

ELA.05.SR.1.01.001

Sample Item ID:	ELA.05.SR.1.01.030
Grade:	05/3
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	1: KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented
Secondary Target(s):	n/a
Standard(s):	RL-1, RL-3
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"Duke Ellington's Early Years"
Stimuli/Text Complexity:	The quantitative measure places this passage at the higher end of the grade band; the qualitative measures reinforce this placement. The vocabulary level and the inclusion of concepts that may be unfamiliar (primarily in the last paragraph) tip the scale in favor of grade 5. The passage is challenging for grade 4. 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):	Source: Library of Congress, America's Story http://www.americaslibrary.gov/aa/ellington/aa_ellington_youth_1.html
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to show close reading of a literary text, a student must be able to draw on textual evidence to evaluate the validity of an inference about characters or people based on the information presented.
Target-Specific Attributes (e.g.) accessibility issues):	Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.

Stimulus Text:

Duke Ellington's Early Years

Duke Ellington was born in 1899 in Washington D.C., and from an early age he loved music. When he was four years old, he listened to his mother play a popular piano tune called "The Rosary" and he cried, saying, "It was so pretty. So pretty." Not long after that,

at the age of seven, he began to play piano himself. It seems that he knew he was going to go places. He told his next-door neighbor, Mr. Pinn, "One of these days I'm going to be famous."

At age 15, Ellington worked at a soda fountain and wrote his first song, "Soda Fountain Rag." By his late teens, he was making enough money to help his parents move into a better house. One of Ellington's first professional gigs was a party where he played so long that his hand bled. He earned 75 cents. "It was the most money I had ever seen," he said. "I rushed all the way home to my mother with it. But I could not touch a piano key for weeks. . . ."

Ellington studied music during the ragtime era. Ragtime was a kind of popular American music consisting of off-beat dance rhythms that began with the honky-tonk pianists along the Mississippi and Missouri rivers. By the time he was 20, he and his friends formed a band that would be the foundation for his life's work. From 1923 to 1927, he and his band lived in New York City and made about 60 recordings. Their first big break came on December 4, 1927, at the opening night of what would turn out to be a long engagement at the Cotton Club in New York City's Harlem neighborhood. The Ellington Orchestra often broadcast live on radio from the Cotton Club, so their unique style of jazz became familiar to people across the country.

Item Stem:

What about Duke Ellington remained the same from the time of writing his first song to appearing on live radio?

Options:

- A. making of music recordings
- B. understanding of ragtime music

C. dedication to perfecting his craft

D. enjoyment working in a band

Distractor Analysis:

- A. The opportunity to make recordings first emerged when he was 24 years old.
- B. His knowledge of ragtime music can be inferred to have grown, not remained the same, as he developed a unique style of jazz based on this type of music.
- C. KEY: From the writing of his first song at the age of 15 to national broadcasts at the age of 28, Ellington showed dedication to writing and playing music.
- D. Duke Ellington did not form his band until the age of 20.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Duke Ellington's Early Years		Biographical information about the famous musician



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 transition words.</p> <p>Language Features: <u>Moderately complex:</u> Mostly literal and straightforward. Some more difficult vocabulary (professional, rhythm, foundation, engagement, orchestra, unique) but most have sufficient context for students to glean the meaning. Some words are used in ways that may be unfamiliar to students (rag, break).</p> <p>Knowledge Demands: <u>Slightly complex:</u> Some concepts with which students may not be familiar (e.g., Ragtime, Harlem) are explained. Others (soda fountain, honky-tonk) have sufficient context that students will understand their general meaning; an exact understanding is not necessary for comprehending the passage.</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: 930L; grades 4-5 Flesch-Kincaid: 7.4 Word Count: 326</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