

ELA.04.CR.1.05.154 C1 T5

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

Stimulus Text:

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

How the Leaves Came Down

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

The Little Captive

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

she opened the door.

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

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

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

Item Prompt:

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

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

1	<p>The response:</p> <ul style="list-style-type: none"> • gives limited evidence of the ability to show how the actions of the leaves are similar to those of the little robin • includes details but they are not explicit or make only vague references to the text • supports the interpretation with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to show how the actions of the leaves are similar to those of the little robin and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:

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

There are characters who hesitate but eventually agree and act.

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

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

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

Score Point 2 Sample:

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

Score Point 1 Sample:

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

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

Score Point 0 Sample:

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

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



Recommended Placement for Assessment: Grade 4

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

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

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



Recommended Placement for Assessment: Grade 3 or 4

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

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The meaning is very clear and concrete.</p> <p>Text Structure: <u>Slightly complex:</u> Mostly chronological, with the exception of paragraphs 1 and 2. Clear transitions between episodes and ideas.</p> <p>Language Features: <u>Slightly complex:</u> Straightforward, simple vocabulary, somewhat more formal than much contemporary fiction, but accessible. Sentence structure is varied, with simple, compound, and compound-complex sentences.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Simple, concrete ideas, requiring no background knowledge.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 950L; upper grades 4-5 or lower grades 6-8 Flesch-Kincaid: 5.7 Word Count: 320</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

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