

## ELA.04.CR.1.1.020 C1 T1

Sample Item Id:	<b>ELA.04.CR.1.1.020</b>
Grade/Model:	4/1
Claim:	<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	<b>1. KEY DETAILS:</b> Use explicit details and implicit information from the text to support answers or basic inferences
Secondary Target(s):	n/a
Standard(s):	<b>RL-1, RL-3</b>
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	The Moon
Stimuli/Text Complexity:	The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3. <b>Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.</b> Please see the text complexity worksheet attached.
Acknowledgement(s):	<b>Source Title:</b> "The Moon" <b>Grade band:</b> 3–5 <b>Author:</b> Robert Louis Stevenson <b>Source Location:</b> <a href="http://www.gutenberg.org/files/25609/25609-h/25609-Source%20Publication%20Information.pdf">http://www.gutenberg.org/files/25609/25609-h/25609-Source Publication Information: A Child's Garden of Verses.</a> New York: Scribner, 1905.
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	<i>To complete this task, students must state and support an inference based on implicit information from the text.</i>
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.

*Stimulus Text:*

Read this poem and the prompt that follows it.

### The Moon

The moon has a face like the clock in the hall;  
She shines on thieves on the garden wall,

On streets and fields and harbor quays,  
 And birdies asleep in the forks of the trees.  
 The squalling cat and the squeaking mouse,  
 The howling dog by the door of the house,  
 The bat that lies in bed at noon,  
 All love to be out by the light of the moon.  
 But all of the things that belong to the day  
 Cuddle to sleep to be out of her way;  
 And flowers and children close their eyes  
 Till up in the morning the sun shall arise.

*Item Prompt:*

Explain how the moon is connected to the animals in the poem.  
 Use details from the poem to support your response.

<b>Sample Generic rubric for a 3-point CR item</b>	
<b>3</b>	The response: <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to use implicit information from the text to support an inference</li> <li>• includes specific information and details that make clear reference to the text</li> <li>• fully supports the inference with clearly relevant information from the text</li> </ul>
<b>2</b>	The response: <ul style="list-style-type: none"> <li>• gives some evidence of the ability to use implicit information from the text to support an inference</li> <li>• includes some specific information and details that make reference to the text</li> <li>• adequately supports the inferences with relevant details and information from the text</li> </ul>
<b>1</b>	The response: <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to use implicit information from the text to support an inference</li> <li>• includes information and details but they are not explicit or make only vague references to the text</li> <li>• supports the inference with at least one detail but the relevance of that</li> </ul>

	detail to the text must be inferred
<b>0</b>	A response gets no credit if it provides no evidence of the ability to use implicit information from the text to support an inference, includes no relevant information from the text, or is vague.

*Scoring Notes:*

Response may include but is not limited to:

The moon shines on the animals and gives them light.

The moon tells the animals when to do certain activities.

Details to support include:

The squalling cat and the squeaking mouse,

The howling dog by the door of the house,

The bat that lies in bed at noon,

All love to be out by the light of the moon.

**Score Point 3 Sample:**

The moon is connected to the animals in the poem because it helps the animals to express themselves. The poem talks about many animals that love to be out by the light of the moon. The animals that are awake and active at night are dogs, mice, cats, and bats. While flowers and children sleep during the day, these animals are awake and the moon gives them light to be able to see and live at night.

**Score Point 2 Sample:**

The moon is connected to the animals in the poem in a few ways. In the poem, there are many animals who love to be awake at night when the moon is out. The animals that like to be active while the moon is out are dogs, mice, cats, and bats.

**Score Point 1 Sample:**

The moon is connected to the animals in the poem. The animals like the moon.

**Score Point 0 Sample:**

The moon gives light at night and helps people to see.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Moon	Robert Louis Stevenson	Short poem about the moon



#### Recommended Placement for Assessment: Grade 3 or 4

The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3. **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 title and the first lines make the meaning/focus of the poem clear.</p> <p><b>Text Structure:</b> <u>Slightly complex:</u> A simple listing of how creatures relate to the moon.</p> <p><b>Language Features:</b> <u>Slightly complex:</u> Vocabulary is simple, with the exception of the word “quays,” which is not central to understanding. There is some context for it with the word “harbor.” Students must understand personification, but that is an appropriate form of figurative language for lower grade levels..</p> <p><b>Knowledge Demands:</b> <u>Slightly complex:</u> Very simple, concrete ideas.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1070L; grades 6-8 Flesch-Kincaid: 1.6 Word Count: 105</p> <p style="background-color: #0000FF; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <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