

ELA.04.TE.2.01.002 C2 T1

Sample Item Id:	ELA.04.TE.2.01.002
Grade/Model:	04/1b
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	1.WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)
Secondary Target(s):	n/a
Standard(s):	Standards: W-3a, W-3b, W-3c, W-3d
DOK:	2
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	Student selects and orders text into the correct order.
Stimulus/Passage(s):	My Chicken Coop
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 complete the assessment, students must: 1. Apply knowledge of dialogue in a narrative text 2. Revise texts to incorporate dialogue that advances the storyline and develops character
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: Reorder Text</p> <p>Interaction Parameters: Three sentences highlighted in red, yellow, green below. (The first paragraph is not part of the re-ordering and thus should be presented outside the interaction space.)</p> <p>Scoring Data: {Yellow, Green, Red} = 2 points {Green, Red, Yellow} = 1 point {Green, Yellow, Red} = 1 point</p>

*Stimulus Text:***My Chicken Coop**

During spring break from school, I helped my father build a chicken coop. We nailed together large sheets of wood to make a comfortable house for our 14 chickens. We fenced in an outside pen and attached it to the coop. All we had left was to build a perch out of a long, heavy pole. This would give the chickens a place to stand and look down on their surroundings. My father and I were almost finished when my brother Mack wanted to help.

“Deal,” Mack said as he picked up the pole.

“Hold the pole steady, Mack,” Dad said.

I looked at my father waiting for him to answer. This was our special project, but Mack could lift heavy boards better than I could.

“OK, but your sister gets to bring out the chickens and put them in their new home,” my father agreed.

Item Stem:

This is the beginning of a story written by a student who wants to add dialogue. Decide where the three highlighted sections should be placed. Click on them and move them into the correct order.

Key and Distractor Analysis:

I looked at my father waiting for him to answer. This was our special project, but Mack could lift heavy boards better than I could.

“OK, but your sister gets to bring out the chickens and put them in their new home,” my father agreed.

“Deal,” Mack said as he picked up the pole.

“Hold the pole steady Mack,” Dad said.

Scoring Data:

{Yellow, Green, Red} = 2 points

{Green, Red, Yellow} = 1 point

{Green, Yellow, Red} = 1 point

*Do not accept Red, yellow, green order for partial credit.