

ELA.04.CR.1.06.161 C1 T6

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| Sample Item Id: | ELA.04.CR.1.06.161 |
| Grade/Model: | 04/1 |
| Claim: | 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Assessment Target: | 6: TEXT STRUCTURES & FEATURES: Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts. |
| Standard(s): | RL-5 |
| DOK: | 3,4 |
| Difficulty: | H |
| Item Type: | Constructed Response |
| Score Points: | 2 |
| Correct Response: | See scoring rubric |
| Stimulus/Passage(s): | "Golden Keys" by Fred Newtown Scott and Gordon A. Southworth |
| Stimuli/Text Complexity: | While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4 or 5. Based on these sets of measures, this passage is recommended for assessment at grade 4 or 5. Please see the text complexity worksheet attached. |
| Acknowledgement(s): | Source Title: Golden Keys Grade Band: 6–8 Author: Fred Newtown Scott and Gordon A. Southworth Source Location: http://www.gutenberg.org/files/18909/18909-h/18909-h.htm#Golden_Keys Source Publication Information: This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org Original Publication: Scott, Fred N., and Southworth, Gordon A. Lessons in English: Book One. New York: Benj H. Sanborn & Co., 1916. Print. |
| Item/Task Notes: | |
| How this item/task contributes to the sufficient evidence for this claim: | To successfully complete the item, students must identify a structural element of the poem and explain the purpose of its use. |
| Target-Specific Attributes (e.g., accessibility issues): | Adapted presentation of stimulus text with clear differentiation between the stanzas of the poem is needed for students with visual impairment. |

Stimulus Text:

Golden Keys

A bunch of golden keys is mine
To make each day with gladness shine.

"Good morning!" that's the golden key
That unlocks every door for me.

When evening comes, "Good night!" I say,
And close the door of each glad day.

When at the table "If you please"
I take from off my bunch of keys.

When friends give anything to me,
I'll use the little "Thank you" key.

"Excuse me," "Beg your pardon," too,
When by mistake some harm I do.

Or if unkindly harm I've given,
With "Forgive me" key I'll be forgiven.

On a golden ring these keys I'll bind,
This is its motto: "Be ye kind."

I'll often use each golden key,
And so a happy child I'll be.

Item Prompt:

Explain how the organization of the poem into different stanzas helps the reader understand its meaning. Include examples from the poem to support your answer.

| Rubric for a 2-point CR item | |
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| 2 | The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to identify and explain the use of a structural element of poetry. • includes specific explanation that makes reference to the text. • adequately supports the explanation with clearly relevant details from the text. |
| 1 | The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to identify and explain the use of a structural element of poetry. • includes limited explanation that makes reference to the text. • partially supports the explanation with limited details from the text. |
| 0 | A response gets no credit if it provides no evidence of the ability to identify and explain the use of a structural element in poetry, includes no relevant information from the text, or is vague. |

Scoring Notes:

Responses may include but are not limited to:
 The poem is organized into stanzas. Each stanza gives an example of a way to be polite. One stanza tells something polite to say when friends give something. A different stanza tells something polite to say when making a mistake. The stanzas make it easier to see each example or key to kindness.

Score Point 2 Sample:

The poem is organized into stanzas. Each stanza gives an example of a way to be polite. For example, one stanza tells something polite to say when friends give something, and a different stanza tells something polite to say when making a mistake. The stanzas make it easier to see each example or key to kindness.

Score Point 1 Sample:

The poem is divided into little parts that tell polite things to say. The poem tells about saying polite things like good morning, good night, thank you, and excuse me.

Score Point 0 Sample:

The poem is about being polite.

| Worksheet: Text Complexity Analysis | | |
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| Title | Author | Text Description |
| Golden Keys | | A poem where the “golden keys” are polite phrases the speaker uses in everyday interactions |



Recommended Placement for Assessment: Grade 4 or 5

While poetry can be challenging for students, this particular poem is fairly straightforward. The quantitative measure places it in the 2-3 grade level band. Because of the use of metaphor and a couple of instances of archaic language, this poem is recommended for use at grade 4 or 5. **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>Moderately complex:</u> Understanding of the poem depends upon understanding a single but fairly explicit use of figurative language: “golden keys” are polite phrases the speaker uses with others.</p> <p>Text Structure: <u>Slightly complex:</u> Straightforward. The first stanza establishes the purpose, the middle stanzas are each examples of the “golden keys,” and the final stanza is a conclusion.</p> <p>Language Features: <u>Slightly complex:</u> Mostly straightforward, contemporary language with a couple of exceptions (“ye,” “unkindly harm”). Some figurative language, e.g., opening and closing a door at the beginning and end of the day. Some syntax that would be unusual in prose but is very common in poetry. Simple poetic conventions (rhyming words).</p> <p>Knowledge Demands: <u>Slightly complex:</u> None beyond the understanding of this particular use of figurative language.</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: 740L; grades 2-3 Flesch-Kincaid: 1.1 Word Count: 122</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 |

Adapted from the 2012 ELA SCASS work