

ELA.05.SR.2.03.033 C2 T3

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| Sample Item ID: | ELA.05.SR.2.03.033 |
| Grade/Model: | 05/2b |
| Claim: | 2. Students can produce effective writing for a range of purpose and audiences. |
| Assessment Target(s): | 3: WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience. |
| Secondary Target(s): | n/a |
| Standard(s): | W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9 |
| DOK: | 2 |
| Difficulty: | M |
| Item Type: | Selected Response |
| Score Points: | 1 |
| Key: | C |
| Stimulus/Passage(s): | "Election of the President" |
| Stimuli/Text Complexity: | The quantitative measures for this passage suggest that either grade 4 or grade 5 would be appropriate. Because of the denseness of ideas that may be unfamiliar to students and that require very careful reading, the recommended grade level for this passage is grade 5. Based on these sets of measures, this passage is recommended for assessment at grade 5. Please text complexity worksheet attached. |
| Acknowledgement(s): | Source: Ben's Guide to the U.S. Government for Kids http://bensguide.gpo.gov/3-5/election/president.html |
| Item/Task Notes: | |
| How this item/task contributes to the sufficient evidence for this claim: | In order to show effective writing and revision, a student must be able to demonstrate ability to edit in supplemental ideas and through the addition of supporting evidence and elaboration. |
| 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. Text should be one grade below grade level. |

*Stimulus Text:***Election of the President**

The process of electing a President was set up in the United States Constitution. The Constitution requires a candidate for the presidency to be:

- At least 35 years old
- A natural born citizen of the United States

- A resident of the United States for 14 years

So how does one become President of the United States? The following steps outline the general process for presidential elections.

Step 1: Primaries and Caucuses

There are many people who would like to become President. All of these people have their own ideas about how our government should work. Some of these people can belong to the same political party. That's where primaries and caucuses come in. In these elections, party members get to vote for the candidate that will represent their party in the upcoming general election.

Step 2: National Conventions

At the end of the primaries and caucuses, each party holds a national convention to finalize the selection of one Presidential nominee. During this time, each Presidential candidate chooses a running mate (or Vice-Presidential candidate).

Step 3: The General (or Popular) Election

Now that each party is represented by one candidate, the general election process begins. Candidates campaign throughout the country in an attempt to win the support of voters. Finally in November, the people vote for one candidate. When people cast a vote in the general election, they are not voting directly for an individual Presidential candidate. Instead, voters in each state actually cast their vote for a group of people known as electors. These electors are part of the Electoral College and are supposed to vote for their state's preferred candidate.

Step 4: The Electoral College

In the Electoral College system, each state gets a certain number of electors, based on each state's total number of representatives in Congress. Each elector gets one electoral vote. For example, a large state like California gets 54 electoral

votes, while Rhode Island gets only four. All together, there are 538 Electoral votes.

In December (following the general election), the electors cast their votes. When the votes are counted on January 6th, the Presidential candidate that gets more than half (270) wins the election. The President-elect and Vice President-elect take the oath of office and are inaugurated two weeks later, on January 20th.

Item Stem:

Which statement adds appropriate supporting detail to the information in the first paragraph?

Options:

- A. For over two centuries the Constitution has remained in place to protect the rights of people.
- B. Since the Constitution was written in 1787, it has changed to meet the needs of modern Presidents.
- C. An amendment to the Constitution in 1804 guides the election of the President to the present day.
- D. The Constitution is a statement of national principles rather than a plan for how the government works.

Distractor Analysis:

- A. incorrect. This statement provides a generalization about the purpose of the Constitution, not on its definition of the presidential election process.
- B. incorrect. Although the Constitution has been amended since 1787, this information is only tangential to the main topic.
- C. correct. This detail elaborates on the information that the presidential election process is detailed in the Constitution.
- D. incorrect. This detail does not elaborate on the presidential election process but on the role of the Constitution.

| Worksheet: Text Complexity Analysis | | |
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| Title | Author | Text Description |
| Election of the President | | Describes the process of electing a United States president |



Recommended Placement for Assessment: Grade 5
 The quantitative measures for this passage suggest that either grade 4 or grade 5 would be appropriate. Because of the denseness of ideas that may be unfamiliar to students and that require very careful reading, the recommended grade level for this passage is grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

| Qualitative Measures | Quantitative Measures |
|---|--|
| <p>Meaning/Purpose: <u>Slightly complex:</u> Purpose is clearly stated in the first section of the passage.</p> <p>Text Structure: <u>Slightly complex:</u> Text is explicitly organized as steps in a process.</p> <p>Language Features: <u>Moderately complex:</u> The sentence structure is a mix of simple and compound; some are more complex, with embedded clauses. The vocabulary is generally on-grade level for grade 5, but is somewhat dense; students with less than grade 5 level vocabulary will struggle. The Spache level of this passage was run as an additional check. It is 4.2.</p> <p>Knowledge Demands: <u>Moderately complex:</u> There is quite a bit of discipline-specific information. It is all explained, but students must be careful and thoughtful readers to follow it if they lack the background knowledge. Some words may be familiar but used in unfamiliar ways (“natural born,” “general” election). Examples are given to support some ideas that may be unfamiliar (e.g., size of states = number of electoral votes).</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: 960L; grades 4-5 Flesch-Kincaid: 10.2 Word Count: 336</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