

ELA.05.SR.1.10.032 C1 T10

Sample Item ID:	ELA.05.SR.1.10.032
Grade/Model:	05/1
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	10: WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)
Secondary Target(s):	n/a
Standard(s):	RI-4; L-4, L-5c
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"Throw Spears, Sing, Dance At Polynesian Culture Centre"
Stimuli/Text Complexity:	The quantitative measures most likely reflect the use of Hawaiian terms and proper nouns, most of which are explained. The qualitative measures suggest that this passage is appropriate for grade 5 or 6. Based on these sets of measures, this passage is recommended for assessment at grade 5 or 6. Please see text complexity worksheet attached.
Acknowledgement(s):	http://teachingkidsnews.com/2011/11/01/throw-spears-sing-dance-at-polynesian-culture-centre/
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to show close, analytical reading, a student must be able to determine the precise meaning of a word based on context and word structure.
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. Text should be on grade level.

*Stimulus Text:***Throw Spears, Sing, Dance At Polynesian Culture Centre**

You may have seen pictures of Hawaii on postcards, with its beautiful beaches, lush gardens and fascinating volcanoes.

But the Hawaiian islands are also rich in history and culture.

On the north shore of Hawaii's island of Oahu, you'll find the

Polynesian Culture Centre. There, each group of Polynesian islands is represented in the form of a mini-village from that particular island chain.

At the cultural centre, you can visit “Fiji” and play the drums. Then, turn around the corner to “Tonga” to take a lesson in spear throwing, or make a headband out of palm leaves.

In “Samoa” learn about how they make tapa (used for cloth and paper) and watch a man climb barefoot, high up a coconut tree. Continue on to “Aotearoa” and see the exciting dancers perform the fearsome Haka.

The staff, or people in the “villages,” are actually from the places they represent; most of them are students from nearby Brigham Young University.

After spending several hours visiting each village, you can stay longer and enjoy a buffet dinner (try the poi) with a show at the Polynesian Culture Centre’s luau. In Hawaiian, luau means any type of gathering of family and friends. Dancers and singers perform traditional dances and songs while you eat your dinner.

Afterwards, you can also catch the live theatre performance Ha-breath of Life at the Polynesian Culture Centre.

Item Stem:

Read this sentence from the stimulus text.

*Continue on to “Aotearoa” and see the exciting dancers perform the **fearsome** Haka.*

Based on the root word and suffix, what does **fearsome** mean?

Options:

- A. complicated
- B. astonishing
- C. different
- D. lengthy

Distractor Analysis:

- A. Although the Haka dance may be complicated, “fearsome” means the extreme degree of a concept.
- B. KEY: Based on the text, in this context “fearsome” is used to describe the astonishing dancing performed in the Haka dance.
- C. Although the Haka dancers are described as “exciting,” which implies they might be interesting, “fearsome” extends beyond the simplicity of “interest.”
- D. Although the Haka dance may be lengthy, “fearsome” means the extreme degree of a concept.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Throw Spears, Sing, Dance at Polynesian Culture Center		A promotional-type passage about visiting a cultural center



Recommended Placement for Assessment: Grade 5 or 6

The quantitative measures most likely reflect the use of Hawaiian terms and proper nouns, most of which are explained. The qualitative measures suggest that this passage is appropriate for grade 5 or 6. **Based on these sets of measures, this passage is recommended for assessment at grade 5 or 6.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The promotional purpose of the passage is revealed gradually through the reading.</p> <p>Text Structure: <u>Moderately complex:</u> The information is grouped by topic and includes some transitions.</p> <p>Language Features: <u>Moderately complex:</u> The language is mostly explicit and unfamiliar terms are defined.</p> <p>Knowledge Demands: <u>Moderately complex:</u> There are many references to Hawaiian culture that are usually defined; some references (e.g., Fiji and Tonga) are not explained.</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: 1070L; grades 6-8 Flesch-Kincaid: 9.3 Word Count: 277</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