

ELA.07.CR.1.4.054 C1 T14

Sample Item ID:	ELA.07.CR.1.4.054
Grade/Model:	07 / 1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	14: LANGUAGE USE: Interpret intent of figurative language (e.g., clichés, puns, hyperbole) use of literary devices, or connotative meanings of words and phrases used in context
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-4; L-5, L-5a, L-5b (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):	Excerpt from <i>The Biography of Harriet Beecher Stowe</i>
Stimulus/Text Complexity:	Most of the text follows standard biography practices. The ideas are usually straightforward, with just a few instances of more complex meaning. The language/style of the piece are really what make it more appropriate for the higher grades, as reflected in the quantitative measures. This passage is recommended for use at grade 7 or 8, with some footnoting of the vocabulary for which there is insufficient context. Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8. Please see text complexity worksheet attached.
Acknowledgement(s):	<i>The Biography of Harriet Beecher Stowe</i> By Charles Edward Stowe http://www.gutenberg.org/cache/epub/6702/pg6702.html
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must identify and interpret figurative language and explain its impact on the meaning of informational text.
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:

The following text is from a biography of Harriet Beecher Stowe. She wrote one of the first books against slavery called Uncle Tom's Cabin. This part of her biography tells about her older sister Catherine, who had a strong influence on Harriet.

Read the text and answer the question that follows.

from ***The Biography of Harriet Beecher Stowe***
by Charles Edward Stowe

Catherine was the oldest child of Lyman Beecher and Roxanna Foote, his wife. In a little battered journal found among her papers is a short sketch of her life. It was written when she was seventy-six years of age. In a shaking hand she begins: "I was born at East Hampton, L. I., September 5, 1800, at 5 P.M., in the large parlor opposite father's study. Don't remember much about it myself." The sparkle of wit in this brief notice of the circumstances of her birth is very characteristic. All through her life, little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.

Item Prompt:

Explain the meaning and purpose of the metaphor in the final sentence of the text. Use details from the text to support your response.

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

Scoring Notes:

- Students explain the meaning and purpose of the metaphor that compares Catherine’s personality to a river and explain how it conveys that her serious nature was tempered with humor.
- The metaphor suggests that Catherine had a strength hidden below the surface or where people could not easily see it.
- The author uses a metaphor comparing Catherine’s personality to a river in the passage to show her strength and serious nature. “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.”
- The author uses the words, “playing on the surface,” to imply that Catherine’s sense of humor was fun, like a child playing in the water on a riverbank.

Score Point 2 Sample:

The author uses a metaphor comparing Catherine’s personality to a river in the passage, “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.” Although Catherine was a serious person who had a lot of deep feelings and a good life, when she states, “Don’t remember much about it myself,” it shows that she has a sense of humor because no one remembers much about being born.

Score Point 1 Sample:

The author uses a metaphor comparing Catherine’s personality to a river in the passage: “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.” The words, “Don’t remember much about it myself,” show that she was funny.

Score Point 0 Sample:

The author uses a metaphor comparing Catherine’s personality to a river in the passage. “little ripples of fun were continually playing on the surface of that current of intense thought and feeling in which her deep, earnest nature flowed.”

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Biography of Harriet Beecher Stowe	Charles Edward Stowe	Biographical information about Harriet Beecher Stowe



Recommended Placement for Assessment: Grade 7 or 8

Most of the text follows standard biography practices. The ideas are usually straightforward, with just a few instances of more complex meaning. The language/style of the piece are really what make it more appropriate for the higher grades, as reflected in the quantitative measures. This passage is recommended for use at grade 7 or 8, with some footnoting of the vocabulary for which there is insufficient context. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> The purpose is stated in the passage title, and the text follows conventional/predictable structure for biographies.</p> <p>Text Structure: <u>Slightly complex:</u> Events are more or less chronological, though there is no real conclusion to the piece.</p> <p>Language Features: <u>Very complex:</u> The style is somewhat formal. The vocabulary includes many higher-level words (indelibly, tremulous, versatile, proficient) and some instances of figurative language that require interpretation (see, for example, the last sentence of paragraph 2).</p> <p>Knowledge Demands: <u>Slightly complex:</u> Some understanding of the historical period is helpful but not necessary.</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: 1280L; grades 11-CCR Flesch-Kincaid: 12.1 Word Count: 478</p> <p style="background-color: #4682B4; color: white; padding: 2px;">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