

## ELA.07.SR.1.08.027 C1 T8

Sample Item ID:	<b>ELA.07.SR.1.08.027</b>
Grade / Model:	<b>07/1</b>
Claim:	<b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
Assessment Target:	<b>8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support inferences or analyses of the information presented
Secondary Target(s):	n/a
Standard(s):	<b>RI-1, RI-3</b>
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"What Are Hurricanes?"
Stimuli/Text Complexity:	The sentence structure is probably the source of the higher grade level assignment by the quantitative measures. The text is very clear, however, and the ideas are not terribly complex. <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):	<a href="http://www.nasa.gov/audience/forstudents/k-4/stories/what-are-hurricanes-k4.html">http://www.nasa.gov/audience/forstudents/k-4/stories/what-are-hurricanes-k4.html</a>
Item/Task Notes:	Stimulus text Lexile level is 690. (typical Lexile text range for 4 <sup>th</sup> grade is 645-780)
How this task contributes to the sufficient evidence for this claim:	To demonstrate close and analytical reading, students use a detail from the text to support a claim made from an informational text.
Target-specific attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

*Stimulus Text:*

*Read the passage and answer the question that follows it.*

### **What Are Hurricanes?**

Hurricanes are large, swirling storms. They produce winds of 119 kilometers per hour (74 mph) or higher. That's faster than a cheetah, the fastest animal on land. Winds from a hurricane can damage buildings and trees.

Hurricanes form over warm ocean waters. Sometimes they strike land. When a hurricane reaches land, it pushes a wall of ocean water ashore. This wall of water is called a storm surge. Heavy rain and storm surge from a hurricane can cause flooding.

Once a hurricane forms, weather forecasters predict its path. They also predict how strong it will get. This information helps people get ready for the storm.

### **What Are the Parts of a Hurricane?**

**Eye:** The eye is the "hole" at the center of the storm. Winds are light in this area. Skies are partly cloudy, and sometimes even clear.

**Eye wall:** The eye wall is a ring of thunderstorms. These storms swirl around the eye. The wall is where winds are strongest and rain is heaviest.

**Rain bands:** Bands of clouds and rain go far out from a hurricane's eye wall. These bands stretch for hundreds of miles. They contain thunderstorms and sometimes tornadoes.

### **How Does a Storm Become a Hurricane?**

A hurricane starts out as a tropical disturbance. This is an area over warm ocean waters where rain clouds are building.

A tropical disturbance sometimes grows into a tropical depression. This is an area of rotating thunderstorms with winds of 62 km/hr (38 mph) or less.

A tropical depression becomes a tropical storm if its winds reach 63 km/hr (39 mph).

A tropical storm becomes a hurricane if its winds reach 119 km/hr (74 mph).

**What Makes Hurricanes Form?**

Scientists don't know exactly why or how a hurricane forms. But they do know that two main ingredients are needed.

One ingredient is warm water. Warm ocean waters provide the energy a storm needs to become a hurricane. Usually, the surface water temperature must be 26 degrees Celsius (79 degrees Fahrenheit) or higher for a hurricane to form.

The other ingredient is winds that don't change much in speed or direction as they go up in the sky. Winds that change a lot with height can rip storms apart.

*Item Stem:*

The passage says that hurricanes form over warm ocean water. Which sentence from the text reveal that hurricanes sometimes move across land?

*Options:*

- A. That's faster than a cheetah, the fastest animal on land.
- B. Winds from a hurricane can damage buildings and trees.
- C. Bands of clouds and rain go far out from a hurricane's eye wall.
- D. Winds that change a lot with height can rip storms apart.

*Distractor Analysis:*

- A. This option compares the speed of a land animal and wind speed, but it does not give evidence of hurricanes on land.
- B. KEY: This option cites evidence of the damage done by hurricanes on land since buildings and trees are only present on land.
- C. This option uses the term "wall" which is often used to describe a land structure. But

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in this case, the wall is composed of clouds and rain with no evidence of the presence of hurricanes on land.

- D. This option explains the impact of changing wind speed. Although both winds and storms can travel over land, this sentence does not refer to the presence of hurricanes on land.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How do Hurricanes Form		An explanation of how hurricanes form



#### Recommended Placement for Assessment: Grade 7

The sentence structure is probably the source of the higher grade level assignment by the quantitative measures. The text is very clear, however, and the ideas are not terribly complex. **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>Slightly complex:</u> Title clearly sets the purpose for reading.</p> <p><b>Text Structure:</b> <u>Moderately complex:</u> Information is sequential. The organization is evident.</p> <p><b>Language Features:</b> <u>Moderately complex:</u> The language is primarily easy to understand; unfamiliar terms/concepts are defined or explained. A variety of sentence structures is used.</p> <p><b>Knowledge Demands:</b> <u>Moderately complex:</u> While ideas are clearly explained, they are still somewhat abstract.</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: 1090L; upper grades 6-8 or grades 9-10 Flesch-Kincaid: 7.6 Word Count: 403</p> <p style="background-color: #0070C0; color: white; padding: 2px;"><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