

## ELA.06.CR.1.08.127 C1 T8

Sample Item ID:	<b>ELA.06.CR.1.08.127</b>
Grade:	06/1d
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	8. <b>KEY DETAILS:</b> Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Standard(s):	RI-1, RI-3
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See sample answers below
Stimulus/Passage(s):	Orbits
Stimulus/Text Complexity:	Though the F-K is higher, the Lexile places this passage directly in the center of the 6-8 grade band. The qualitative and quantitative measures align; this passage is recommended for use at grade 6 or 7. <b>Based on these sets of measures, this passage is recommended for assessment at grade 6 or 7.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	From NASA.gov (article has graphics and interactive elements that can be used): <a href="http://spaceplace.nasa.gov/geo-orbits/">http://spaceplace.nasa.gov/geo-orbits/</a>
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students must reread or review the article to cite specific evidence supporting the contention that weather satellites and map-making satellites are different from each other. Students should not be able to cut and paste from the article; paraphrasing the information they use in their answers serves as further proof of their understanding of the conclusion drawn (satellites are different) and the information they are using to support that conclusion.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to type in text using a keyboard, and to read a grade-level literary text. Alternative formats and/or support may be required for some students.

*Stimulus Text:***Orbits 'R' Us!**

When we talk about how Earth and the other planets travel around the Sun, we say they **orbit** the Sun. Likewise, the moon orbits Earth. Many artificial satellites also orbit Earth.

Satellites can orbit Earth's equator or go over Earth's North and South Poles . . . or anything in between. They orbit at a low

altitude of just a few hundred miles above Earth's surface or thousands of miles out in space.

The choice of orbit all depends on the satellite's job. The two GOES\* weather satellites, for example, have the job of keeping an eye on the weather over North America. They need to "never take their eyes off" any developing situation, such as tropical storms brewing in the Atlantic Ocean, or storm fronts moving across the Pacific Ocean toward the west coast of the U.S. Therefore, they are "parked" in what is called a geostationary (gee-oh-STAY-shun-air-ee) orbit. They orbit exactly over Earth's equator and make one orbit per day. Thus, since Earth rotates once on its axis per day, the GOES satellite seems to hover over the same spot on Earth all the time.

A geostationary orbit must be high. It has to go out far enough so that it can travel slowly enough to go around Earth only once per day. On the other hand, satellites whose job is to make maps or study all different parts of Earth's surface need an orbit that comes as close to passing over the North and South Poles as possible. The satellite should be close to Earth's surface (a few hundred miles up) to get a good view with its imaging and measuring instruments.

*\*GOES stands for Geostationary Operational Environmental Satellite*

*Item Prompt:*

Weather satellites and map-making satellites have different jobs. Identify two *other* differences between weather satellites and map-making satellites.

**Sample Generic rubric for a 2-point CR item**

<b>2</b>	The response: <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to use details from texts to support analyses of the information presented</li> <li>• includes specific opinions that make clear reference to the text</li> </ul>
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	<ul style="list-style-type: none"><li>adequately supports the opinions with clearly relevant details from the text</li></ul>
<b>1</b>	The response: <ul style="list-style-type: none"><li>gives limited evidence of the ability to use details from texts to support analyses of the information presented</li><li>includes some opinions that make reference to the text</li><li>supports the opinions with limited details from the text</li></ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to use details from texts to support analyses of the information presented, includes no relevant information from the text, or is vague.

*Scoring Notes:*

## Score Point 2 Sample:

Weather satellites are farther from the earth than map-making satellites. Weather satellites travel around the equator, and map-making satellites travel around the poles.

## Score Point 1 Sample:

Weather satellites are farther from the earth and map-making satellites are closer to the earth.

## Score Point 0 Sample:

Weather satellites are bigger than map-making satellites.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Orbits R Us	NASA	Overview of human-made satellites



**Recommended Placement for Assessment: Grade 6 or 7**

Though the F-K is higher, the Lexile places this passage directly in the center of the 6-8 grade band. The qualitative and quantitative measures align; this passage is recommended for use at grade 6 or 7. **Based on these sets of measures, this passage is recommended for assessment at grade 6 or 7.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Moderately complex:</u> The title does not make the topic explicit, but it becomes clear by the second paragraph that the piece focuses on human-made satellites rather than other orbiting objects/planets.</p> <p><b>Text Structure:</b>  <u>Moderately complex:</u> Much of the passage is compare/contrast, with appropriate transitions/signifiers.</p> <p><b>Language Features:</b>  <u>Moderately complex:</u> Vocabulary is contemporary, with some more difficult words (geostationary, rotates, hovers, axis, imaging). Sentence structures are both simple and compound, with some more complex sentences.</p> <p><b>Knowledge Demands:</b>  <u>Moderately complex:</u> The information is somewhat abstract and requires some visualization, though it is carefully explained.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1100L; grades 6-8                      Flesch-Kincaid: 9.0                      Word Count: 321</p> <p style="background-color: #4682B4; color: white; text-align: center;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul>

Adapted from the 2012 ELA SCASS work