

ELA.09.SR.1.07.104 C1 T7

Sample Item ID:	ELA.09.SR.1.07.104
Grade/Model:	9/3
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	7: LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone
Secondary Target(s):	n/a
Standard(s):	RL-4, L-5a
DOK:	3
Difficulty:	medium
Item Type:	Selected Response
Score Points:	1
Correct Response:	B
Stimuli/Passage(s):	Barbara Frietchie by John Greenleaf Whittier
Stimuli/Text Complexity:	The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. Based on these sets of measures, this passage is recommended for assessment at grade 9. Please see the text complexity worksheet attached.
Acknowledgement(s):	English Poetry III: From Tennyson to Whitman, The Harvard Classics, 1909-1914. http://www.bartleby.com/42/800.html
Notes:	Full credit is given to students who identify 3 or 4 phrases; partial credit is given to students who identify 1 or 2 phrases
How this task addresses the sufficient evidence for this claim:	To complete this task students must identify language that expresses a particular intent.
Target-Specific Attributes (e.g., accessibility issues):	None

Stimulus Text:

Read the following passage and then answer the question.

The following poem is based on a story from the Civil War. According to legend, when Major General Stonewall Jackson led Confederate troops through Frederick, Maryland, on September 6, 1862, Union supporter Barbara Frietchie waved the Union flag in protest.

Stonewall Jackson riding ahead

Under his slouched hat left and right
He glanced; the old flag met his sight 25

'Halt!' –the dust-brown ranks stood fast.
'Fire!' –out blazed the rifle-blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash. 30

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

'Shoot, if you must, this old gray head,
But spare your country's flag,' she said. 35

A shade of sadness, a blush of shame,
Over the face of the leader came;

The nobler nature within him stirred
To life at that woman's deed and word; 40

'Who touches a hair of yon gray head
Dies like a dog! March on!' he said.

All day long through Frederick street
Sounded the tread of marching feet:

All day long that free flag tost
Over the heads of the rebel host. 45

Ever its torn folds rose and fell

On the loyal winds that loved it well; And through the hill-gaps sunset light Shone over it with a warm good-night.	50
Barbara Frietchie's work is o'er, And the Rebel rides on his raids no more. Honor to her! and let a tear Fall, for her sake, on Stonewall's bier.	
Over Barbara Frietchie's grave, Flag of Freedom and Union, wave!	55
Peace and order and beauty draw Round thy symbol of light and law; And ever the stars above look down On thy stars below in Frederick town!	60

Item Stem:

Which words from the poem are intended to emphasize Barbara Frietchie's advanced age?

Options:

- A. rose (line 17) and snatched (line 32)
- B. bowed (line 18) and gray (lines 35 and 41)
- C. bravest (line 19) and royal (line 34)
- D. dame (line 32) and deed (line 40)

Distractor Analysis:

- A. "Rose" and "snatched" describe Barbara's actions but have nothing to do with age.
- B. KEY "Bowed" and "gray" suggest a picture of a woman whose hair has grayed and back is bowed over with age.
- C. "Bravest" and "royal" indicate her courage and determination, not age.
- D. "Dame" and "deed" are older words not often used but do not have anything to do with Barbara's age.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Barbara Frietchie	John Greenleaf Whittier	Classic poem about a fictitious figure from the Civil War



Recommended Placement for Assessment: Grade 9

The quantitative information shows the limitations of readability formulas for poetry. The poem is more complex than is suggested by the readabilities. **Based on these sets of measures, this passage is recommended for assessment at grade 9.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> A narrative poem, with some subtle levels of meaning but also a straight storyline.</p> <p>Text Structure: <u>Moderately complex:</u> There is more than one storyline but it's accessible if students have a grasp of the use of language.</p> <p>Language Features: <u>Very complex:</u> The poem includes abstract language, figurative language, and archaic vocabulary. In addition, the poetic form is challenging.</p> <p>Knowledge Demands: <u>Very complex:</u> There are unexplained references to historical figures (e.g., Lee, Stonewall Jackson, etc.) that may be 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: 940L; grades 4-5 Flesch-Kincaid: 1.7 Word Count: 405</p> <p style="background-color: #ADD8E6;">Considerations for Passage Selection</p> <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

Adapted from the 2012 ELA SCASS work