

ELA.05.CR.1.02.038

Sample Item ID:	ELA.05.CR.1.02.038
Grade/Model:	05/2b
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	2: CENTRAL IDEAS: Identify or summarize central ideas/ key events
Secondary Target(s):	n/a
Standard (s):	RL-2
DOK:	2
Difficulty:	H
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring rubric
Stimulus/Passage(s):	"Golden Keys"
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):	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 complete this task, students must write an appropriate response and cite evidence to support an inference about a theme in a literary text.
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. For CRs students will be required to enter text using a keyboard; hearing or vision-impaired students may need alternate formats or support.

Stimulus Text:

Read this poem and then answer the prompt that follows it.

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:

The central theme of the poem is that manners are important. Write a paragraph explaining the key points that support this theme. Use details from the poem to support your response.

	Scoring Rubric
3	A response:

	<ul style="list-style-type: none"> • Gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a theme • Includes some specific explanations that make reference to the text • Adequately supports the inferences with relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a theme • Includes general explanations that make few references to the text • Partially supports the inferences with few relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a theme • Includes explanations but they are not explicit or make only vague references to the text • Supports the inference with at least one detail but the relevance of that detail to the text must be inferred
0	<p>A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a theme, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Response may include but is not limited to the central idea of the poem being the importance of having good manners. The speaker compares good manners to golden keys. He or she probably uses gold for the keys because gold is good like having good manners and being polite. In the poem, the speaker explains when to use different kinds of good manners. He or she uses "good morning" and "good night" to show that you should start and end your day happy. The poet says that saying "thank you" and "please" are important to say when asking for something or getting something from someone. He or she also explains that people should say "pardon" and "forgive me" to shoe people that whatever you did was not something you meant to do. At the end of the poem, the speaker explains that you should be polite and have manners all of the time because if you do, you will be happy.

Score Point 3 Sample:

The central idea of the poem is the importance of having good manners. In the poem, the speaker explains when to use different kinds of good manners. At the beginning of the poem, the speaker compares good manners to "golden keys." The poem starts by using "good morning" and "good night" to show that you should start and end your day in a nice way. The speaker says that saying "thank you" and "please" are important to say when asking for something or getting something. People should say "pardon" and "forgive me" to show that people know whatever you did was not something you meant to do. At the end of the poem, the speaker explains that you should be polite and have manners all of the time because if you do, you will be happy.

Score Point 2 Sample:

The central idea of the poem is you should have good manners. In the poem, the speaker talks about good manners. The speaker says that saying "thank you" and "please" are important to say when asking for something or getting something from someone. He or she also explains that you should say "pardon me" and "forgive me" to people so that they know whatever you did was not something you meant to do.

Score Point 1 Sample:

The central idea is have good manners, and you will be a nice person.

Score Point 0 Sample:

The central idea is to not misbehave.

Worksheet: Text Complexity Analysis		
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