

ELA.04.CR.1.09.022 C1 T9

Sample Item Id:	ELA.04.CR.1.09.022
Grade/Model:	04/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9: CENTRAL IDEAS: Identify or summarize central ideas, key events, or procedures
Secondary Target(s):	n/a
Standard(s):	RI-2
DOK:	1, 2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring rubric
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 the text complexity worksheet attached.
Acknowledgement(s):	Source: http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html (This text uses sub-stories "I Knew I Had to Fly")
Item/Task Notes:	May want to include a definition for the word "aviation".
How this item/task contributes to the sufficient evidence for this claim:	This task requires students to summarize key events related to the main idea of informational text.
Target-Specific Attributes (e.g., accessibility issues):	Students read a printed text stimulus and use a keyboard or some comparable input software to compose an answer to the writing prompt.

Stimulus Text:

This text is about a female pilot. Read the text and answer the question that follows it.

Amelia Earhart

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.

Item Prompt:

Write a summary of key events that led to Amelia Earhart becoming a famous pilot. Use details from the passage in your summary to support your answer.

Scoring Rubric	
3	The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to identify or summarize central ideas, key events, or procedures • includes explanations that make reference to the text • fully supports the explanations with clearly relevant details from the text
2	The response: <ul style="list-style-type: none"> • gives some evidence of the ability to identify or summarize central ideas, key events, or procedures • includes some specific explanations that make reference to the text • adequately supports the explanations with relevant details from the text

1	<p>The response:</p> <ul style="list-style-type: none"> • gives limited evidence of the ability to identify or summarize central ideas, key events, or procedures • includes explanations but they are not explicit or make only vague references to the text • supports the explanations with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to identify or summarize central ideas, key events, or procedures and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:

At 12 Amelia Earhart saw her first airplane. She took her first flight in 1920 and liked it so much she started flying lessons. In 1921 she got her flying license. In October 1922, she set an altitude record for women of 14,000 feet. In 1923 she received her international pilot's license.

Score Point 4 Sample:

Many things happened in Amelia Earhart's life that made her become a famous pilot. The first thing that happened to her was she saw an airplane when she was 12. In 1920 she flew on an airplane for the first time. After that she wanted to learn how to fly so she took flying lessons and became a very good pilot. Amelia graduated from pilot school and bought her own plane. She really started to become famous after she broke the record for a woman flying at high altitudes and received an international license. Amelia Earhart had to do many things to become a famous pilot.

Score Point 2 Sample:

The first thing that happened to Amelia Earhart to help her become famous was she got to see an airplane when she was 12. Then she learned how to fly. Amelia Earhart bought her own airplane. Then she became famous.

Score Point 1 Sample:

Amelia Earhart learned how to fly after she rode on an airplane. She was good at being a pilot. Amelia Earhart broke flying records with her own airplane, which made her famous.

Score Point 0 Sample:

Amelia Earhart was a good pilot so she became famous.

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



Recommended Placement for Assessment: Grade 4 or 5

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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>
	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>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 CR Item Form C1 T9

Adapted from the 2012 ELA SCASS work

