

ELA.08.SR.2.01.063 C2 T1

Sample Item Id:	ELA.08.SR.2.01.063
Grade / Model:	08/3
Claim:	2. Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) 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).
Standard(S):	W-3a, W-3b, W-3c, W-3d, and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	SR
Score Points:	1
Key:	C
Stimuli/Passage(S):	n/a (student writing)
Stimuli/Text Complexity:	n/a
Acknowledgement(S):	In-house
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must apply transitional strategies for coherence when revising a paragraph of narrative text.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level 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:

Alicia has to write a narrative essay for her English class about a series of events related to her school life. Here is the beginning of her essay:

How I Beat the Alarm Clock

“RINNGGG!” At 6:30 AM, the alarm clock goes off next to my head, but I am already awake. I can hear you ask, “How does she beat the alarm clock?” Well, it isn’t easy, but with a few changes in habit, you too can wake up before the alarm clock goes off.

It's true that like a lot of teens, I used to stay up late reading, listening to music on my headphones, or even studying until 11:00 PM. I was always really tired the next morning when my alarm clock went off at 6:30 AM, so I'd hit the snooze button again and again until my mom had to wake me up at 7:30 AM.

I knew I had to solve this problem, so I came up with a plan that worked. I started going to bed thirty minutes earlier. I put my feet on the floor and stood up instead of slapping "Snooze." I found myself tired by 10:00 PM. Because I had been awake since 6:30 in the morning, 10:00 PM now seemed really late. From then on, I fell asleep quickly and woke up before my alarm went off.

Now I'm on time to school every day. If you're late a lot, maybe this plan will work for you, too!

Item Stem:

Alicia wants to revise the highlighted part of her essay to make the steps of her plan clearer. What is the best way for her to add transition words and phrases?

Options:

- A. When I was done, I started going to bed thirty minutes earlier. Sometimes I put my feet on the floor and stood up instead of slapping "Snooze." I for a while found myself tired by 10:00 PM since I had been up since 6:30 AM.
- B. After that, I started going to bed thirty minutes earlier. Before my alarm went off, I put my feet on the floor and stood up instead of slapping "Snooze." I finally found myself tired by 10:00 PM since I had been up since 6:30 AM.

C. First I started going to bed thirty minutes earlier. When my alarm went off, I put my feet on the floor and stood up instead of slapping "Snooze." I soon found myself tired by 10:00 PM since I had been up since 6:30 AM.

D. Next I started going to bed thirty minutes earlier. I put my feet on the floor and stood up instead of slapping "Snooze" when it was time to get up. I quickly found myself tired by 10:00 PM since I had been up since 6:30 AM.

Distractor Analysis:

- A. Incorrect: The transitions "When I was done," "Sometimes," and "for a while" do not convey the order of the step accurately.
- B. Incorrect: The transitions "after that" and "before my alarm went off" do not convey the order of the steps accurately.
- C. Correct: All transitions accurately convey the order of the steps.
- D. Incorrect: The transition "Next" does not convey the order of the steps accurately. "When it was time to get up" is awkwardly placed in the sentence.