

ELA.08.CR.1.14.131 C1 T14

Sample Item Id:	ELA.08.CR.1.14.131
Grade / Model:	08 / 2b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14. LANGUAGE USE: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context.
Secondary Target(S):	n/a
Standard(S):	RI-4, L-5, L-5a, L-5c
DOK:	3
Difficulty:	H
Item Type:	CR
Score Points:	3
Correct Response:	See rubric/scoring criteria
Stimulus/Passage(S):	"Italy"
Stimuli/Text Complexity:	The quantitative measures place this passage at no less than a grade 10 level, primarily because of the complexity of language and sentence structure. The ideas themselves, however, are only moderately complex. Based on these sets of measures, this passage is recommended for assessment at grade 8. Please see text complexity worksheet attached.
Acknowledgement(S):	<i>Young Folks' History of Rome</i> , by Charlotte Mary Yonge, http://www.gutenberg.org/files/16667/16667-h/16667-h.htm#CHAPTER_I
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must interpret the connotative meaning of words.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

*Stimulus Text:***Italy**

By Charlotte Mary Yonge

I am going to tell you next about the most famous nation in the world. Going westward from Greece another peninsula stretches down into the Mediterranean. The Apennine Mountains run like a limb stretching out of the Alps to the south eastward, and on them seems formed that land, shaped somewhat like a leg, which is called Italy.

Round the streams that flowed down from these hills, valleys of

fertile soil formed themselves, and a great many different tribes and people took up their abode there, before there was any history to explain their coming. Putting together what can be proved about them, it is plain, however, that most of them came of that old stock from which the Greeks descended, and they spoke a language which had the same root as modern English and as the Greek. From one of these nations the best known form of this, as it was polished in later times, was called Latin, from the tribe who spoke it.

Item Prompt:

The author uses the phrase “polished in later time” to describe the Latin language. Use information from the text to explain what this phrase reveals about the history of Italy presented in the text.

Rubric for a 3-point Constructed Response item	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to explain the impact of a phrase used in context on the meaning of the text. • Includes specific inferences that makes clear reference to the text • Fully supports inferences with clearly relevant information from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to explain the impact of a phrase used in context on the meaning of the text. • Includes some specific inferences that makes clear reference to the text • Fully supports the inferences with clearly relevant information from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to explain the impact of a phrase used in context on the meaning of the text. • Includes some specific inferences but they are not explicit or make only vague references to the text • Supports the inferences with at least one piece of information but the relevance of that information to the text must be inferred

0 No credit	A response gets no credit if it provides no evidence of the ability to explain the impact of a phrase used in context on the meaning of the text, includes no relevant information from the text, or is vague.
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Scoring Notes:

The response may include but is not limited to:

The phrase “polished in later time” shows how the language Latin came out of the language of one tribe. It may have changed over time, just like Italy changed over time.

The phrase shows that Latin is a polished or finished language.

Latin changed over time to become something polished or “cultured.”

Score Point 3 Sample:

The phrase “polished in later time” relates to the passage because it shows how a language spoken by one tribe in Italy developed over time to become Latin. Just like the language developed over time, Italy developed over time, too. There were different tribes living there, or different “nations” as the tribes are described in the passage.

Score Point 2 Sample:

The phrase has to do with the passage because Latin is a language that changed over time just like the “tribes” of different people, some of them Greek, changed over time in Italy. The history of Italy changed just like the language Latin to become something more modern.

Score Point 1 Sample:

The phrase shows that things changed in the language just like Italy and its history changed or became polished.

Score Point 0 Sample:

People spoke Latin in Italy for a long time

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Italy from <i>Young Folks History of Rome</i>	Charlotte Mary Yonge	Very brief historical piece about Italy



Recommended Placement for Assessment: Grade 8
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Qualitative Measures	Quantitative Measures				
<p>Meaning/Purpose: <u>Moderately complex:</u> As the introduction to a piece, there is not a clear statement of purpose or of a main idea.</p> <p>Text Structure: <u>Moderately complex:</u> With no overarching statement of purpose, the student must make connections between ideas.</p> <p>Language Features: <u>Very complex:</u> The language is archaic and contains imagery and figurative language. The sentence structure is complex.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Because the purpose is not set for the student, the ideas may seem somewhat abstract and challenging.</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: 1420L; upper grades 6-8 or grades 9-10 Flesch-Kincaid: 10.7 Word Count: 166</p> <tr> <th colspan="2" style="background-color: #4682B4;">Considerations for Passage Selection</th> </tr> <tr> <td colspan="2"> <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 </td> </tr>	Considerations for Passage Selection		<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 	
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Adapted from the 2012 ELA SCASS work