

ELA.04.CR.1.11.021 C1 T11, T8

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

Stimulus Text:

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

from Duke Ellington's Early Years

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

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

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

Item Prompt:

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

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

Scoring Notes:

Response may include but is not limited to:

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

Sample Response: 3

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

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

Sample Response: 2

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

Sample Response: 1

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

Sample Response: 0

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

Worksheet: Text Complexity Analysis

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

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

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Clear, narrowly focused on biographical information about the subject.</p> <p>Text Structure: <u>Slightly complex:</u> Chronological, with clear connections and transition words.</p> <p>Language Features: <u>Moderately complex:</u> Mostly literal and straightforward. Some more difficult vocabulary (professional, rhythm, foundation, engagement, orchestra, unique) but most have sufficient context for students to glean the meaning. Some words are used in ways that may be unfamiliar to students (rag, break).</p> <p>Knowledge Demands: <u>Slightly complex:</u> Some concepts with which students may not be familiar (e.g., Ragtime, Harlem) are explained. Others (soda fountain, honky-tonk) have sufficient context that students will understand their general meaning; an exact understanding is not necessary for comprehending the passage.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 930L; grades 4-5 Flesch-Kincaid: 7.4 Word Count: 326</p> <p style="background-color: #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