

ELA.04.CR.1.8.122 C1 T8

Sample Item Id:	ELA.04.CR.1.8.122
Grade/Model:	4/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	8: KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented
Secondary Target(s):	n/a
Standard(s):	RI-1, RI-3
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring notes and rubric
Stimulus/Passage(s):	"What is a Satellite?"
Stimuli/Text Complexity:	The Lexile falls squarely in the middle of the grade 2-3 band and the Flesch-Kincaid is higher, at 6.1. The qualitative measures suggest that somewhere between these two grade levels is appropriate. Given the relative simplicity of the ideas and in particular the sentence structure, this passage is suggested for use at grade 4 or 5. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see the text complexity worksheet attached.
Acknowledgement(s):	Source: http://www.nasa.gov/audience/forstudents/k-4/stories/what-is-a-satellite-k4.html Author: <i>Dan Stillman, Institute for Global Environmental Strategies</i> Publication Date: 6-16-11
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must support a specifically stated inference provided in the prompt by identifying and explaining how the implicit information in the text relates to the inference.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

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

What Is a Satellite?

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

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

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

Why Are Satellites Important?

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

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

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

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

What Are the Parts of a Satellite?

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

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

What Were the First Satellites in Space?

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

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

How Does NASA Use Satellites?

NASA satellites help scientists study all kinds of things.

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

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

Item Prompt:

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

Sample Generic 3-point CR rubric

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

Scoring Notes:

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

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

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

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

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

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

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



Recommended Placement for Assessment: Grade 5

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

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