

ELA.07.CR.1.11.053 C1 T11

Sample Item ID:	ELA.07.CR.1.11.053
Grade/Model:	07/1b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions among events, concepts, people, or development of ideas)
Secondary Target(s)	8: KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Standard(s):	RI-2, RI-3, RI-8, RH-8, RST-8 (Secondary: RI-1, RH-1, RST-1)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	“What is Mold?”
Stimulus/Text Complexity:	The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. Based on these sets of measures, this passage is recommended for assessment at grade 7. Please see text complexity worksheet attached.
Acknowledgement(s):	Adapted from: http://www.epa.gov/students/pdf/holdthemold.pdf
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must support an inference about informational text with textual evidence.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to read a grade-level literary text and enter text using a keyboard. Alternative formats and/or support may be required for visually and physically impaired students.

Stimulus Text:

Read the passage and answer the question that follows.

What is Mold?

Mold is the common name for many kinds of tiny organisms called fungi. There are thousands of types of molds that can be found indoors and outdoors. Different molds grow in colonies. They live on dead organisms such as decaying plants and

animals. They can also live on wood, brick, stone, food, fabric and books. Some molds even thrive on living organisms as parasites!

Spores from mold growth can pose health risks. Some people are very sensitive to mold. Molds may cause a runny nose or itchy, watery eyes. Or mold may cause major concerns such as difficulty breathing, asthma attacks, infections, fever and major skin irritations. The best way to reduce and prevent mold growth is to control moisture. It is important to keep humidity levels low. It is important to reduce excess moisture that molds need to grow. People should repair leaks, completely remove any existing mold growth, and ventilate rooms that are prone to damp conditions. Outside, molds may grow in damp, shaded areas. People who are sensitive to molds should avoid such places.

Item Prompt:

Write a paragraph explaining why people who live in moist climates work harder to prevent mold than people that live in dry climates. Include details from the passage about how they prevent mold.

Rubric for a 2-point CR item	
2	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to justify interpretations of information • Includes specific examples that make clear reference to the text • Adequately supports examples with clearly relevant information from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to justify interpretations of information • Includes some examples that make clear reference to the text. Supports examples with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.

Scoring Notes:

Students should explain that mold is more likely to be found in humid climates since it grows better where moisture is present. Students should tell specific ways to prevent or eliminate mold growth that are cited in the text.

Score Point 2 Sample:

The passage says, "The best way to reduce and prevent mold growth is to control moisture," and, "It is important to reduce excess moisture that molds need to grow." Since mold needs moisture to grow, it grows more easily in areas that are moist. It cannot grow as well in dry areas. To keep humidity low, people in moist areas have to fix anything that leaks water and keep rooms well ventilated. They have to get rid of any mold so it does not continue growing. People should also stay away from moist areas outside.

Score Point 1 Sample:

The passage says that mold needs moisture to grow. So it cannot grow in dry places. In moist places people have to make sure it doesn't grow in their houses.

Score Point 0 Sample:

Mold grows on just about anything, including food. Mold just keeps growing if people don't get rid of it.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
What is Mold?	EPA	An explanation of what mold is and the cautions to take around it



Recommended Placement for Assessment: Grade 7
 The quantitative measures suggest that grade 9 would be the lowest grade for this passage; the qualitative measures, however, suggest that a lower grade is appropriate. The ideas that may be unfamiliar are clearly explained, and the ideas embedded are fairly concrete. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> No explicit connection made between the two major sections of the passage, but fairly easy to identify based upon the context.</p> <p>Text Structure: <u>Moderately complex:</u> Ideas are grouped into two major topic areas, with headings. There are some sidenotes or brief tangents that the reader must follow.</p> <p>Language Features: <u>Moderately complex:</u> The language and sentence structure are fairly clear, though some vocabulary will be more challenging (irritations, excess, ventilations). There is sufficient context for these above-grade terms. The tone is conversational.</p> <p>Knowledge Demands: <u>Moderately complex:</u> There is quite a bit of science content knowledge in here, but it's largely explained and clear.</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: 1360L; above grade level Flesch-Kincaid: 9.6 Word Count: 386</p> <p style="background-color: #4682B4; 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