

ELA.04.SR.1.14.026 C1 T14, T8

Sample Item Id:	ELA.04.SR.1.14.026
Grade / Model:	04/3
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	14: LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
Secondary Target(s):	8: KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented
Standard(s):	RI-4: L-5, L-5a, L-5b (Secondary: RI-1, RI-3)
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	Amelia Earhart
Stimuli/Text Complexity:	The quantitative measure places this text just barely in the grades 6-8 range. The qualitative measure overall places this text as slightly complex. The relative straightforwardness of the text and its ideas suggest that the more appropriate placement would be a grade or two below. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see text complexity worksheet attached.
Acknowledgement(S):	http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To show evidence of close, analytical reading, students determine connotative meanings of phrases used in context.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read the text and answer the question that follows it.

Amelia Earhart

Amelia Earhart Learns to Fly

Amelia Earhart was born in Atchison, Kansas, on July 24, 1897.

In those days, airplanes were not nearly as common as they are today. Earhart was 12 years old before she ever saw an airplane, and she did not take her first flight until 1920. Amelia Earhart was so thrilled by her first airplane ride that she quickly began to take flying lessons. She wrote, "As soon as I left the ground, I knew I myself had to fly."

Earhart excelled as a pilot. Her first instructor was Neta Snook, one of the first women to graduate from the Curtiss School of Aviation. Earhart borrowed money from her mother to buy a two-seat plane. She got her U.S. flying license in December 1921, and by October 1922, she set an altitude record for women of 14,000 feet. In 1923, Earhart received her international pilot's license - only the 16th woman to do so. At the same time, she was becoming famous for her aviation achievements.

Amelia Earhart Flies Across the Atlantic

In 1928, Amelia Earhart received a phone call that would change her life. She was invited to become the first woman passenger to cross the Atlantic Ocean in a plane. "The idea of just going as 'extra weight' did not appeal to me at all," she said, but she accepted the offer nonetheless. On June 17, after several delays due to bad weather, Amelia Earhart flew in a plane named Friendship with co-pilots Wilmer "Bill" Stultz and Louis "Slim" Gordon. The plane landed at Burry Port, South Wales, with just a small amount of fuel left.

Item Stem:

Amelia said, "The idea of just going as 'extra weight' did not appeal to me at all." What does the phrase 'extra weight' refer to?

Options:

A. her fame as an international pilot

- B. her role as a passenger on the plane
- C. her understanding of how heavy she was
- D. her awareness of how she was making history

Distractor Analysis:

- A. Although Amelia had become famous for her achievements in aviation including qualifying for an international license, the phrase is not referring to the additional fame that her part in the trans-Atlantic flight would bring.
- B. KEY: Amelia is using the phrase to describe her role as a passenger because she had the experience and the qualifications to pilot the plane herself.
- C. The phrase is not a literal reference to the fact that her presence would make the plane heavier.
- D. Although Amelia was aware that the flight had historical significance, she is not referring to this aspect in her choice of the phrase.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Amelia Earhart	Unknown	Biographical information about Amelia Earhart



Recommended Placement for Assessment: Grade 4 or 5

The quantitative measure places this text just barely in the grades 6-8 range. The qualitative measure overall places this text as slightly complex. The relative straightforwardness of the text and its ideas suggest that the more appropriate placement would be a grade or two below. **Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Clear, narrowly focused on biographical information about the subject.</p> <p>Text Structure: <u>Slightly complex:</u> Chronological, with clear connections and transitions words.</p> <p>Language Features: <u>Moderately to slightly complex:</u> Mostly explicit. Some unfamiliar terms may need to be glossed (excelled, aviation, altitude, advocating), though there are solid context clues as to their meaning. Other concepts (“media sensation” and “ticker tape parade”) may be unfamiliar, but again there is enough context that discerning readers will get their general idea. Some compound and complex sentence structure.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Everyday knowledge; ideas are simple and (with exceptions noted below) no background knowledge is necessary. There are two references that may be unfamiliar: Broadway and President Coolidge. Students who are not familiar with them should not be disadvantaged, however. The context (“parade”) makes it clear what the significance of “Broadway” is, and if students do not specifically know who Coolidge was, the fact that he was President will again give a clue as to the significance of her achievements.</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: 990L; grades 6-8 Flesch-Kincaid: 9.0 Word Count: 390</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

Grade 4 ELA Sample SR Item Form C1 T14, T8



Adapted from the 2012 ELA SCASS work