

ELA.05.CR.01.06.040

Sample Item ID:	ELA.05.CR.01.06.040
Grade:	05/1
Claim:	Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	Target 6: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text
Secondary Target(s):	n/a
Standard(s):	RL-5
DOK:	2,3
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. Based on these sets of measures, this passage is recommended for assessment at grade 4. Please see 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 Original Publication: Scott, Fred N., and Southworth, Gordon A. <i>Lessons in English: Book One</i> . New York: Benj H. Sanborn & Co., 1916. Print.
Item/Task Notes:	Stimulus text Lexile level is 750 (Typical Lexile text measures for 4 th grade 645–780)
How this item/task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must explain the purpose of a poem’s text structure.
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:

Read the poem and answer the question that follows.

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 poet organizes the poem into stanzas that have only two lines. Explain why the poet **most likely** divides the poem in this way. Support your answer with details from the poem.

2	<p>A response:</p> <ul style="list-style-type: none"> Gives sufficient evidence of the ability to explain why the poet organizes the poem in this particular way.
1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to explain why the poet organizes the poem in this particular way.
0	<p>A response gets no credit if it provides no evidence of the ability to explain why the poet organizes the poem in this particular way, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Responses may include but are not limited to:

The poet organizes the poem into two-line stanzas to highlight or emphasize the different manners the speaker exhibits in the poem.

The organization of many short stanzas makes the poem read like a list of good ways to act.

Score Point 2 Sample:

The poet organizes the poem into two-line stanzas to highlight or emphasize the different manners the speaker exhibits in the poem. This makes the poem read like a list of good ways to act such as saying thank you, good night, and please.

Score Point 1 Sample

The poet organizes the poem into two-line stanzas to show that there are many times when good manners can be used. It shows all the different situations when people can say thank you.

Score Point 0 Sample:

The poet organizes the poem into two-line stanzas.

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: #ADD8E6;">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