ELA.11.SR.01.03.162

Sample Item ID:	**ELA.11.SR.01.03.162**
Grade/Model:	11/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**3: WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
Secondary Target:	n/a
Standard(s):	RL-4, L-4, L-5b, L-6
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	Lost in the Bowels of the Earth excerpt from *A Journey to the Center of the Earth* by Jules Verne
Stimuli/Text Complexity:	The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11** Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.feedbooks.com/book/3796/a-journey-into-the-interior-of-the-earth
Item/Task Notes:	Stimulus text should be on grade-level.
How this task contributes to the sufficient evidence for this claim:	To complete this task students must use context clues to determine the meaning of a word in the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read this paragraph from Journey to the Center of the Earth *by Jules Verne then answer the question.*

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears.

At the moment when I left the right road I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

Item Stem:

What does the word "deviation" mean as it is used in this paragraph?

Options:

A. difficult choice

B. alternative path

C. new opportunity

D. unexpected event

Distractor Analysis:

A. The narrator did not make a conscious choice.

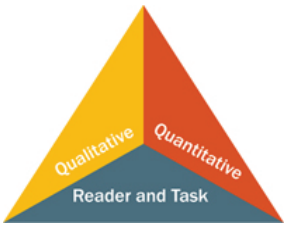
B. KEY. The narrator has traveled a different path than the one of the stream and his companions.

C. The narrator does not see the deviation as an opportunity; he accidentally took a wrong turn.

D. The narrator taking the wrong turn was unexpected, but the deviation itself was not an event.

Grade 11 ELA Sample SR Item Form

Worksheet: Text Complexity Analysis		
Title	**Author**	**Text Description**
Lost in the Bowels of the Earth excerpt from *A Journey to the Center of the Earth*	Jules Verne	An excerpt from the classic novel, in which the narrator finds himself lost and alone



Recommended Placement for Assessment: Grade 9-11

The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11**

Qualitative Measures

Meaning/Purpose:
Moderately complex: The meaning is fairly clear but requires some inferences by the reader.

Text Structure:
Moderately complex: The narrator thinks back to events that occurred before he found himself alone in the cave, but following these shifts is not terribly difficult.

Language Features:
Very complex: The language demand is high; many of the terms are archaic and/or of a higher grade level. Not all have sufficient context to discern the meaning.

Knowledge Demands:
Moderately complex: The genre will be familiar if the specifics of this one are not.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 890L; grades 4-5
Flesch-Kincaid: 6.2
Word Count: 400

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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