

ELA.Gr7.CR.2.01.058 C2 T1

Sample Item ID:	ELA.Gr7.CR.2.01.058
Grade/Model:	7/4c
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target(s):	1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description,) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g. closure, introduce narrator or use dialogue when describing an event)
Secondary Target(s)	n/a
Standard(s):	W-3a, W-3b, W-3c, W-3d, and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	n/a
Stimulus/Passage(s):	Old House
Stimulus/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	This item provides evidence of students' ability to compose short narrative texts, appropriately employing the narrative technique of description.
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:

Even on sunny days, the house seemed to sag like a sad, lonely man with drooped shoulders. Just a few flecks of yellow paint were left on it—reminders of a happier time, when children used to play in its yard.

Item Prompt:

These sentences begin the description of a setting. Write a paragraph that develops this description and fits the mood and situation. Use vivid details about sights, sounds, smells, tastes, and/or feelings in your paragraph.

Sample Generic rubric for a 3-point CR item	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to use vivid, multi-sensory details in a narrative description • Includes specific descriptions consistent with the mood and situation of the text and makes clear reference to the text • Fully supports the descriptions with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to use vivid, multi-sensory details in a narrative description • Includes some specific descriptions consistent with the mood and situation of the text and makes reference to the text • Adequately supports the descriptions with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to use vivid, multi-sensory details in a narrative description • Includes descriptions but they are not explicit or make only vague references to the text • Supports the descriptions with at least one detail but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to use vivid, multi-sensory details in a narrative description, includes no relevant information from the text, or is vague.

Scoring Notes:

Successful responses:

- Include references to sights, sounds, smells, tastes, and/or feelings associated with the house
- Reflect the mournful, nostalgic mood
- Reflect the fact that happy children used to live in the house

Score Point 3 Sample:

When strong winds blew, people walking by the house heard the crash of a door frame or a floorboard collapsing. Once, on a dare, a teenage girl from the neighborhood got as close as the front door, but a strange, rotting smell and the sight of a scurrying rat, with his pink tail held high, made her run the other way. If she had made it inside, she would have seen the banister that kids her age used to slide down with big smiles on their faces.

Score Point 2 Sample:

The house was two stories, and it was full of smelly dust. It used to be full of toys and books and dolls, but most of these were gone. There was just a little doll, the wind-up talking kind that had gotten stuck saying "Are you ready to play?" and kept saying it over and over.

Score Point 1 Sample:

It was a gloomy, dark house. When it rained the house looked really sad, like the rain was tears. But then when the rain stopped the house looked beautiful and happy.

Score Point 0 Sample:

I don't like old houses. They are creepy. My grandma has an old house. I don't like the way her house smells.