

## ELA.07.CR.1.02.056 C1 T2

Sample Item ID:	<b>ELA.07.CR.1.02.056</b>
Grade/Model:	07/1c
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	<b>2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key details from the text
Secondary Target(s)	n/a
Standard(s):	RL-2
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric below
Stimulus/Passage(s):	<i>Annie John</i>
Stimulus/Text Complexity:	While the qualitative measures suggest a range between 8 and 10, this is probably due to the complexity of the sentences alone. The quantitative measures indicate that a lower grade is appropriate. Because of the relative simplicity of the ideas, this passage is recommended for use at grade 7. <b>Based on these sets of measures, this passage is recommended for assessment at grade 7.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	Jamaica Kincaid, <i>Annie John</i> (New York: Penguin, 1985), p. 35 Fair Use: <5% of text, <125 words
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to complete the task, students must read the passage and write a brief summary indicating their understanding of the main character's feelings.
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:*

*In the following passage from Jamaica Kincaid's novel Annie John, the narrator describes her first morning at a new school, as she watches the other students.*

*from **Annie John**  
by Jamaica Kincaid*

When I looked at them, they made up a sea. They were walking in and out among the beds of flowers, all across the fields, all

across the courtyard, in and out of classrooms. Except for me, no one seemed a stranger to anything or anyone. Hearing the way they greeted each other, I couldn't be sure that they hadn't all come out of the same woman's belly, and at the same time, too. Looking at them, I was suddenly glad that because I had wanted to avoid an argument with my mother I had eaten all my breakfast, for now I surely would have fainted if I had been in any more weakened a condition.

*Item Prompt:*

Summarize in your own words the way Annie John feels during her first morning at school. Support your answer with details from the passage.

	<b>Scoring Rubric</b>
<b>2</b>	The response: <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to summarize the narrator's feelings</li> <li>• Includes some specific opinions that make reference to the text</li> <li>• Adequately supports the summary with 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 summarize the narrator's feelings</li> <li>• Includes opinions, but they are not explicit or make only vague references to the text</li> <li>• Includes some details, but the relevance of that detail to the text must be inferred</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to summarize the narrator's feelings, includes no relevant information from the text, or is vague.

*Scoring Notes:*

Annie feels lonely and nervous on her first day of school.  
 She says all the other kids look like they aren't strangers to anything and like they could all be brothers and sisters, except for her.  
 She says she would have fainted if she hadn't eaten breakfast.  
 She is so scared that she feels sick.  
 She feels like she doesn't belong in the new school.

Score Point 2 Sample:

Annie feels lonely and nervous on her first day of school. I think this is true because she says all the other kids look like they aren't strangers to anything and like they could all be brothers and sisters, except for her. She also says she would have fainted if she hadn't

eaten breakfast, which probably means that she is so scared that she feels sick.

Score Point 1 Sample:

I think she feels bad. It says the other kids all have the same mom.

Score Point 0 Sample:

She feels happy about starting a new school.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Annie John	Jamaica Kincaid	A brief excerpt describing the speaker's first day in a new school



#### Recommended Placement for Assessment: Grade 7

While the qualitative measures suggest a range between 8 and 10, this is probably due to the complexity of the sentences alone. The quantitative measures indicate that a lower grade is appropriate. Because of the relative simplicity of the ideas, this passage is recommended for use at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Moderately complex:</u> The purpose is implied, but a fairly familiar topic to students and not difficult to discern. The reader is left to draw his/her own conclusions about what these qualities suggest overall about the character, which is a relatively sophisticated task.</p> <p><b>Text Structure:</b>  <u>Moderately complex:</u> The passage is a single paragraph, all focused on the speaker's impressions as she takes in her surroundings. There's no organization, per se, but the connection between the ideas is clear.</p> <p><b>Language Features:</b>  <u>Moderately complex:</u> There is some figurative language ("they made up a sea") and imagery throughout. The sentence structure is varied and complex.</p> <p><b>Knowledge Demands:</b>  <u>Moderately complex:</u> The ideas are somewhat abstract but accessible at this grade level.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1130L; upper grades 6-8 or grades 9-10            Flesch-Kincaid: 8.1            Word Count: 116</p> <p style="background-color: #0056b3; 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