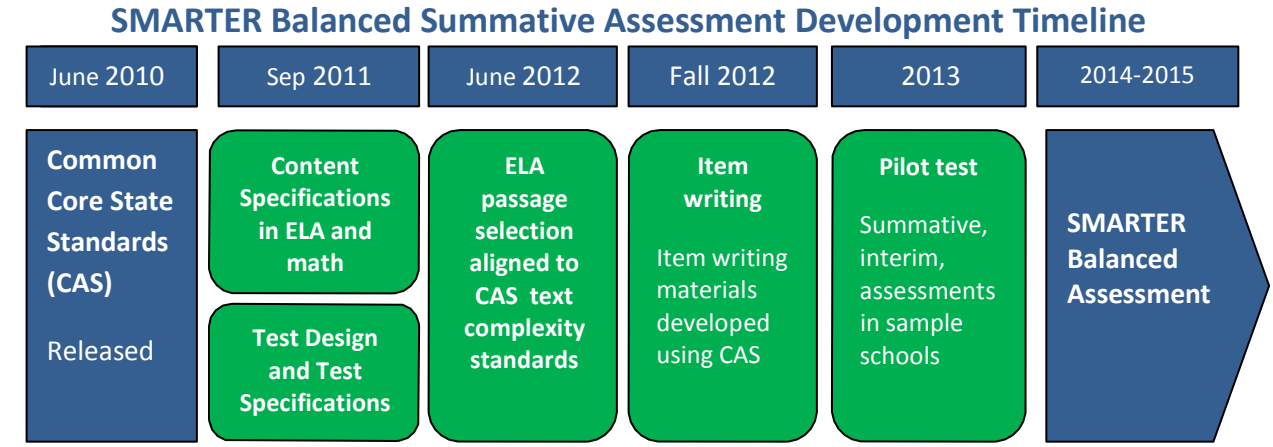
SMARTER Balanced Assessment
3rd Grade ELA

As 2015 approaches and we transition to the Smarter Balanced Assessments, many teachers and administrators have been asking for information. What is the implementation timeline? What kinds of items will be on the test? What do assessment items look like? How are the tests scored? How will technology be utilized? While not every detail is known, information is available.

First, an implementation time line:



From http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf

Item Types

SBAC assessments are made up of four item types: Selected-Response, Constructed-Response, Technology-Enhanced, and Performance Task. A description of those items follows.

Selected-Response Items (SR)

Traditionally known as Multiple Choice, selected-response items include a stimulus and stem followed by three to five options from which a student is directed to choose only one.

Constructed-Response Items (CR)

The main purpose of a constructed-response item is to address targets and claims that are of greater complexity. They ask students to develop answers without suggested answer choices.

Technology-enhanced Items/Tasks (TE)

Technology-enhanced items can provide evidence for ELA practices that could not be as reliably obtained from traditional SRs and CRs. Technology-enhanced items may stand alone or may be a tool used as part of the Performance Task and/or Constructed-Response items. Several TE template specifications have been designed for use in the ELA domain, including reordering text, selecting and changing text, selecting text, and selecting from drop-down menus.

Performance Tasks (PT)

The ELA Performance Tasks focus on reading, writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. They may take place over time.

Claims

The Smarter Balanced summative assessments in ELA are designed to measure the full range of student abilities in the Common Core State Standards or Core Academic Standards (CAS) for language arts and literacy. Evidence will be gathered in support of four major claims: whether students can (1) Read Analytically, (2) Write Effectively, (3) Speak and Listen Purposefully, and (4) Conduct Research. Students will receive an overall ELA composite score. For the enhanced assessment, students will receive a score for each of the four major claim areas. (Speaking is not part of the summative assessment, but may be part of the interim assessment.)

Claim 1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2 – Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim 3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Glossary

Distracter: the incorrect response options to an SR item.
Distracter Analysis: the item writer's analysis of the options or rationale for inclusion of specific options.
Item: the entire item, including the stimulus, question/prompt, answer/options, scoring criteria, and metadata.
Key: the correct response(s) to an item.
Options: the responses to a selected-response (SR) item from which the student selects one or more answers.
Scoring Rubric: the descriptions for each score point for an item/task that scores more than one point for a correct response.
Stem: the statement of the question or prompt to which the student responds.
Stimulus: the text, source (e.g., video clip), and/or graphic about which the item is written. The stimulus provides the context of the item/task to which the student must respond.
Task: similar to an item, yet typically more involved and usually associated with constructed-response, extended-response, and performance tasks.
Top-Score Response: one example of a complete and correct response to an item/task.

Additional information regarding the ELA assessment (including Scoring Rubrics) is available at: http://www.smarterbalanced.org/smarter-balanced-assessments/

ELA.03.CR.1.04.019 C1 T4

Sample Item ID:	**ELA.03.CR.1.04.019**
Grade/Model:	03/1a
Claim:	**1.** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	**4. REASONING & EVIDENCE:** Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message.
Secondary Target(s):	**1. KEY DETAILS:** Use explicit details and information from the text to support answers or basic inferences.
Standard(s):	RL-2, RL-3, RL-6 (secondary: RL-1, RL-3)
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	"The Little Captive"
Stimuli/Text Complexity:	The quantitative measures are probably reflecting the complexity of the sentence structures. Every other element is much simpler. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.** Please see text complexity worksheet attached.
Acknowledgement(s):	**Source Title:** "The Little Captive" from *Wide Awake Stories* **Grade band: 3-5** **Author:** **Source Location:** Public Domain **Source Publication Information:** "The Little Captive" from *Wide Awake Stories.* New York, NY; Charles Graham & Co.
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must write an appropriate response and cite evidence to support an inference about a character in a literary text.
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. For CRs, students will be required to enter text using a keyboard; hearing- or vision-impaired students may need alternate formats or support.

Stimulus Text:

Read this text and then answer the prompt that follows it.

The Little Captive
from *Wide Awake Stories*

"Did you think you could get him? You can't, if you try ever so

hard," said little Bessie to her dog Carlo, as he sat by her side on the grass, one fine summer's day. As she spoke, she held high above her head a dear little robin.

An hour before, while walking in the fields, she saw Carlo in the distance, playing with something upon the ground. On coming nearer, it proved to be a nest with one poor little bird in it. Taking the bird away from the dog, she seated herself upon the ground to smooth the little creature's feathers, and calm its fear.

After placing it in the nest, and covering it with her handkerchief, she took it home, put it in a cage, and gave it some food, which the bird seemed very glad to eat.

The next morning, Bessie arose very early, to see that her little charge was all right, and to give it some breakfast. She took very faithful care of it for several weeks, and by that time it became strong, and could fly. Every morning it tried to sing, as if in gratitude for what Bessie had done for it.

One day Bessie's mother said to her that she must open the cage, and let the bird fly away. "No, no, mother!" said Bessie, "don't say so. I take such comfort in him, I can't let him go." But the next moment she remembered how unhappy it made her to disobey her mother; and, taking the cage, she opened the door.

To her great surprise, her little captive did not care to take the freedom offered him. After a while he seemed to understand that he was expected to come out of the cage; and what do you think was the first thing that the little bird did? Why, he lighted right on Bessie's shoulder, as if he hated to leave her.

Item Prompt:

The author shows that Bessie is a caring person. Write a paragraph telling how Bessie is caring. Use specific details from the story to support your answer.

	Scoring Rubric
3	The response: • gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a character • includes specific explanations that make reference to the text • fully supports the inferences with clearly relevant details from the text
2	The response: • gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a character. • includes some specific explanations that make reference to the text • adequately supports the inferences with clearly relevant details from the text
1	The response: • gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a character • includes specific explanations but they are not explicit or make only vague references to the text • supports the inferences with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a character and includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to, Bessie is a very caring person, and she demonstrates this trait in many ways throughout the text. At the beginning of the excerpt, she holds the robin high above her head to keep her dog from causing it more harm. When she first locates the bird, she smoothes its feathers and tries to calm its fears. She places the bird in the nest and covers it with her handkerchief to protect it and keep it warm. Once home, she puts the bird in a safe place (cage), and gives it much-needed food. Bessie continues to nurse the bird back to health for several weeks. During that time, the bird becomes strong and can fly again. Finally, when Bessie's mother tells Bessie that she must let the bird go and Bessie protests, it is Bessie's caring and respect for her mother that has her obey her mother's instructions.

Score Point 3 Sample:
Bessie is a caring person, and she demonstrates this trait in the text. First, she finds a bird and takes it home to care for it. She puts it in a cage and feeds it. She nurses the bird back to health for several weeks until she finally obeys her mother and lets the bird go. Bessie knows she must let the bird go because she cares about the bird's happiness.

Score Point 2 Sample:
Bessie is a caring person. She finds a bird and puts it in a cage where she feeds and cares for it for several weeks. Then she lets the bird go.

Score Point 1 Sample: Bessie is a caring person. She takes a bird home and cares for it.

Score Point 0 Sample: Bessie is a caring person. She is nice.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Little Captive		A short story about a girl who rescues and later attempts to free a small bird

Recommended Placement for Assessment: Grade 3 or 4

The quantitative measures are probably reflecting the complexity of the sentence structures. Every other element is much simpler. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.

Qualitative Measures

Meaning/Purpose:
Slightly complex: The meaning is very clear and concrete.

Text Structure:
Slightly complex: Mostly chronological, with the exception of paragraphs 1 and 2. Clear transitions between episodes and ideas.

Language Features:
Slightly complex: Straightforward, simple vocabulary, somewhat more formal than much contemporary fiction, but accessible. Sentence structure is varied, with simple, compound, and compound-complex sentences.

Knowledge Demands:
Slightly complex: Simple, concrete ideas, requiring no background knowledge.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 950L; upper grades 4-5 or lower grades 6-8
Flesch-Kincaid: 5.7
Word Count: 320

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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

ELA.03.CR.02.01.120 C2 T1

Sample Item ID:	**ELA.03.CR.02.01.120**
Grade/Model:	03/2b
Claim:	**2:** Students can produce effective writing for a range of purposes and audiences.
Assessment Target:	**1**: **WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
Standard(s):	**W-3, W-3a, W-3b, W-3c, W-3d**
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring rubric
Stimulus/Passage(s):	"The Fox as Herdsman"
Stimuli/Text Complexity:	The passage is a straightforward example of a genre that should be familiar to most students. The quantitative and qualitative measures both suggest an appropriate placement at grade 3. **Based on these sets of measures, this passage is recommended for assessment at grade 3.** Please see text complexity worksheet attached.
Acknowledgement(s):	Old Norse folktale
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To successfully complete this item, students must demonstrate narrative strategies for coherence in constructing closure for a narrative.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Read this beginning for a story and complete the task that follows it.

The Fox as Herdsman

Once upon a time, there was a woman who went out to hire a herdsman to watch her goats, sheep, and cows. On her way to find a herdsman she met a bear.

"Where are you going?" asked the bear.

"I'm going to hire a herdsman," answered the woman.

"Why not have me for a herdsman?" said the bear.

"Well, why not," said the woman, "if you only know how to call the flock. Let me hear you."

"Ow, Ow!" growled the bear.

"No, no! That will not do," said the woman. She went on her way.

When she had gone a little farther she met a wolf.

"Where are you going?" asked the wolf.

"I'm going to hire a herdsman," said the woman.

"Why not have me for a herdsman?" said the wolf.

"Well, why not, if you can call the flock. Let me hear you call," said the woman.

"Oooo, Oooo!" howled the wolf.

"Oh no, that will not do," said the woman, and she continued walking.

After she had gone on a while longer she met a fox.

"Where are you going?" asked the fox.

"I'm just going out to hire a herdsman," answered the woman.

"Why not have me for a herdsman?" asked the fox.

"Well, do you know how to call the flock?" asked the woman.

"Dil-dal-holom!" sang out the fox in a fine clear voice.

"That's perfect!" said the woman. "I'll have you for my

herdsman." She sent the fox to herd her flock, and then she returned home.

The first day the fox was herdsman, he ate up all the woman's goats, the next day he made an end of all her sheep, and the third day he ate up all her cows. When he came home that day the woman asked what he had done with all her flocks.

"Oh!" said the fox, "they are playing in the meadow over the hill."

The woman was busy churning cream when he said this, but she thought she had better go and have a look at her flock.

Item Prompt:

Write an ending for the story that tells what the characters say and describes the actions and events.

Scoring Notes:

The Response may include, but is not limited to:
The woman waited until the fox had left. She walked down to the meadow where the fox told her the animals were playing, but they were gone. She felt sad because she realized now that she shouldn't have trusted a sneaky fox to watch her animals.

	Scoring Rubric
3	The response: • gives essential elements of a complete interpretation of the prompt • addresses many aspects of the task and provides sufficient relevant evidence to support development • is focused and organized, consistently addressing the purpose, audience, and task • includes sentences of varied length and structure
2	The response: • gives some of the elements of an interpretation of the prompt • addresses some aspects of the task and provides some evidence to support development • has a focus but lacks strong organization and inconsistently addresses the purpose, audience, and task. • includes sentences of somewhat varied length and structure
1	The response: • gives minimal elements of an interpretation of the prompt • addresses few aspects of the task and provides little relevant evidence to

	support development. • lacks focus and organization and generally does not address the purpose, audience, and task. • includes sentences with little variety in length and structure
0	The response does not meet any of the criteria.

Sample Responses

3	The woman waited until the fox had left. She walked down to the meadow where the fox told her the animals were playing, but they were gone. She felt sad because she realized now that she shouldn't have trusted a sneaky fox to watch her animals.
2	When the woman went to find her animals, they were nowhere to be found. She wondered if the wolf might have eaten them. She hoped not.
1	The animals were gone, and the woman didn't know where they were.
0	The woman finished making cream, and then she went inside to make dinner.

Grade 3 ELA Sample CR Item Form C2 T1

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Fox as Herdsman		A Norse folktale explaining why foxes have white-tipped tails

Recommended Placement for Assessment: Grade 3

The passage is a straightforward example of a genre that should be familiar to most students. The quantitative and qualitative measures both suggest an appropriate placement at grade 3. Based on these sets of measures, this passage is recommended for assessment at grade 3.

Qualitative Measures

Meaning/Purpose:
Slightly complex: Most students will be familiar with the folktale conventions. The opening "once upon a time" is a clear signal of the purpose of the text.

Text Structure:
Slightly complex: Clear chronological order, following conventions for this type of text (rule of three, repetition).

Language Features:
Slightly complex: Sentences are generally short and simple, with a few more complex structures in the final paragraphs. The vocabulary is contemporary and easy to follow, with few above grade level words. The foundational term – "herdsman" may need to be glossed to ensure that students are grounded in the text; however, it is a compound word that should be decodable by most students.

Knowledge Demands:
Slightly complex: Very simple, concrete ideas.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 680L; grades 4-5
Flesch-Kincaid: 1.8
Word Count: 417

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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

ELA.03.CR.2.06.121

Sample Item ID:	**ELA.03.CR.2.06.121**
Grade/Model:	3/3
Claim:	**2:** Students can produce effective writing for a range of purposes and audiences.
Assessment Target:	**TARGET 6: WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
Standard(s):	W-1a, W-1b, W-1c, W-8, W-d, W-1
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimulus/Passage(s):	A disorganized opinion paragraph about choosing a bedtime
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	In house
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must write and support an opinion, organize supporting reasons, and provide an appropriate conclusion.
Target-Specific Attributes (e.g., accessibility issues):	Stimulus should be on grade level. For CRs, students will be required to enter text using a keyboard.

Stimulus Text:

Read the paragraph and complete the task that follows it.

Children should choose their own bedtime. There are things to do, and most have homework. Some people need more sleep, but children like talking to friends. The time to go to bed should be children's decision when they are tired they go to bed earlier. There are activities to go to, so children learn to be responsible.

Item Prompt:

Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.

Scoring Notes: The Response may include, but is not limited to: I think children should be allowed to choose their own bedtime. Children need a way to learn how to be responsible. Picking a bedtime is a good way to become more responsible. Children should think about the activities they have to do and how much homework they have when deciding what time to go to bed. Thinking about these things when deciding on a bedtime shows responsibility. Also, some people need more sleep than others, so this is something children can think about when they choose a bedtime. Making good choices helps children to be more responsible.

	Scoring Rubric
3	The response: • gives the essential elements of a complete interpretation of the prompt • addresses many aspects of the task and provides sufficient relevant evidence to support development • is focused and organized, consistently addressing the purpose, audience, and task • includes sentences of varied length and structure
2	The response: • gives some of the elements of an interpretation of the prompt • addresses some aspects of the task and provides some evidence to support development • has a focus but lacks strong organization and inconsistently addresses the purpose, audience, and task • includes sentences of somewhat varied length and structure
1	The response: • gives minimal elements of an interpretation of the prompt • addresses few aspects of the task and provides little relevant evidence to support development • lacks focus and organization and generally does not address the purpose, audience, and task • includes sentences with little variety in length and structure
0	The response does not meet any of the criteria.

Sample Responses:

3	I think children should be allowed to choose their own bedtime. Children need a way to learn how to be responsible. Picking a bedtime is a good way to become more responsible. Children should think about the activities they have to do and how much homework they have when deciding what time to go to bed. Thinking about these things when deciding on a bedtime shows responsibility. Also, some people need more sleep than others, so this is something children can think about when they choose a bedtime. Making good choices helps children to be more responsible.
2	Children should be allowed to pick a bedtime depending on how much

	homework and how many activities they have to do. Kids have a lot to do, but they have to learn how to be responsible for themselves. When kids choose their own bedtime, they can decide based on how much sleep they need.
1	I think children should pick a bedtime depending on how much homework they have. When the kids have no homework, they should be able to stay up as late as they want. That way they can talk to their friends and enjoy activities.
0	I usually go to bed at 9:00, after I watch my favorite shows.

Grade 3 ELA Draft Sample PT Item Form C2 T2

Grade 3 ELA C2 T2

Sample Item ID:	**ELA.03.PT.2.02.084**
Title:	Tall Tale Narrative
Grade/Model:	3/2
Claim(s):	**Primary Claims** 2: Students can produce effective writing for a range of purpose and audiences. 4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.
Primary Target(s):	*These claims and targets will be measured by scorable evidence collected.* **Claim 2** **2. COMPOSE FULL TEXTS:** Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events). **8. LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. **9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts **Claim 4** **2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; Select information from data or print and non-print text sources **4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
Secondary Target(s):	*n/a*
Standard(s):	Claim 2 targets: W-3a, W-3b, W-3c, W-2d, W-3d, W-4, W-5, L-1, L-2, L-3a, L-3b, L-6 Claim 4 targets: RI-9; W-8, SL-2, SL-3, SL-4; W-6, W-7 RI-9; W-1a, W-8
DOK:	4
Difficulty:	High
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	In order to complete the performance task, students 1. Gather, select, and analyze information in a series of sources 2. Write a narrative effectively demonstrating • Narrative strategies (dialogue, sensory or concrete details, description • Author's craft appropriate to purpose (detailing characters,

	plot, and setting) • Interpretation of language by distinguishing literal from non-literal (correct and incorrect) meanings of words and phrases used in context • Clear and coherent organization of writing • Command of the conventions of standard English grammar and usage, capitalization, punctuation and spelling
Item Type	PT
Target-Specific Attributes (e.g., accessibility issues):	Students with visually and hearing impairment will need to be provided with audio/Braille/enlarged text versions of stories provided for independent reading materials.
Stimuli:	**Sources (2 tall tale narratives, 1 article about tall tales; presented in the order in which they are used)** **Narrative 1:** Johnny Appleseed Long ago, Johnny Appleseed walked with a tin cooking pot on his head across the United States of America. Many people said he planted apple seeds everywhere he went. Appleseed knew the seeds he planted would grow to be an apple orchard. And, all the pioneers would have apples to eat. Johnny Appleseed was a gentle and kind man. He gave seeds to the pioneers and they planted them. His real name was John Chapman, but the people named him Johnny Appleseed because he always gave apple seeds. Appleseed is an American folk hero because he loved apple seeds and apple trees. **Narrative 2:** Paul Bunyan and his Blue Ox Babe Paul Bunyan was a giant and strong lumberjack. He had a huge blue ox named Babe. It was said that Bunyan was seven feet tall and able to do any lumber job in the country. He was able to cut the trees of whole forests with one sweep of his axe. Some lumberjacks told stories about how Bunyan logged all the timber from the large state of North Dakota. Now a story would not be complete without Bunyan's ox. One might ask why Babe was blue. The story started one fine winter. The snow was blue for seven days. Babe rested in the blue snow and then his fur was blue instead of white. Babe was also very large and strong. Other lumberjacks were so amazed because Babe weighed ten thousand pounds and had the strength of nine horses. It was no wonder that Bunyan and Babe were known to pull

	large houses up mountains and down to the valleys with only drops of sweat. Together they helped people haul logs or chopped trees to give a hand around the logging camps. Both were happiest in the woods with plenty of trees. They tried to stay close to the river so they could cut the trees and drop them in the river. And, down the river the logs floated to the mill. And so, Paul Bunyan and Babe became larger than life American folk heroes of our country. **Article 1:** Brief informational article (300 words or less) describing the genre of tall tales. The article will discuss tall tales as stories of ordinary people presented in extraordinary ways, that is, made "larger than life." The article will also classify tall tales by various types and also discuss their unique roll in diverse cultures.

Stimuli/Text Complexity:	
Acknowledgments:	**Sources have been taken from the following sources:** Narrative 1- Johnny Appleseed Illustration: Library of Congress, Harper's New Magazine, 1871: http://digital.library.cornell.edu/cgi/t/text/pageviewer-idx?c=harp;cc=harp;rgn=full%20text;idno=harp0043-6;didno=harp0043-6;view=image;seq=00840;node=harp0043-6%3A1 Information used in Narrative 1: ~State Symbols USA: http://www.statesymbolsusa.org/Massachusetts/Johnny_Appleseed.html http://www.britannica.com/EBchecked/topic/106148/John-Chapman ~Osborne, Mary Pope. *American Tall Tales*. New York: Alfred A. Knopf, 1991. Print. Narrative 2-Paul Bunyan and Babe Photo: Library of Congress, Statues of the legendary lumberjack Paul Bunyan and his faithful blue ox Babe http://www.loc.gov/pictures/item/2011633652/ Information used in Narrative 2: Library of Congress, 1922 http://archive.org/stream/paulbunyantales00brow#page/n1/mode/2up Brown, Charles. *American Folk Lore Paul Bunyan Tales.* Madison: University of Wisconsin, 1922. Print. Additional information article would be commissioned.

Task Notes:	

Task Overview (105 total minutes):
Title: Tall Tale Narratives
Part 1 (35 minutes): Ultimately tasked with writing a narrative, students will independently read two tall tales and an informational article about tall tales, taking notes on these sources. They will then respond to several questions about these sources, addressing the research skills of analyzing and evaluating information.
Part 2 (70 minutes): Students will work individually to plan, write, and revise a narrative of a tall tale character that has super-human abilities or an extraordinary story to tell.
Scorable Products: Student responses to the selected-response and constructed-response questions and the narrative will be scored.

Teacher preparation / Resource requirements
The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Teacher Directions:
Students are given the texts, research, and any additional information about the essay.

Part 1 (35 minutes)
- Initiate the online testing session testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in the session.
- Make sure the students have put their names on any notes.

Stretch Break

Part 2 (70 minutes)
- Initiate the testing part 2
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 55 minutes have elapsed.
- After students have been writing for 55 minutes, alert them that there are 15 minutes remaining and suggest they begin revising their essays.
- It is acceptable if some students continue to write their essays rather than revise them.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:
There are no specific pre-task activities to be conducted.

Time Requirements:
The Performance Task will take 105 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read two tall tales, then read an informational article about tall tales, taking notes on all of these sources. Then, you will answer several questions about these materials and write your own full-length tall tale.

Steps you will be following:

In order to plan and write your story, you will do all of the following:

1. Read two tall tales and an informational article.
2. Answer several questions about the sources.
3. Plan, revise, and write a tall tale.

Directions for beginning:

You will now read two tall tales and one article. Take notes because you may want to refer to your notes while writing your tall tale. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(tall tale 1) (tall tale 2) (informational article)

Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read, which should help you write

your tall tale. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Based on the information in the article and the tall tale of Johnny Appleseed, Johnny Appleseed can be called an American folk hero because he
   A. knew how to start an apple orchard
   B. ate many apples when he walked the country
   C. planted and gave apple seeds
   D. used a cooking pot to gather apple seeds

2. Based on the two tall tales, what do Johnny Appleseed and Paul Bunyan have in common?
   A. They take good care of their farm animals.
   B. They are well known for helping people.
   C. They are physically very strong.
   D. They enjoy eating fruits.

3. What do the tales of Johnny Appleseed and Paul Bunyan have in common with the types of tall tales well known in other countries? Support your answer with details from the informational article and the two tall tales.

Part 2 (70 minutes)
You will now have 70 minutes to review your notes and sources, plan, draft, and revise your tall tale. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment

The two narratives you read were tall tales about American folk heroes. Johnny Appleseed and Paul Bunyan are larger than life characters with exaggerated facts or statements about them. Write a short tall tale involving a character who has larger-than life abilities or an extraordinary story to tell. Remember to include narrative strategies like dialogues, descriptions, characters, plot, setting, and closure.

How your essay will be scored: The people scoring your essay will be assigning scores for

1. ***Narrative focus***—*how well you maintain your focus, and establish a setting, narrator and or characters*
2. ***Organization*** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
3. ***Elaboration of narrative*** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
4. ***Language and Vocabulary*** – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
5. ***Conventions*** – how well you follow the rules of grammar, usage, and mechanics (spelling, punctuation, capitalization, etc.)

Now begin work on your narrative. Manage your time carefully so that you can:

- plan your narrative
- write your narrative
- revise and edit for a final draft

Word-processing tools, including spell check, are available to you.

Key and Scoring information for question:

1. C2T2. Key C.

2. C4T2. Key D

3. C4T4

Use Evidence Rubric (Claim 4, Target 4)	
2	• The response gives sufficient evidence of the ability to generate an opinion and cite evidence to support them based on information collected. • The response adequately cites evidence to support conjectures or opinions based on evidence collected and analyzed
1	• The response gives limited evidence of the ability to generate an opinion and cite evidence to support them based on information collected. • The response offers little evidence to support conjectures opinions based on minimal or no evidence collected and analyzed
0	A response gets no credit if it provides no evidence of the ability to generate an opinion, cite evidence to support them based on information collected, and includes no relevant information from the text.

Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric					
Score	**Establishment of Narrative Focus and Organization**		**Development: Elaboration and Language**		**Conventions**
	Narrative Focus	**Organization**	**Elaboration of Narrative**	**Language and Vocabulary**	**Conventions**
4	The narrative, real or imagined, is clearly focused and maintained throughout: • effectively establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an effective plot helping create unity and completeness: • effective, consistent use of a variety of transitional strategies • logical sequence of events from beginning to end • effective opening and closure for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: • effective use of a variety of narrative techniques that advance the story or illustrate the experience	The narrative, real or imagined, clearly, and effectively expresses experiences or events: • effective use of sensory, concrete, and figurative language clearly advance the purpose	The narrative, real or imagined, demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

3	The narrative, real or imagined, is adequately focused and generally maintained throughout: • adequately establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of a variety of transitional strategies • adequate sequence of events from beginning to end adequate opening and closure for audience and purpose	The narrative, real or imagined, provides adequate elaboration using details, dialogue and description: • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	The narrative, real or imagined, adequately expresses experiences or events: • adequate use of sensory, concrete, and figurative language generally advance the purpose	The narrative, real or imagined, demonstrates an adequate command of conventions: • some errors in usage and sentence formation but no systematic pattern of errors is displayed • adequate use of punctuation capitalization, and spelling

2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: • inconsistently establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven sequence of events from beginning to end • opening and closure, if present, are weak • weak connection among ideas	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description: • narrative techniques, if present, are uneven and inconsistent	The narrative, real or imagined, unevenly expresses experiences or events: • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation capitalization, and spelling

1	The narrative, real or imagined, may be maintained but may provided little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous	The narrative, real or imagined, has little or no discernible plot: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description: use of narrative techniques is minimal, absent, in error, or irrelevant	The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing: • uses limited language • may have little sense of purpose	The narrative, real or imagined, demonstrates a lack of command of conventions: errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to write full compositions demonstrating narrative strategies.				

*Point of view begins in Grade 7.

Grade 3 ELA C2 T4

Sample Item ID:	**ELA.03.PT.2.04.164**
Title:	Dental Health
Grade/Model:	3/1
Claim(s):	**Primary Claims** 2: Students can produce effective writing for a range of purpose and audiences. 4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.
Primary Target(s):	*These claims and targets will be measured by scorable evidence collected.* **Claim 2** **4. COMPOSE FULL TEXTS:** Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt), and an appropriate conclusion. **8: LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. **9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts **Claim 4** **2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; Select information from data or print and non-print text sources **4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
Secondary Target(s):	NA
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-3b, W-4, W-5, W-8, L-3a, L-4, W-3d, L-1, L-2, L-3b, RI-9, W-1a, W-1b
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	In order to complete the performance task, students 1. Gather, select, and analyze information in a series of sources 2. Write an informational essay effectively demonstrating the following: • organization of ideas by stating a focus and citing details to support the stated focus and develops a conclusion • demonstration of clear and coherent organization of writing demonstration of command of language and the conventions

	of standard English grammar and usage, capitalization, punctuation, and spelling
Item Type	PT
Target-Specific Attributes (e.g., accessibility issues):	Students with hearing and visual impairment will need to be provided with transcript of the video material. Students will enter lengthy text on a keyboard.
Stimuli:	**Sources (2 articles and 1 video; presented in the order in which they are used)** **Source 1: Article Cavities** http://www.healthyteeth.org/cavities/cavities.html Article explains what causes cavities and how to prevent them (cut before section on root canals) **Source 2: Video** **Brushing** Video showing the proper way to brush teeth. http://www.ada.org/3813.aspx **Source 3: Article** **Visiting the Dentist** Article describes what happens during a routine pediatric dental exam and emphasizes the importance of regularly visiting the dentist.
Stimuli/Text Complexity:	
Acknowledgments:	Stimuli have been taken from the following sources: Cavities article http://www.healthyteeth.org/cavities/cavities.html Brushing video http://www.ada.org/3813.aspx Sources to be provided by freelancer: Visiting the Dentist article
Task Notes:	

Task Overview (105 total minutes):
Title: Visiting the Dentist
Part 1 (35 minutes): Ultimately tasked with writing an informational essay telling how to maintain good dental health, students will be introduced to the topic through watching a short video and reading two articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Finally, students will work individually to compose a full-length informational essay telling how to maintain good dental health, referring to details from the

video or the texts. Students may also refer to their notes or back to the video or passages as needed. Pre-writing, drafting and revising will be involved.

Scorable Products: Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 will be scored.

Teacher preparation / Resource requirements

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check.

Teacher Directions:

Students are given the texts, research, and any additional information about the essay.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Alert students when there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

There are no specific pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will watch an informational video about brushing your teeth and read two articles about dental health, taking notes on these sources, and then write an informational essay about dental

health.

Steps you will be following:
In order to plan and compose your essay, you will do all of the following:
1. Read two articles and watch a video.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:
You will now watch one video and read two articles. Take notes because you may want to refer to your notes while writing your essay. You can look at any of the sources as often as you like.

(source 1)
(source 2)
(source 3)

Questions
Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. According to the video and the articles, what are the most important steps in taking care of your teeth? Use details from the sources to support your answer.

2. Explain why both the video and the articles help you understand how to care for your teeth. Use details from the sources to support your answer.

3. What do you think is the most important thing to do to keep your teeth healthy? Use details from the sources to support your answer.

Part 2 (70 minutes)
You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment
Write an informational essay explaining what a person should do to have good dental health. Include details from the video and articles to support your ideas.

How your essay will be scored: The people scoring your essay will be assigning scores for

1. ***Statement of Purpose/Focus***—*how well you clearly state and maintain your controlling idea or main idea*
2. ***Organization*** – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
3. ***Elaboration of Evidence*** – how well you provide evidence from sources about your topic and elaborate with specific information
4. ***Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. ***Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check function are available to you.

Key and scoring information for questions:

1. Claim 4, Target 2

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

2. Claim 4, Target 2

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

3. Claim 4, Target 4

Sample Generic 2-point Research (Grades 3-5): Use Evidence Rubric (Claim 4, Target 4)	
2	• The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.
1	• The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

Sample Generic 4-point Informative-Explanatory (Grades 3-5) Writing Rubric					
Score	**Statement of Purpose / Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose / Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Conventions**
4	The response is fully sustained and consistently and purposefully focused: • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained • controlling idea or main idea of a topic is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: • use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few, if any, errors are present in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

3	The response is adequately sustained and generally focused: • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion	The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • Adequate use of punctuation, capitalization, and spelling

2	The response is somewhat sustained and may have a minor drift in focus: • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling

1	The response may be related to the topic but may provide little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: • use of evidence from the source material is minimal, absent, in error, or irrelevant	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscure
0	A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic.				

Grade 3 ELA C2 T7

Sample Item ID:	**ELA.03.PT.2.07.133**
Title:	Fame at a Young Age
Grade/Model:	3/1
Claim(s):	**Primary Claims** 2. Students can produce effective writing for a range of purposes and audiences. 4. Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.
Primary Target(s):	*These claims and targets will be measured by scorable evidence collected.* **Claim 2** 7. **COMPOSE FULL TEXT:** Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion. 8. **LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. 9. **EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts **Claim 4** 2. **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; Select information from data or print and non-print text sources 4. **USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected.
Secondary Target(s):	*n/a*
Standard(s):	W-1a, W-1b, W-1c, W-1d, W-3b, W-4, W-5, W-8, L-3a, L-6, W-2d, W-3d, L-1, L-2, L-3b, RI-9
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	In order to complete the performance task, students 1. Gather, select, and analyze information in a series of sources 2. Write an opinion essay effectively demonstrating • a clearly stated opinion

	• elaboration of ideas through relevant details from personal experience and sources to support opinion • clear and coherent organization of writing and • command of the conventions of standard English grammar and usage, capitalization, punctuation and spelling
Item Type	PT
Target-Specific Attributes (e.g., accessibility issues):	Students with hearing impairment will need to be provided with transcripts of video. Students will enter lengthy text on a keyboard.

Stimuli:	**Sources (1 video and 1 article; presented in the order in which they are used)** **Video:** Video features a child actor discussing his/her experiences as a child star. Topics will include attending public school and also having a private tutor when filming, moving often and constantly being introduced to unfamiliar people, and his/her exciting but chaotic schedule including appearing on television and meeting people he/she admires. The actor will discuss the work he/she puts into auditions and preparing for roles along with how it feels to land an acting job and to be rejected for one. **Article:** This short informational article will feature a child musician and will discuss the advantages and downfalls of being famous at a young age. The advantages listed may include but are not limited to traveling, meeting important people, and being able to save money for college. Downfalls may include practicing when other kids are playing, not getting to see friends, and learning from a private tutor instead of in a school setting with others.
Stimuli/Text Complexity:	
Acknowledgments:	To be included once stimuli are created.
Task Notes:	

Task Overview (105 total minutes):
Title: Famous at a Young Age
Part 1 (35 minutes): Ultimately tasked with writing an opinion essay on whether or not it is a good idea to be a child star, in this session students will view a video featuring a child actor, read an informational article about a child musician, then respond to three questions addressing the research skills of analyzing and evaluating information.
Part 2 (70 minutes): Students will compose a full-length essay in which they state their opinion on whether or not it is good to be famous at a young age, referring to their notes and sources as needed. Prewriting, drafting, and revising will be involved.
Scorable Products: Student responses to the selected-response and constructed-response questions and the essay will be scored.

Teacher preparation / Resource requirements
The teacher should assure that sufficient blank paper and writing utensils are available for

student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check.

Teacher Directions:

Students are given the texts, research, and any additional information about the essay.

Part 1 (35 minutes)

- Initiate the online testing session for part 1.
- Alert students when 15 minutes have elapsed.
- Alert students when there are 5 minutes remaining in part 1.
- Close the testing session.

Stretch Break

Part 2 (70 minutes)

- Initiate the testing session for part 2.
- Allow students to access the sources and their answers to the selected-response and constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest that students begin drafting their essays.
- When students have been writing for 55 minutes, alert them that 15 minutes are remaining and suggest that they begin revising their essays.
- It is acceptable if some students continue to write their essays rather than revise them.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

There are no specific pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes in one session.

Student Directions:
Part 1 (35 minutes)

Your assignment:
You will watch a video and read an article, taking notes on these sources, answer several research questions, and then write an opinion essay about whether it is good to be famous at a young age.

Steps you will be following:
In order to help you plan and write your essay, you will do all of the following:
1. Watch a video and read an article.
2. Answer several questions about the sources.
3. Plan, write, and revise your essay.

Directions for beginning:
You will now watch a video and read an article. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like.

(Video)
(Article)

Questions
Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What is one disadvantage of learning from a private tutor instead of in a public school that is presented in both the video and the article? Support your answer using details from the video and the article.

2. Describe what the video and the article say about the effects of child stars traveling often. Explain your answer with details from both sources.

3. The actor and musician have each had positive and negative experiences as the result of being famous. What are the positive experiences that are presented in both the video and the article? Select all the answers that are common to both children.

Part 2 (70 minutes)
You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment
Your best friend told you that he/she wants to be a famous movie actor. To help reach this goal, your friend is eager to begin starring in commercials so that he/she can eventually get a role in a movie. Write an essay in which you state your opinion on whether you think it is good or bad to be famous at a young age. Use evidence from the video and the article to help support your opinion on the topic.

How your essay will be scored: The people scoring your essay will be assigning scores for

1. Statement of purpose / focus*—how well you clearly state*

your opinions on the topic and maintain your focus

2. ***Organization*** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
3. ***Elaboration of evidence*** – how well you provide evidence from sources about your opinions and elaborate with specific information
4. ***Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. ***Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Key and Scoring information for questions:

1. CR Claim 4, Target 2

Sample Generic 2-point Research (Grades 3-5): **Interpret & Integrate Information Rubric (Claim 4, Target 2)**	
2	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

2. CR Claim 4, Target 2

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

3. SR Claim 4, Target 2. Key TBD based on sources.

4. CR Claim 4, Target 4

Sample Generic 2-point Research (Grades 3-5): Use Evidence Rubric (Claim 4, Target 4)	
2	• The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.
1	• The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

Sample Generic 4-point Opinion Writing Rubric (Grades 3-5)					
Score	**Statement of Purpose / Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose / Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Conventions**
4	The response is fully sustained and consistently and purposefully focused: • opinion is clearly stated, focused, and strongly maintained • opinion is communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness : • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few , if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

3	The response is adequately sustained and generally focused: • opinion is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate	The response has an recognizable organizational structure , though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling

2	The response is somewhat sustained with some extraneous material or a minor drift in focus: • may be clearly focused on the opinion but is insufficiently sustained • Opinion on the issue may be somewhat unclear and unfocused	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak	The response provides uneven, cursory support/ evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response expresses Ideas unevenly, using simplistic language: • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	The response demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
1	The response may be related to the purpose but may offer little or no focus: • may be very brief • may have a major drift • opinion may be confusing or ambiguous	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The response provides minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details: use of evidence from sources is minimal, absent, in error, or irrelevant	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to write full opinion pieces about topics or sources.				

Grade 3 ELA C3 T3

Sample Item ID:	**ELA.03.PT.3.03.134**
Title:	Starting Your Own Vegetable Garden
Grade:	3
Claim(s):	**Primary Claims** 3: Students can employ effective speaking and listening skills for a range of purposes and audiences. 4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information. 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Primary Target(s):	*These claims and targets are eligible to be measured by scorable evidence.* **Claim 3** **3. PLAN / SPEAK / PRESENT:** Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message **1. LANGUAGE & VOCABULARY USE:** Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking **4. LISTEN / INTERPRET:** Interpret and use information delivered orally or audio visually **Claim 4** **2. INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and key details; Select information from data or print and non-print text sources **4. USE EVIDENCE:** Generate opinions and cite evidence to support them based on prior knowledge and information collected. **Claim 1** **8. KEY DETAILS:** Use explicit details and implicit information from the text to support answers or inferences about information presented. **11. REASONING & EVIDENCE:** Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author's point of view, ideas and supporting details, relationships) **12. ANALYSIS WITHIN OR ACROSS TEXTS:** Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information)
Secondary Target(s):	n/a

Standard(s):	Listening/Speaking: SL-1, SL-2, SL-3, SL-4, SL-5, SL-6 Research: L-1, L-3a, L-3b, L-6 Reading: RI-1, RI-3, RI-6, RI-8, RI-9, R-1a, R-1b
DOK:	1, 2, 3, 4
Difficulty:	Medium/Hard
Item Type:	PT
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	In order to complete the performance task, students 1. Gather information from a series of sources and analyze the relationships among these sources 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively demonstrating • a clearly-established position about the various sources • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of language for purpose and audience
Target-Specific Attributes (e.g., accessibility issues):	Students with hearing and visual impairment will need to be provided with a transcript of the video material.
Stimuli:	**Sources (1 video, 1 article; presented in the order in which they are used)** **Video:** A grade-appropriate presentation about gardening which focuses on the importance of eating vegetables, the benefits of growing your own vegetables, and important tips to consider when starting your own vegetable garden (*e.g., in relation to climate, light, soil, water, available space, and commitment, etc.*). **Article 1:** A grade-appropriate article about 4 different vegetables that can be grown at home. Article will include information about the ideal growing conditions for each vegetable (e.g., climate, light, soil, water, and available space) and may include additional relevant information about each.
Stimuli/Text Complexity:	
Acknowledgments:	NA
Task Notes:	Video should be no longer than 5 minutes. The article should be no

	longer than 400 words.

Task Overview (105 total minutes):
Title: Starting Your Own Vegetable Garden

Part 1 (35 minutes):
Before writing and delivering an opinion speech, students will be introduced to the topic through watching a short video, reading one informative text, taking notes on these sources. They will then respond to several questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes):
Finally, students will work individually to compose and orally deliver a short speech about the vegetable presented in the article that will grow best in the area where they live, referring to details from the video or the text. Students will present the speech aloud. Students may also present supplemental materials they create to enhance their presentation.

Scorable Products: Student responses to the research questions and the speech will be scored.

Teacher preparation / Resource requirements
The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer based testing. The testing software will include access to spell check.

Teacher Directions:
Students are given the text, research, and any additional information about the speech.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in the part 1.

Stretch Break

Part 2 (70 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Alert the students when 20 minutes have elapsed.
- After students have been working for 60 minutes, alert them that there are 10 minutes left.
- Close the testing session.
- Direct students to deliver their presentations.

Pre-Task Activity:
There are no specific pre-task activities to be conducted.

Time Requirements:
The Performance Task will take 105 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will watch a video and read one article, taking notes on these sources and answering three questions about the sources. You will then prepare and deliver an oral presentation about which vegetable you would chose to grow in your garden.

Steps you will be following:

In order to plan, compose, and give your speech, you will do all of the following:

1) Watch the video and then read one article.
2) Answer three questions about the sources.
3) Plan and deliver your presentation.

Directions for beginning:

You will now watch a video and read one article. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(video 1)
(article 1)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which

should help you write your presentation. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What is one detail about growing vegetables that appears in both the video and the article?

2. Which ideas from the video and the article are things gardeners should consider when planning which vegetables to grow? Select as many as apply.

A. space available to grow vegetables
B. number of seeds available per plant
C. climate where the garden will be grown
D. history of the vegetables that will grow
E. the amount of sunlight the plant will get
F. whether the seeds will be planted indoors or outdoors
G. whether other people like to eat vegetables

3. Read this statement: “Vegetables are the building blocks for a healthful diet.” Do you agree with this statement? Explain your answer using evidence from the video or the text to support your opinion.

Part 2 (70 minutes)
You will now have 70 minutes to review your notes and sources, plan, draft, and deliver your speech. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your speech will be scored, and then begin your work.

Your assignment:
You have watched one short video and read one informational article about growing a vegetable garden. Consider what is needed in order grow vegetables successfully. Now, choose one of the vegetables from the article and prepare a speech about which one would grow best where you live. You will write a draft of a speech and create any supplementary materials you may need for your presentation. Support your opinion with details from the sources you have read and viewed.

How your speech will be scored: The people scoring your speech will be assigning scores for

1. ***Focus***—*how well your speech clearly introduces and communicates your ideas*
2. ***Organization*** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
3. ***Elaboration of Evidence*** – how well you use sources, facts, and details as evidence
4. ***Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. ***Presentation*** – how well your speech is presented, including eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate to your message

Now begin work on your speech. Manage your time carefully so that you can:

- plan your speech
- write your speech
- present your speech

Word-processing tools are available to you.

Key and scoring information for questions:

1. C4T2

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

2. C4T2. Key A, C, E, F, G

3. C4T4

Sample Generic 2-point Research (Grades 3-5): Use Evidence Rubric (Claim 4, Target 4)	
2	• The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.
1	• The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

Sample Generic 4-point Speech Rubric (Grades 3-11)					
Score	**Establishment of Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Presentation**
	Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Presentation**
4	The speech is consistently and purposefully focused: • controlling idea, opinion, or claim is clearly stated and strongly maintained • controlling idea, opinion or claim is introduced and communicated clearly within the context	The speech has a clear and effective organizational structure helping create unity and completeness: • employs a strong opening and logical progression of ideas • effective introduction and conclusion for audience and purpose	The speech provides thorough and convincing support/evidence for the writer's controlling idea, opinion, or claim that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated and relevant	The speech clearly and effectively expresses ideas: • use of precise language (including academic and domain-specific language) • consistent use of syntax and discourse appropriate to the audience and purpose	The speech is clearly and smoothly presented: • use of effective eye contact and volume with clear pronunciation • understandable pace adapted to the audience • consistently aware of audience's engagement • use of strong visual/graphics/ audio enhancements, when appropriate, to effectively clarify message.

3	The speech is adequately and generally focused: • controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present • some context for the controlling idea, opinion, or claim	The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected: • adequate use of transitional strategies with some variety • ideas progress from beginning to end • introduction and conclusion are adequate • adequate, if slightly inconsistent, connection among ideas	The speech provides adequate support/evidence for the writer's controlling idea, opinion, or claim that includes the use of sources, facts, and details: • some evidence from sources is smoothly integrated though may be general or imprecise	The speech adequately expresses ideas employing a mix of precise with more general language: • use of academic and domain-specific language is adequate, • use of syntax and discourse generally appropriate to the audience and purpose;	The speech is adequately presented with minor flaws: • appropriate use of eye contact, volume, and pronunciation • generally understandable pace adapted to the audience • sufficiently aware of audience's engagement • sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message

2	The speech is somewhat unclear and unfocused: • controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift • controlling idea, opinion, or claim may be lacking an appropriate context	The speech has an inconsistent organizational structure: • inconsistent use of transitional strategies with little variety • ideas progress unevenly from beginning to end • introduction and conclusion, if present, may be weak • weak connection among ideas	The speech provides uneven, cursory support/evidence for the writer's controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details: • evidence from sources is weakly integrated	The speech inconsistently expresses ideas employing simplistic language: • insufficient use of academic and domain-specific language • use of syntax and discourse may at times be inappropriate to the audience and purpose	The speech is unevenly presented with evident flaws : • inconsistent use of eye contact, volume, and pronunciation • pace partially adapted to the audience • partially aware of audience's engagement • sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message

1	The speech is unclear and unfocused: • controlling idea, opinion, or claim may have a major drift • controlling idea, opinion, or claim may be confusing or ambiguous	The speech has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The speech provides minimal support/evidence for the writer's controlling idea, opinion, or claim that includes little or no use of sources, facts, or details: • evidence from sources is minimal, absent, in error, or irrelevant	The speech expresses vague ideas, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • rudimentary use of syntax and discourse inappropriate for the audience and purpose	The speech is presented with serious flaws that obscure meaning: • infrequent eye contact, and inappropriate volume and pronunciation • pace not adapted to the audience • little or no sense of audience's engagement • little or no visual/graphics/ audio enhancements to clarify message
0	A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.				

ELA.03.SR.01.01.011

Sample Item ID:	**ELA.03.SR.01.01.011**
Grade/Model:	**03/2b**
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**1: Key Details:** Use explicit details and information from the text to support answers or basic inferences.
Secondary Targets:	n/a
Standard(s):	RL-1, RL-3
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	"The Old Lion and the Fox"
Stimuli/Text Complexity:	Word Count: 189 Flesch-Kincaid: 3.5 Lexile: 630L, grade 2-3 The quantitative measures place this passage at grade 3. A qualitative analysis shows the text to be slightly complex with a story that is easy to follow. This passage is suitable for assessment use at grade 3.
Acknowledgement(s):	http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_56 The Project Gutenberg EBook of The Æsop for Children, by Æsop This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away, or reuse it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org.
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must infer how the character's actions help develop the plot.
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.

The Old Lion and the Fox

An old Lion had teeth and claws that were worn. So it was not so easy for him to get food as in his younger days. He pretended that he was sick. He took care to let all his neighbors know about it. He then lay down in his cave to wait for visitors. And when they came to offer him their sympathy, he ate them up one by one.

The Fox came too, but he was very cautious about it. He stood at a safe distance from the cave. He asked politely about the Lion's health. The Lion replied that he was very ill indeed. He asked the Fox to step in for a moment. But Master Fox very wisely stayed outside, and thanked the Lion very kindly for the invitation.

"I should be glad to do as you ask," he added. "But I have noticed that there are many footprints leading in. There are no footprints coming out of your cave. Tell me how your visitors find their way out again."

Item Stem:

Which sentence from the story tells Fox that Lion wants to hurt him?

Options:

A. An old lion had teeth and claws that were worn.

B. He then lay down in his cave to wait for visitors.

C. But Master Fox very wisely stayed outside, and thanked the Lion very kindly for the invitation.

D. There are no footprints coming out of your cave.

Distractor Analysis:

A. INCORRECT: This sentence from the story is a detail about the lion, but it does not imply bad intent.

B. INCORRECT: This sentence from the story is a detail about what the lion did, but it does not imply bad intent about the lion.

C. INCORRECT: This sentence from the story is a detail about what the fox did, but it does not give information that explains how the fox knew the lion's bad intent.

D. CORRECT: This sentence from the story is the detail that the fox used to explain how he knew the lion wanted to hurt him.

ELA.03.SR.01.03.013

Sample Item ID:	**ELA.03.SR.01.03.013**
Grade/Model:	**03/1a**
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**3: WORD MEANINGS:** Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary).
Secondary Targets:	n/a
Standard(s):	RL-4; L-4, L-5c, L-6
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	"The Wolf and the Goat" by Aesop
Stimuli/Text Complexity:	Word Count: 113 Flesch-Kincaid: 3.5 Lexile 670L, grades 2-3 Qualitative analysis: n/a
Acknowledgement(s):	http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_39 The Project Gutenberg EBook of The Æsop for Children, by Æsop This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away, or reuse it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org.
Item/Task Notes:	A word slightly above grade level (anxious – 4th grade level) is used as the target word so that students are more likely to have to use context to determine its meaning.
How this task contributes to the sufficient evidence for this claim:	To successfully complete this item, students must recognize the meaning of a word from the context in which it is used in the text.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

The Wolf and the Goat

A hungry wolf spied a goat at the top of a steep cliff where he could not possibly get at her.

"That is a very dangerous place for you," he called out,

pretending to be very anxious about the goat's safety. "What if you should fall? Please listen to me and come down! Here you can get all you want of the finest grass in the country."

The goat looked over the edge of the cliff.

"How very, very anxious you are about me," she said, "and how kind you are with your grass! But I know you! It's your *own* food you are thinking of, not mine!"

Item Stem:

What does the word anxious mean in the text?

Options:

A. selfish

B. hungry

C. hopeful

D. worried

Distractor Analysis:

A. INCORRECT: “Selfish” might be chosen because the wolf in the text is selfishly trying to get the goat, but “selfish” does not make sense in the context of the two sentences in which the target word is used.

B. INCORRECT: “Hungry” might be chosen because the wolf in the text wants to eat the goat, but “hungry” does not make sense in the context of the two sentences in which the target word is used.

C. INCORRECT: “Hopeful” might be chosen because the wolf in the text is hopeful that he will get the goat, but “hopeful” does not make sense in the context of the two sentences in which the target word is used.

D. CORRECT: “Worried” has the same meaning as “anxious” and makes sense in the context of both sentences in which the target word is used.

ELA.03.SR.01.07.015

Sample Item ID:	**ELA.03.SR.01.07.015**
Grade/Model:	3/1a
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**7: LANGUAGE USE:** Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.
Secondary Targets:	**1. KEY DETAILS:** Use explicit details and information from the text to support answers or basic inferences.
Standard(s):	RL-4, L-5a (secondary: RL-1, RL-3)
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"The Moon"
Stimuli/Text Complexity:	The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3 or 4. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.** Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/files/25609/25609-h/25609-
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the literal meaning of a word used in context of a poem.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the poem about the moon and nighttime and then answer the question.

The Moon

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays*,
And birdies asleep in the forks of the trees.
The squalling cat and the squeaking mouse,

The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.
But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

**quay: a structure like a dock built by water*

Item Stem:

Read the first line from the poem.

The moon has a face like the clock in the hall;

What is the meaning of the simile used in this line?

Options:

A. The moon ticks like a clock.

B. The moon is facing the hall.

C. The moon is as round as a clock.

D. The moon moves around the hall.

Distractor Analysis:

A. Students who select this answer are likely thinking about the clock ticking.

B. Students who select this answer do not understand the context of the poem.

C. Key: This is the correct answer because the moon is being compared to the shape of a clock.

D. Students who select this answer do not understand the context of the poem.

Grade 3 ELA Sample SR Item Form

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Moon	Robert Louis Stevenson	Short poem about the moon

Recommended Placement for Assessment: Grade 3 or 4

The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3 or 4. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.

Qualitative Measures

Meaning/Purpose:
Slightly complex: The title and the first lines make the meaning/focus of the poem clear.

Text Structure:
Slightly complex: A simple listing of how creatures relate to the moon.

Language Features:
Slightly complex: Vocabulary is simple, with the exception of the word "quays," which is not central to understanding. There is some context for it with the word "harbor." Students must understand personification, but that is an appropriate form of figurative language for lower grade levels..

Knowledge Demands:
Slightly complex: Very simple, concrete ideas.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1070L; grades 6-8
Flesch-Kincaid: 1.6
Word Count: 105

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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

ELA.03.SR.01.08.016

Sample Item ID:	**ELA.03.SR.01.08.016**
Grade/Model:	03/1
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**8: Key Details:** Use explicit details and implicit information from the text to support answers or inferences about information presented.
Secondary Targets:	n/a
Standard(s):	RI-1, RI-3
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	"Project Mercury"
Stimuli/Text Complexity:	Word Count: 200 Flesch-Kincaid: 5.0 Lexile: 580L, grade 2-3 Qualitative: n/a
Acknowledgement(s):	Source: http://www.nasa.gov/audience/forstudents/k-4/stories/what-was-project-mercury-k4.html Excerpts from the sections "What Was Project Mercury?" and "How Did NASA Make Sure Mercury Was Safe?" Author: NASA Publication Date: unknown
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must identify explicit information in the informational text to support a given inference about it.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

Stimulus Text:

Project Mercury

Project Mercury was a NASA program. It launched the first Americans into space. Astronauts made six flights during the Mercury project. Two of those went to space and came right back down. Four of them went into orbit and circled Earth.

NASA chose seven astronauts for Project Mercury in 1959. It was one of the first things NASA did. NASA was only six months old.

Before astronauts flew, NASA had test flights. People were

not on these launches. The flights let NASA find and fix problems. The first Atlas rocket that launched with a Mercury capsule exploded. The first Mercury-Redstone launch only went about four inches off the ground. NASA learned from these problems. NASA learned how to fix them. NASA made the rockets safer. Three other "astronauts" also helped make Mercury safer. A rhesus monkey, Sam, and two chimpanzees, Ham and Enos, flew in Mercury capsules. Enos even made two orbits around Earth.

NASA learned a lot from Project Mercury. NASA learned how to put people in orbit. It learned how people could live and work in space. NASA learned how to fly a spacecraft. These lessons were very important. NASA used them in later space projects.

Item Stem:

Which sentence from the text shows that NASA made sure Mercury was safe for humans?

Options:

A. “Astronauts made six flights during the Mercury project.”

B. “NASA chose seven astronauts for Project Mercury in 1959.”

C. “Before astronauts flew, NASA had test flights.”

D. “NASA learned a lot from Project Mercury.”

Distractor Analysis:

A. INCORRECT: This option is a sentence from the text about the number of missions, not about safety precautions.

B. INCORRECT: This option is a sentence from the passage about the number of astronauts, not about safety precautions.

C. CORRECT: This is the sentence in the text that shows that NASA made sure Mercury was safe for humans before they flew.

D. INCORRECT: This option is a sentence from the text about the value of the missions,

not about safety precautions.

ELA.03.SR.01.10.017

Sample Item ID:	**ELA.03.SR.01.10.017**
Grade/Model:	03/1
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**10: WORD MEANINGS:** Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary).
Secondary Targets:	n/a
Standard(s):	RI-4, L-4, L-6
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"King of the Planets"
Stimuli/Text Complexity:	Word Count: 115 Flesch-Kincaid: 4.2 Lexile: 640L, grades 2-3 Qualitative: n/a
Acknowledgement(s):	NASA site at: http://solarsystem.nasa.gov/kids/jupiter_kids.cfm
Item/Task Notes:	The target word "pressure" is above grade level (5th grade) to increase the likelihood that students must actually use context to determine the meaning.
How this task contributes to the sufficient evidence for this claim:	To successfully complete the item, students must use the context of the text to determine the meaning of an academic (science) word.
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.

King of the Planets

Jupiter is the fifth planet from our sun. It is named for the king of ancient Roman gods. It is the biggest planet in our solar system. More than 1300 Earths could fit inside it.

This is not a nice place to visit. It is a giant ball of gas. There is nowhere to land. Any spacecraft -- or person -- passing

through the colorful clouds would get crushed and melted. Remember how your head feels squeezed when you dive into the deep end of a pool? That is pressure. On Jupiter, the pressure is so strong it squishes gas into liquid. Jupiter's atmosphere can crush a metal spaceship like a paper cup.

Item Stem:

What is the meaning of the word pressure?

Options:

A. gas

B. deep

C. force D.

strong *Distractor*

Analysis:

A. INCORRECT: The word “gas” is in the passage, but the context does not support it as the meaning of the word “pressure.”

B. INCORRECT: The passage mentions the “deep” end of a pool, but the context does not support it as the meaning of the word “pressure.”

C. CORRECT: The context of the passage clarifies that “pressure” is force by giving examples of it: head feels squeezed, squishes gas into liquid, and crush a metal spaceship.

D. INCORRECT: The word “strong” can be a descriptor for the degree of pressure, but the context does not support it as the meaning of the word “pressure.”

ELA.03.SR.2.03.012

Sample Item ID:	**ELA.03.SR.2.03.012**
Grade/Model:	03/01
Claim:	**2:** Students can produce effective writing for a range of purposes and audiences.
Assessment Target:	**3: WRITE/REVISE BRIEF TEXTS:** Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus, including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.
Standard(s):	W-2a, W-2b, W-2c, W-2d
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(s):	There are many reasons why people keep birds as pets. Canaries sing beautiful songs. Parakeets will sit on your shoulder. Parrots can talk to you. Birds build nests. Pet birds can be fun.
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	ETS Internal Item Writer
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	It provides an excerpt from an informational/explanatory text. Students are asked to identify the most appropriate supporting details used within a given text.
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be one grade below grade level.

Stimulus Text:

Birds Make Good Pets

There are many reasons why people keep birds as pets. Canaries sing beautiful songs. Parakeets will sit on your shoulder. Parrots can talk to you. Birds fly outdoors. Pet birds can be fun.

Item Stem:

A student is revising this paragraph and needs to take out information that does not support why birds make good pets. Which of the following sentences does not support why birds make good pets?

Options:

A. “Canaries sing beautiful songs.”

B. “Parakeets will sit on your shoulder.”

C. “Parrots can talk to you.”

D. “Birds fly outdoors.”

Distractor Analysis:

A. Incorrect: This sentence gives a reason why someone might want a bird as a pet.

B. Incorrect: This sentence gives a reason why someone might want a bird as a pet.

C. Incorrect: This sentence gives a reason why someone might want a bird as a pet.

D. Correct: This sentence states a fact about birds. It does not give a reason why someone would want a bird as a pet.

ELA.03.SR.2.08.014 C2 T8

Sample Item ID:	**ELA.03.SR.2.08.014**
Grade/Model:	**03/1**
Claim:	**2.** Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	**8: LANGUAGE & VOCABULARY USE:** Accurately use language and vocabulary (including academic- and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"How Laws Are Made"
Stimuli/Text Complexity:	Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. **Based on these sets of measures, this passage is recommended for assessment at grade 3.** Please see text complexity worksheet attached.
Acknowledgement(s):	Source: Ben's Guide to US Government for Kids Source sites: http://bensguide.gpo.gov/3-5/lawmaking/index.html, http://bensguide.gpo.gov/3-5/lawmaking/laws.html
Item/Task Notes:	
How this item contributes to the sufficient evidence for this claim:	To successfully complete the item, students must accurately choose vocabulary appropriate to purpose of text.
Target-Specific Attributes (e.g., accessibility issues):	Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.

Stimulus Text:

How Laws Are Made

What is a Law?

So what is a law? Well, picture your family sitting down to play a board game. You need to know the rules in order to play, right? The same thing goes for your day-to-day life -- you need

to know the rules or laws. Every country has its own set of laws and each is unique to that country. For example, in the United States, the law says we drive on the right-hand side of the road. In England, on the other hand, their law states they drive on the left. You could really do some damage if you didn't know that law and started driving on the wrong side of the road!

Who Makes Laws?

Now that we know what a law is, who makes the laws? Well, laws can be made by the national government or by individual state governments. National laws are those laws that everyone in the country must follow. Laws made by individual states are only good in that state.

National laws are made in Congress, which is part of the legislative branch and is made up of the House of Representatives and the Senate. Congress can make laws on all kinds of matters, such as setting speed limits on highways or regulating how much radon may be found in drinking water. During each Congress, which lasts two years, senators and representatives introduce about 10,000 bills. During that time, about 650 bills are passed by Congress and then signed into law by the president.

Item Stem:

Read this sentence from Paragraph 1.

> You could <u>really do some damage</u> if you didn't know that law and started driving on the wrong side of the road!

Which phrase would replace the words "really do some damage" with more specific language?

Options:

A. drive poorly

B. create confusion

C. injure people

D. get in the way

Distractor Analysis:

A. Although a driver on the wrong side of the road is an example of driving poorly, the phrase is not specific enough to be the best replacement for “really do some damage.”

B. Although a driver on the wrong side of the road could cause confusion, the phrase “create confusion” does not create the same impact as “really do some damage,” nor is it specific.

C. KEY: The phrase “injure people” is a more specific replacement for the words “really do some damage” because it indicates the kinds of damage a driver who doesn’t know the law could cause by driving on the wrong side of the road.

D. Although a driver on the wrong side of the road could “get in the way” of other drivers, this phrase does not have the same meaning as “really do some damage.”

Grade 3 ELA Sample SR Item Form C2 T8

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
How Laws are Made		A basic explanation of how laws are made at the national level

Recommended Placement for Assessment: Grade 3 or 4

Both the qualitative and the quantitative measures suggest that an assignment at grade 5 is appropriate. Since passage is organized in sequential order and contains generally simple language and unfamiliar ideas are explained in full, this passage is recommended for placement as a challenging passage at an earlier grade. Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.

Qualitative Measures

Meaning/Purpose:
Slightly complex: The title sets clear expectations for the purpose of the passage. The focus is clear and concrete.

Text Structure:
Moderately complex: The passage is organized in sequential order, though there are many asides and exceptions noted. Headings provide clear structure to the passage. The text features are very clear and offer solid visual support to the text.

Language Features:
Slightly complex: Style is conversational and language is generally simple. Most difficult words are defined, though a few require use of context clues to discern their meaning. There are a variety of sentence structures, but the language in general is straightforward and accessible.

Knowledge Demands:
Moderately complex: Text includes discipline-specific information, though ideas that may be unfamiliar to students (e.g., constituents) are explained in full.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 980L; upper grades 4-5 or lower grades 6-8
Flesch-Kincaid: 6.3
Word Count: 582

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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

ELA.03.SR.2.09.018 C2 T9

Sample Item ID:	**ELA.03.SR.2.09.018**
Grade/Model:	**03/1**
Claim:	**2.** Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	**9: EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.
Secondary Target(s)	n/a
Standard(s):	L-1, L-2, L-3b
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"Opportunities at the Hull House"
Stimuli/Text Complexity:	Though the Flesch-Kincaid is slightly higher (probably due to the inclusion of a few compound sentences), the Lexile and qualitative measures indicate that the appropriate placement for this passage is grade level 3. **Based on these sets of measures, this passage is recommended for assessment at grade 3.** Please see text complexity worksheet attached.
Acknowledgement(s):	**Source Title: "**Opportunities at the Hull House" **Grade band: 3-5** **Author:** **Source Location:** http://www.americaslibrary.gov/aa/addams/aa_addams_piano_1.html **Source Publication Information:** http://www.americaslibrary.gov [The Library of Congress]
Item/Task Notes:	This is an embedded error. The original text reads: "During a Hull House party, Solly and his family met Jane Addams." This shouldn't present a problem because the text is in the public domain.
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must be able to recognize the correct spelling of a word using the conventions of standard English spelling (i.e., noun plurals ending in y).
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.

Stimulus Text:

Read this text and answer the question.

Opportunities at the Hull House

Jane Addams's Hull House offered many programs to the Chicago community, even music lessons. Solomon Saranoff lived near Hull House. He was the son of Russian immigrants. His father worked for a rag shop for $8 a week. "Solly," as he was called, wanted to learn to play the piano, but his family had no extra money to buy one, much less pay for lessons. One day, friends of Solly and his sister, Rosie, took them to Hull House, where, guess what? There was a piano!

Can you imagine how excited Solly was when he saw the instrument? Although he had dreamed of playing one, he had never even been near a piano before. He struck a note and was thrilled with the sound. He played a few more notes. When a director of Hull House entered the room, she asked Solly if he wanted to learn to play. "Oh yes! Could I?" he asked eagerly.

Solly took piano lessons at Hull House, while his parents learned to speak English in the language class. During a Hull House party, many family met Jane Addams. Solly's father told Jane that he had never heard his son play the piano. "Well, that is too bad," Addams said. "I must see that you hear him soon." A week later, Solly brought home a card announcing his piano recital at the Hull House Music School. At the concert, tears rolled down Solly's father's face as he heard his son play. The teacher proclaimed, "I think Solly will be a great musician."

Item Stem:

Read this sentence in Paragraph 3.

During a Hull House party, many <u>family</u> met Jane Addams. Solly's father told Jane that he had never heard his son play the piano.

What is the plural of the underlined word?

Options: A.

familys B.

familes C.

families D.

famillies

Distractor Analysis:

A. Adding "-s" to a noun ending in "-y" creates a misspelled plural.

B. Removing "-y" and adding "-es" creates a misspelled plural.

C. KEY: Removing "-y" and adding "-ies" to a noun ending in "-y" makes a correctly spelled plural.

D. Doubling the last consonant, removing "-y," and adding "–ies" creates a misspelled plural.

Grade 3 ELA Sample SR Item Form C2 T9

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Opportunities at the Hull House		A story of a young boy that took piano lessons at Jane Addams's Hull House in Chicago

Recommended Placement for Assessment: Grade 3

Though the Flesch-Kincaid is slightly higher (probably due to the inclusion of a few compound sentences), the Lexile and qualitative measures indicate that the appropriate placement for this passage is grade level 3. Based on these sets of measures, this passage is recommended for assessment at grade 3.

Qualitative Measures

Meaning/Purpose:
Slightly complex: The title makes it clear what the passage will be about. As indicated in the passage document, this passage should be preceded by information about what Hull House was, or the purpose of the passage will be much less clear.

Text Structure:
Slightly complex: Chronological order, with appropriate transitions.

Language Features:
Slightly complex: Explicit and easy to follow. The phrase "rag shop" will likely be unfamiliar, but is not key to understanding the passage.

Knowledge Demands:
Slightly complex: Slightly complex: Simple and concrete ideas; no particular knowledge necessary (provided the aforementioned paragraph explaining Hull House is included).

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 740L; grades 2-3
Flesch-Kincaid: 4.9
Word Count: 259

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- 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