

## ELA.03.CR.1.04.019 C1 T4

Sample Item ID:	<b>ELA.03.CR.1.04.019</b>
Grade/Model:	03/1a
Claim:	<b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	<b>4. REASONING &amp; EVIDENCE:</b> Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message.
Secondary Target(s):	<b>1. KEY DETAILS:</b> Use explicit details and information from the text to support answers or basic inferences.
Standard(s):	RL-2, RL-3, RL-6 (secondary: RL-1, RL-3)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	"The Little Captive"
Stimuli/Text Complexity:	The quantitative measures are probably reflecting the complexity of the sentence structures. Every other element is much simpler. <b>Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	<b>Source Title:</b> "The Little Captive" from <i>Wide Awake Stories</i> <b>Grade band: 3-5</b> <b>Author:</b> <b>Source Location:</b> Public Domain <b>Source Publication Information:</b> "The Little Captive" from <i>Wide Awake Stories</i> . New York, NY; Charles Graham & Co.
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must write an appropriate response and cite evidence to support an inference about a character in a literary text.
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. For CRs, students will be required to enter text using a keyboard; hearing- or vision-impaired students may need alternate formats or support.

*Stimulus Text:*

Read this text and then answer the prompt that follows it.

**The Little Captive**  
from *Wide Awake Stories*

"Did you think you could get him? You can't, if you try ever so

hard," said little Bessie to her dog Carlo, as he sat by her side on the grass, one fine summer's day. As she spoke, she held high above her head a dear little robin.

An hour before, while walking in the fields, she saw Carlo in the distance, playing with something upon the ground. On coming nearer, it proved to be a nest with one poor little bird in it. Taking the bird away from the dog, she seated herself upon the ground to smooth the little creature's feathers, and calm its fear.

After placing it in the nest, and covering it with her handkerchief, she took it home, put it in a cage, and gave it some food, which the bird seemed very glad to eat.

The next morning, Bessie arose very early, to see that her little charge was all right, and to give it some breakfast. She took very faithful care of it for several weeks, and by that time it became strong, and could fly. Every morning it tried to sing, as if in gratitude for what Bessie had done for it.

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 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.

*Item Prompt:*

The author shows that Bessie is a caring person. Write a paragraph telling how Bessie is caring. Use specific details from the story to support your answer.

<b>Scoring Rubric</b>	
<b>3</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a character</li> <li>includes specific explanations that make reference to the text</li> <li>fully supports the inferences with clearly relevant details from the text</li> </ul>
<b>2</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a character.</li> <li>includes some specific explanations that make reference to the text</li> <li>adequately supports the inferences with clearly relevant details from the text</li> </ul>
<b>1</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a character</li> <li>includes specific explanations but they are not explicit or make only vague references to the text</li> <li>supports the inferences with at least one detail but the relevance of that detail to the text must be inferred</li> </ul>
<b>0</b>	<p>A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a character and includes no relevant information from the text.</p>

*Scoring Notes:*

Response may include, but is not limited to, Bessie is a very caring person, and she demonstrates this trait in many ways throughout the text. At the beginning of the excerpt, she holds the robin high above her head to keep her dog from causing it more harm. When she first locates the bird, she smooths its feathers and tries to calm its fears. She places the bird in the nest and covers it with her handkerchief to protect it and keep it warm. Once home, she puts the bird in a safe place (cage), and gives it much-needed food. Bessie continues to nurse the bird back to health for several weeks. During that time, the bird becomes strong and can fly again. Finally, when Bessie's mother tells Bessie that she must let the bird go and Bessie protests, it is Bessie's caring and respect for her mother that has her obey her mother's instructions.

## Score Point 3 Sample:

Bessie is a caring person, and she demonstrates this trait in the text. First, she finds a bird and takes it home to care for it. She puts it in a cage and feeds it. She nurses the bird back to health for several weeks until she finally obeys her mother and lets the bird go. Bessie knows she must let the bird go because she cares about the bird's happiness.

## Score Point 2 Sample:

Bessie is a caring person. She finds a bird and puts it in a cage where she feeds and cares for it for several weeks. Then she lets the bird go.

Score Point 1 Sample: Bessie is a caring person. She takes a bird home and cares for it.

Score Point 0 Sample: Bessie is a caring person. She is nice.

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

Adapted from the 2012 ELA SCASS work