

ELA.04.CR.1.14.089 C1 T14

Sample Item Id:	ELA.04.CR.1.14.089
Grade/Model:	04/4
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	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):	n/a
Standard(s):	RI-4; L-5, L-5a, L-5b
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	How Laws Are Made – What is a law?
Stimuli/Text Complexity:	Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4. Please see text complexity worksheet attached.
Acknowledgement(s):	Source: Ben’s Guide to US Government for Kids Source sites: http://bensguide.gpo.gov/3-5/lawmaking/index.html , http://bensguide.gpo.gov/3-5/lawmaking/laws.html , Notes: includes possible graphics
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	This task requires students to use explicit textual evidence to support how words impact the meaning of an informational text.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a passage about the law. Read the passage and answer the question that follows.

What is a Law?

So what is a law? Well, picture your family sitting down to play a board game. You need to know the rules in order to play, right? The same thing goes for your day-to-day life -- you need to know the rules or laws. Every country has their own set of laws and each is unique to that country. For example, in the United States, the law says we drive on the right-hand side of the road. In England, on the other hand, their law states they drive on the left. You could really do some damage if you didn't know that law and started driving on the wrong side of the road!

Item Prompt:

The author uses the pronouns "your" and "you." Explain how these pronouns develop the idea that laws are important to the reader. Support your answer using details from the passage.

Sample Generic 2-point CR rubric

2	<p>The response:</p> <ul style="list-style-type: none"> gives sufficient evidence of the ability to determine the impact of word choices on meaning and tone includes specific explanations that make clear reference to the text adequately supports the explanations with clearly relevant information from the text
1	<p>The response:</p> <ul style="list-style-type: none"> gives limited evidence of the ability to determine the impact of word choices on meaning and tone includes some explanations that make reference to the text supports the explanations with limited information from the text
0	<p>A response gets no credit if it provides no evidence of the ability to determine the impact of word choices on meaning and tone and includes no relevant information from the text.</p>

Scoring Notes:

Response may include but is not limited to:
The use of the pronouns helps the author connect with the reader and capture the reader's attention.

The author gives examples using you, such as driving on the wrong side of the road; this shows that it is very important to know the laws. It can save you from a car accident. The author uses you to show that laws relate to every person.

Score Point 2 Sample:

The author uses "you" and "your" to make the reader feel like the information is important to each reader as an individual. When the author says, "your family sitting down to play a board game," "You need to know the rules," "your day-to-day life," and "You could really do some damage if you didn't know that law," it makes the reader think about how the information has a direct relationship to each reader's life.

Score Point 1 Sample:

The author uses "you" and "your" to make the reader feel like the information is important to each reader as an individual. When the author says, "your family sitting down to play a board game," "You need to know the rules," it makes the reader pay more attention to the information.

Score Point 0 Sample:

The author uses "you" and "your" to make the reader pay attention to the information.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How Laws are Made		A basic explanation of how laws are made at the national level



Recommended Placement for Assessment: Grade 3 or 4

Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The title sets clear expectations for the purpose of the passage. The focus is clear and concrete.</p> <p>Text Structure: <u>Moderately complex:</u> The passage is organized in sequential order, though there are many asides and exceptions noted. Headings provide clear structure to the passage. The text features are very clear and offer solid visual support to the text.</p> <p>Language Features: <u>Slightly complex:</u> Style is conversational and language is generally simple. Most difficult words are defined, though a few require use of context clues to discern their meaning. There are a variety of sentence structures, but the language in general is straightforward and accessible.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Text includes discipline-specific information, though ideas that may be unfamiliar to students (e.g., constituents) are explained in full.</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: 980L; upper grades 4-5 or lower grades 6-8 Flesch-Kincaid: 6.3 Word Count: 582</p> <p style="background-color: #0056b3; 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