law? Well, picture your family sitting down to play a board game. You need to know the rules in order to play, right? The same thing goes for your day-to-day life -- you need

to know the rules or laws. Every country has its own set of laws and each is unique to that country. For example, in the United States, the law says we drive on the right-hand side of the road. In England, on the other hand, their law states they drive on the left. You could really do some damage if you didn't know that law and started driving on the wrong side of the road!

Who Makes Laws?

Now that we know what a law is, who makes the laws? Well, laws can be made by the national government or by individual state governments. National laws are those laws that everyone in the country must follow. Laws made by individual states are only good in that state.

National laws are made in Congress, which is part of the legislative branch and is made up of the House of Representatives and the Senate. Congress can make laws on all kinds of matters, such as setting speed limits on highways or regulating how much radon may be found in drinking water. During each Congress, which lasts two years, senators and representatives introduce about 10,000 bills. During that time, about 650 bills are passed by Congress and then signed into law by the president.

Item Stem:

Read this sentence from Paragraph 1.

You could really do some damage if you didn't know that law and started driving on the wrong side of the road!

Which phrase would replace the words "really do some damage" with more specific language?

Options:

A. drive poorly

B. create confusion

C. injure people

D. get in the way

Distractor Analysis:

- A.** Although a driver on the wrong side of the road is an example of driving poorly, the phrase is not specific enough to be the best replacement for “really do some damage.”
- B.** Although a driver on the wrong side of the road could cause confusion, the phrase “create confusion” does not create the same impact as “really do some damage,” nor is it specific.
- C.** KEY: The phrase “injure people” is a more specific replacement for the words “really do some damage” because it indicates the kinds of damage a driver who doesn’t know the law could cause by driving on the wrong side of the road.
- D.** Although a driver on the wrong side of the road could “get in the way” of other drivers, this phrase does not have the same meaning as “really do some damage.”

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



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

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