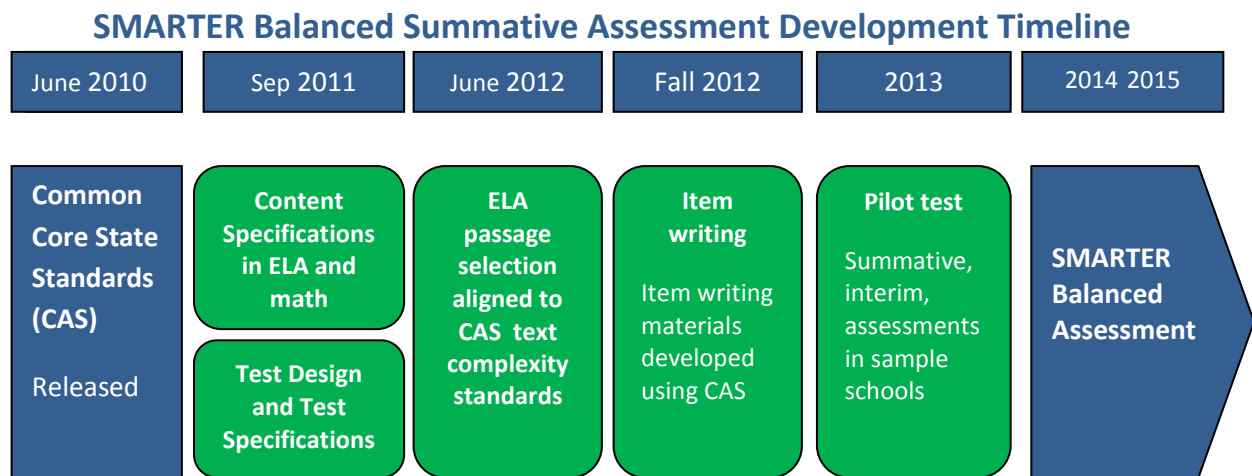


SMARTER Balanced Assessment—ELA

As 2015 approaches and we transition from Missouri’s traditional MAP testing 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.

Click on one of the below links to see Sample Items:

[3rd GRADE SAMPLE
ELA ITEMS](#)

[4th GRADE SAMPLE
ELA ITEMS](#)

[5th GRADE SAMPLE
ELA ITEMS](#)

[6th GRADE SAMPLE
ELA ITEMS](#)

[7th GRADE SAMPLE
ELA ITEMS](#)

[8th GRADE SAMPLE
ELA ITEMS](#)

[9th GRADE SAMPLE
ELA ITEMS](#)

[10th GRADE SAMPLE
ELA ITEMS](#)

[11th GRADE SAMPLE
ELA ITEMS](#)

Glossary

Item: the entire item, including the stimulus, question/prompt, answer/options, scoring criteria, and metadata.

Task: similar to an item, yet typically more involved and usually associated with constructed-response, extended-response, and performance tasks.

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.

Stem: the statement of the question or prompt to which the student responds.

Options: the responses to a selected-response (SR) item from which the student selects one or more answers.

Distracters: 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.

Key: the correct response(s) to an item.

Top-Score Response: one example of a complete and correct response to an item/task.

Scoring Rubric: the descriptions for each score point for an item/task that scores more than one point for a correct response.

Additional information regarding the ELA assessment (including Scoring Rubrics) is available at:
<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf>
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

Grade 11 ELA Item Specification C2 T9

Grade 11 ELA C2 T9

Sample Item ID:	ELA.11.TE.2.09.009
Grade/Model:	11/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
Secondary Target(s):	NA
Standard(s):	WL-1, L-2
DOK:	1
Item Type:	SR
Score Points:	2
Difficulty:	Easy
Key:	Menu 1: are an essential component Menu 2: and distract students from Menu 3= no change
Stimulus/Passage(s):	High School and Extracurricular Activities
Acknowledgement(s):	Commissioned
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must choose the best way to revise errors in grammar usage and mechanics.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p>TEI Template: Drop Downs</p> <p>Interaction Parameters:</p> <ul style="list-style-type: none"> A. 3 menus (default is first choice) B. Menu 1: [were an essential component; are an essential component; will be an essential component; is an essential component] Menu 2: [and distract the student from; and distract you from; and distract one from; and distract students from] C. Menu 3: [; academics are a high school's primary role; however, the students who are proud; academics are a high school's primary role however the students who are proud; academics are a high school's primary role even though the students who are proud; academics are a high school's primary role; even though the students who are proud;] <p>Scoring Data: Menu 1: are an essential component Menu 2: and distract students from Menu 3: academics are a high school's primary role;</p>

Grade 11 ELA Item Specification C2 T9

	<p>however, the students who are proud</p> <p>Scoring Rule: NumErrors [0 errors=2, 1 error=1, 2 error=.5, 3 errors=0]</p>
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Stimulus Text:

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

High School and Extracurricular Activities

Extracurricular activities, such as clubs and sports, were an essential component of any high school education. Some people argue that clubs and activities are a waste of time and distract the student from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Item Stem:

Click on the underlined phrases in the passage and select the **best** way to write each phrase from the drop down menu.

Key and Distractor Analysis:

Student selects 3 correct = 2 points
 Student selects 2 correct = 1 point
 Student selects 1 correct = .5 point
 Student select 0 correct = 0 point

ELA.11.CR.1.01.151

Sample Item ID:	ELA.11.CR.1.01.151
Grade/Model:	11/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s)	n/a
Standard(s):	RL-1, RL-3
DOK:	2
Difficulty:	Easy
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(s):	Excerpt from <i>The Hound of the Baskervilles</i> , by Sir Arthur Conan Doyle
Stimuli/Text Complexity:	The quantitative measures suggest a higher placement for this text than the qualitative measures do. While this is a challenging read, it also has some engaging features, which will make the text more accessible. It is also a fairly traditional/predictable narrative. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/files/2852/2852-h/2852-h.htm
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To answer this item, students must justify a given inference using evidence from the passage.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage, then answer the question.

This passage is excerpted from the book The Hound of the Baskervilles by Sir Arthur Conan Doyle. The excerpt begins shortly after the death of Sir Charles Baskerville, the owner of a grand estate called Baskerville Hall. Baskerville's friend, Dr. Mortimer, has just asked Detective Sherlock Holmes to investigate the mysterious circumstances surrounding Baskerville's death.

The Hound of the Baskervilles

By Sir Arthur Conan Doyle

Dr. Mortimer refolded his paper and replaced it in his pocket. "Those are the public facts, Mr. Holmes, in connection with the death of Sir Charles Baskerville."

"I must thank you," said Sherlock Holmes, "for calling my attention to a case which certainly presents some features of interest. I had observed some newspaper comment at the time, but I was exceedingly preoccupied by that little affair of the Vatican cameos, and in my anxiety to oblige the Pope I lost touch with several interesting English cases. This article, you say, contains all the public facts?"

"It does."

"Then let me have the private ones." He leaned back, put his fingertips together, and assumed his most impassive and judicial expression.

"In doing so," said Dr. Mortimer, who had begun to show signs of some strong emotion, "I am telling that which I have not confided to anyone. My motive for withholding it from the coroner's inquiry is that a man of science shrinks from placing himself in the public position of seeming to endorse a popular superstition. I had the further motive that Baskerville Hall, as the paper says, would certainly remain untenanted if anything were done to increase its already rather grim reputation. For both these reasons I thought that I was justified in telling rather less than I knew, since no practical good could result from it, but with you there is no reason why I should not be perfectly frank.

"The moor is very sparsely inhabited, and those who live near each other are thrown very much together. For this reason I saw a good deal of Sir Charles Baskerville. With the exception of

Mr. Frankland, of Lafter Hall, and Mr. Stapleton, the naturalist, there are no other men of education within many miles. Sir Charles was a retiring man, but the chance of his illness brought us together, and a community of interests in science kept us so.

...

"Within the last few months it became increasingly plain to me that Sir Charles's nervous system was strained to the breaking point. He had taken this legend which I have read you exceedingly to heart—so much so that, although he would walk in his own grounds, nothing would induce him to go out upon the moor at night. Incredible as it may appear to you, Mr. Holmes, he was honestly convinced that a dreadful fate overhung his family, and certainly the records which he was able to give of his ancestors were not encouraging. The idea of some ghastly presence constantly haunted him, and on more than one occasion he has asked me whether I had on my medical journeys at night ever seen any strange creature or heard the baying of a hound. The latter question he put to me several times, and always with a voice which vibrated with excitement.

"I can well remember driving up to his house in the evening some three weeks before the fatal event. He chanced to be at his hall door. I had descended from my gig and was standing in front of him, when I saw his eyes fix themselves over my shoulder and stare past me with an expression of the most dreadful horror. I whisked round and had just time to catch a glimpse of something which I took to be a large black calf passing at the head of the drive. So excited and alarmed was he that I was compelled to go down to the spot where the animal had been and look around for it. It was gone, however, and the incident appeared to make the worst impression upon his mind. I stayed with him all the evening, and it was on that occasion, to explain the emotion which he had shown, that he confided to my keeping that narrative which I read to you when first I came. I mention this small episode because it assumes some importance in view of the tragedy which followed, but I was

convinced at the time that the matter was entirely trivial and that his excitement had no justification.

"It was at my advice that Sir Charles was about to go to London. His heart was, I knew, affected, and the constant anxiety in which he lived, however chimerical the cause of it might be, was evidently having a serious effect upon his health. I thought that a few months among the distractions of town would send him back a new man. Mr. Stapleton, a mutual friend who was much concerned at his state of health, was of the same opinion. At the last instant came this terrible catastrophe.

"On the night of Sir Charles's death, Barrymore the butler, who made the discovery, sent Perkins the groom on horseback to me, and as I was sitting up late I was able to reach Baskerville Hall within an hour of the event. I checked and corroborated all the facts which were mentioned at the inquest. I followed the footsteps down the yew alley, I saw the spot at the moor-gate where he seemed to have waited, I remarked the change in the shape of the prints after that point, I noted that there were no other footsteps save those of Barrymore on the soft gravel, and finally I carefully examined the body, which had not been touched until my arrival. Sir Charles lay on his face, his arms out, his fingers dug into the ground, and his features convulsed with some strong emotion to such an extent that I could hardly have sworn to his identity. There was certainly no physical injury of any kind. But one false statement was made by Barrymore at the inquest. He said that there were no traces upon the ground round the body. He did not observe any. But I did—some little distance off, but fresh and clear."

Item Prompt:

In the passage, Dr. Mortimer speaks several times of a legend surrounding the Baskerville family. Explain how the reader can tell that the legend suggests that a frightening hound haunts the family. Support your answer using details from the text.

Sample Generic Reading 2-Point CR Rubric	
2	<p>A response</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to cite explicit textual evidence to support inferences. Includes specific inferences that make clear reference to the text. • Adequately supports the inferences with clearly relevant details from the text.
1	<ul style="list-style-type: none"> • A response • Gives limited evidence of the ability to cite explicit textual evidence to support inferences. Includes some inference that makes reference to the text. • Supports the inferences with limited details the text.
0	A response gets no credit if it provides no evidence of the ability to cite explicit textual evidence to support inferences and includes no relevant information from the text.

Scoring Notes

The response may include, but is not limited to:

Sir Charles believed the legend and thought “a dreadful fate overhung his family.” He asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles.

The ending suggests that the legend is about a hound haunting the family. It was a “false statement” that there were “no traces upon the ground round the body.”

Score Point 2 Sample:

Sir Charles thought “a dreadful fate overhung his family.” He must have believed in the legend of a hound haunting the family, because he asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles. The ending suggests that a hound had been at the scene.

Score Point 1 Sample:

The ending shows that there is a hound that haunts the family.

It was a “false statement” that there were “no traces upon the ground round the body.”

Score Point 0 Sample:

A hound haunting the family is only a legend.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Hound of the Baskervilles	Arthur Conan Doyle	An excerpt from the classic novel



Recommended Placement for Assessment: Grade 11

The quantitative measures suggest a higher placement for this text than the qualitative measures do. While this is a challenging read, it also has some engaging features, which will make the text more accessible. It is also a fairly traditional/predictable narrative. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures

Meaning/Purpose:

Very complex: There is really one level of meaning, but understanding the significance of details is a somewhat sophisticated task that requires some work by the reader.

Text Structure:

Moderately complex: The passage follows a fairly standard narrative arc, though the fact that it is an excerpt adds to the complexity.

Language Features:

Very complex: The language will be unfamiliar, and there are nuances in the use of words that are subtle and affect understanding (e.g., “then let me have the private ones”). The majority of sentences are complex.

Knowledge Demands:

Very complex: The integration of the story with a legend is complex. Students must draw conclusions on their own, and accept some ambiguity of text.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 1240L; grades 9-10 and grades 11-CCR
Flesch-Kincaid: 9.5
Word Count: 1041

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.11.CR.1.05.111

Sample Item ID:	ELA.11.CR.1.05.111
Grade/Model:	11/1a
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text, or how different texts address topics, themes, or use of source material
Secondary Target:	n/a
Standard(s):	RL-3
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"A Cold Greeting" by Ambrose Bierce
Stimuli/Text Complexity:	The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	Public Domain
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must: <ol style="list-style-type: none"> Analyze the interrelationships among literary elements Analyze the author's choices regarding how to develop and relate elements of a story
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a story by Ambrose Bierce published in 1913. As you read the story consider how and when the author reveals information and then answer the question that follows.

A COLD GREETING
by Ambrose Bierce

This is a story told by the late Benson Foley of San Francisco:

In the summer of 1881 I met a man named James H. Conway, a resident of Franklin, Tennessee. He was visiting San Francisco for his health, deluded man, and brought me a note of introduction from Mr. Lawrence Barting. I had known Barting as a captain in the Federal army during the civil war. At its close he had settled in Franklin, and in time became, I had reason to think, somewhat prominent as a lawyer. Barting had always seemed to me an honorable and truthful man, and the warm friendship which he expressed in his note for Mr. Conway was to me sufficient evidence that the latter was in every way worthy of my confidence and esteem. At dinner one day Conway told me that it had been solemnly agreed between him and Barting that the one who died first should, if possible, communicate with the other from beyond the grave, in some unmistakable way—just how, they had left (wisely, it seemed to me) to be decided by the deceased, according to the opportunities that his altered circumstances might present.

A few weeks after the conversation in which Mr. Conway spoke of this agreement, I met him one day, walking slowly down Montgomery Street, apparently, from his abstracted air, in deep thought. He greeted me coldly with merely a movement of the head and passed on, leaving me standing on the walk, with half-proffered hand, surprised and naturally somewhat piqued. The next day I met him again in the office of the Palace Hotel, and seeing him about to repeat the disagreeable performance of the day before, intercepted him in a doorway, with a friendly salutation, and bluntly requested an explanation of his altered manner. He hesitated a moment; then, looking me frankly in the eyes, said: "I do not think, Mr. Foley, that I have any longer a claim to your friendship, since Mr. Barting appears to have withdrawn his own from me - for what reason, I protest I do not know. If he has not already informed you he probably will do so." "But," I replied, "I have not heard from Mr. Barting." "Heard from him!" he repeated, with apparent surprise. "Why, he is here. I met him yesterday ten minutes before meeting you. I gave you exactly the same greeting that he gave me. I

met him again not a quarter of an hour ago, and his manner was precisely the same: he merely bowed and passed on. I shall not soon forget your civility to me. Good morning, or—as it may please you—farewell.” All this seemed to me singularly considerate and delicate behavior on the part of Mr. Conway.

As dramatic situations and literary effects are foreign to my purpose I will explain at once that Mr. Barting was dead. He had died in Nashville four days before this conversation. Calling on Mr. Conway, I apprised him of our friend’s death, showing him the letters announcing it. He was visibly affected in a way that forbade me to entertain a doubt of his sincerity. “It seems incredible,” he said, after a period of reflection. “I suppose I must have mistaken another man for Barting, and that man’s cold greeting was merely a stranger’s civil acknowledgment of my own. I remember, indeed, that he lacked Barting’s mustache.” “Doubtless it was another man,” I assented; and the subject was never afterward mentioned between us. But I had in my pocket a photograph of Barting, which had been enclosed in the letter from his widow. It had been taken a week before his death, and was without a mustache.

Item Prompt:

In the final paragraph, the author writes, “It had been taken a week before his death.” Explain the irony in this statement and how it relates to the events in the story. Use details from the story to support your response.

Sample Generic Reading 3-Point CR Rubric

3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze a literary element • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze a literary element

	<ul style="list-style-type: none"> Includes some specific explanations that make reference to the text Adequately supports the explanations with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to analyze a literary element Includes explanations but they are not explicit or make only vague references to the text Supports the explanations 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 analyze a literary element and includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to: the reader does not expect the photograph to show Barting without a mustache. It proves he is really still alive or a ghost.

Score Point 3 Sample:

This ending is ironic because the reader does not expect there to be evidence of the picture of Barting without a mustache. The photograph shows that either Barting is still alive or that he is a ghost, both of which are surprise endings. The twist at the end surprises the reader and makes the reader wonder, like the narrator does, about the supernatural.

Score Point 2 Sample:

There is irony at the end because the picture proves that the man Mr. Conway met could not have been Barting. Barting shaved his mustache before he died and the man Mr. Conway met did not have a mustache and that made him look like Barting. But Barting was dead so it must have been someone else.

Score Point 1 Sample:

There is irony at the end because the picture proves that Barting is not really dead. This is a surprise to the reader because the letters say that he died four days earlier.

Score Point 0 Sample:

Barting is not really dead.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
A Cold Greeting	Ambrose Bierce	A short story about a man who may have seen a ghost

**Recommended Placement for Assessment: Grade 10 or 11**

The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures**Meaning/Purpose:**

Moderately complex: The conclusion is foreshadowed early in the story; the narrative purpose is established early.

Text Structure:

Moderately complex: Follows a traditional story arc, though there is the additional story line of the narrator's relationship with the deceased.

Language Features:

Very complex: The style is formal and somewhat dated; there are instances of subtle humor; the sentences are frequently complex.

Knowledge Demands:

Moderately complex: Though the experiences described are uncommon, the story is straightforward and engaging.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 1180L; grades 9-10

Flesch-Kincaid: 9.3

Word Count: 604

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.11.CR.1.06.112

Sample Item ID:	ELA.11.CR.1.06.112
Grade/Model:	11/1b
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	6: TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"Mending Wall" by Robert Frost
Stimuli/Text Complexity:	The quantitative readings demonstrate the limitations of these formulas for poetry; the numbers are far too low. Given the complexity of the structure, the sophistication of the theme, and the nonliteral use of language, this passage is recommended for use at grade 10 or 11. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.gutenberg.org/files/3026/3026-h/3026-h.htm#2H_4_0002
Notes:	
How this task addresses the sufficient evidence for this claim:	To complete this task students must explain how a particular text structure impacts the meaning of a poem.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage then answer the question.

Mending Wall
by Robert Frost

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.

The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them.
Oh, just another kind of out-door game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows?"
But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down. I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.

He moves in darkness as it seems to me,
 Not of woods only and the shade of trees.
 He will not go behind his father's saying,
 And he likes having thought of it so well
 He says again, "Good fences make good neighbours."

Item Prompt:

Explain what effect the repetition of the phrases "something there is that doesn't love a wall" and "good fences make good neighbours" has on the meaning of the poem. Support your answer using details from the poem.

Reading 3-Point CR Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze text structure • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze text structure • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze text structure • Includes explanations but they are not explicit or make only vague references to the text • Supports the explanations 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 analyze text structure and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:
 The two statements reinforce the two contrasting views presented in the poem.

"Something there is that doesn't love a wall" shows that the speaker believes that walls create artificial barriers between people.

"Good fences make good neighbours" shows the neighbor's belief that divisions are

beneficial, that he isn't particularly friendly, and that he isn't very open minded.

Score Point 3 Sample:

These two statements reinforce the two main ideas in the poem. The repetition of "something there is that doesn't love a wall" emphasizes the speaker's idea that walls create unnecessary divisions between people. The repetition of "good fences make good neighbours" reinforces the neighbor's opposite attitude—the idea that good neighbors keep their distance from each other. The repetition of "good fences make good neighbours" emphasizes the stubbornness of the neighbor and his inability to see past his narrow view.

Score Point 2 Sample:

The statements reinforce the main theme of the poem, that walls separate people and make them unfriendly to one another, because they are repeated throughout the poem. This shows how much the poet believed that it is a good idea not to shut out people with walls. The other statement shows that the neighbor doesn't like people.

Score Point 1 Sample:

The poet repeats the phrase "Good fences make good neighbours" to show that he believes people get along better if they don't get too close to one another. The speaker disagrees with this believe and thinks there shouldn't be a wall between neighbors.

Score Point 0 Sample:

The poet repeats these phrases because they sound good in the poem.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Mending Wall	Robert Frost	Poem about mending walls with a neighbor



Recommended Placement for Assessment: Grade 9-11

The quantitative readings demonstrate the limitations of these formulas for poetry; the numbers are far too low. Given the complexity of the structure, the sophistication of the theme, and the nonliteral use of language, this passage is recommended for use at grade 10 or 11. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> There are several layers of text; the theme is subtle and requires a close reading.</p> <p>Text Structure: <u>Very complex:</u> The poem shifts between the literal and the figurative, the actions and the musings.</p> <p>Language Features: <u>Very complex:</u> The language is somewhat dated and there are many figurative/abstract elements..</p> <p>Knowledge Demands: <u>Very complex:</u> The theme is somewhat complex and never explicit.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 830L; grades 4-5 Flesch-Kincaid: 1.0 Word Count: 387</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.07.113

Sample Item ID:	ELA.11.CR.1.07.113
Grade/Model:	11/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone
Secondary Target:	n/a
Standard(s):	RL-4; L-5a
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	"A Cold Greeting" by Ambrose Bierce
Stimuli/Text Complexity:	The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see the text complexity worksheet attached.
Acknowledgement(s):	Public Domain
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must: <ol style="list-style-type: none"> 1. Analyze connotative meanings of words and phrases 2. Analyze the author's choices regarding how to develop and relate elements of a story.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is a story by Ambrose Bierce published in 1913. As you read the story, consider how and when the author reveals certain information and then answer the question that follows.

A COLD GREETING
by Ambrose Bierce

This is a story told by the late Benson Foley of San Francisco:

In the summer of 1881 I met a man named James H. Conway, a resident of Franklin, Tennessee. He was visiting San Francisco for his health, deluded man, and brought me a note of introduction from Mr. Lawrence Barting. I had known Barting as a captain in the Federal army during the civil war. At its close he had settled in Franklin, and in time became, I had reason to think, somewhat prominent as a lawyer. Barting had always seemed to me an honorable and truthful man, and the warm friendship which he expressed in his note for Mr. Conway was to me sufficient evidence that the latter was in every way worthy of my confidence and esteem. At dinner one day Conway told me that it had been solemnly agreed between him and Barting that the one who died first should, if possible, communicate with the other from beyond the grave, in some unmistakable way—just how, they had left (wisely, it seemed to me) to be decided by the deceased, according to the opportunities that his altered circumstances might present.

A few weeks after the conversation in which Mr. Conway spoke of this agreement, I met him one day, walking slowly down Montgomery Street, apparently, from his abstracted air, in deep thought. He greeted me coldly with merely a movement of the head and passed on, leaving me standing on the walk, with half-proffered hand, surprised and naturally somewhat piqued. The next day I met him again in the office of the Palace Hotel, and seeing him about to repeat the disagreeable performance of the day before, intercepted him in a doorway, with a friendly salutation, and bluntly requested an explanation of his altered manner. He hesitated a moment; then, looking me frankly in the eyes, said: "I do not think, Mr. Foley, that I have any longer a claim to your friendship, since Mr. Barting appears to have withdrawn his own from me—for what reason, I protest I do not know. If he has not already informed you he probably will do so." "But," I replied, "I have not heard from Mr. Barting." "Heard from him!" he repeated, with apparent surprise. "Why, he is here. I met him yesterday ten minutes before meeting you. I gave you exactly the same greeting that he gave me. I

met him again not a quarter of an hour ago, and his manner was precisely the same: he merely bowed and passed on. I shall not soon forget your civility to me. Good morning, or—as it may please you—farewell.” All this seemed to me singularly considerate and delicate behavior on the part of Mr. Conway.

As dramatic situations and literary effects are foreign to my purpose I will explain at once that Mr. Barting was dead. He had died in Nashville four days before this conversation. Calling on Mr. Conway, I apprised him of our friend’s death, showing him the letters announcing it. He was visibly affected in a way that forbade me to entertain a doubt of his sincerity. “It seems incredible,” he said, after a period of reflection. “I suppose I must have mistaken another man for Barting, and that man’s cold greeting was merely a stranger’s civil acknowledgment of my own. I remember, indeed, that he lacked Barting’s mustache.” “Doubtless it was another man,” I assented; and the subject was never afterward mentioned between us. But I had in my pocket a photograph of Barting, which had been enclosed in the letter from his widow. It had been taken a week before his death, and was without a mustache.

Item Prompt:

Explain the two meanings of the word “cold” in the title and how this word develops the tone of the overall story. Support your answer using details from the story.

Sample Generic Reading 3-Point CR Rubric

Sample Generic Reading 3-Point CR Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language • Includes specific descriptions that make clear reference to the text • Fully supports the descriptions with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze figurative language • Includes some specific descriptions that make reference to the text • Adequately supports the descriptions with relevant details from the text

Grade 11 ELA Sample CR Item Form

1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language • Includes descriptions they are not explicit or make only vague references to the text • Supports the descriptions with at least one detail but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to analyze figurative language and includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to: Cold means that the greeting was not friendly when the narrator greeted Barting. It could have been unfriendly because the man was not Barting. The man who looked like Barting greeted the narrator like a stranger.

The other meaning of cold is that the greeting was between a dead person or ghost (Barting) and the narrator. The use of the word cold in the title develops a somber tone. It foreshadows something lifeless to come in the story. The title suggests an aloof or distant tone. The way the narrator narrates the story is with a distant manner. The events took place in the past and the reader hears the story in a non-emotional distant re-telling.

Score Point 3 Sample:

The word “cold” develops two themes in the story. The first is the impersonal or cold greeting given by Mr. Conway. This can be associated with the question presented in the story of how one should behave toward acquaintances as opposed to friends.

The second meaning of cold refers to the idea of a body literally being cold to the touch after death. Because Barting is dead, and the figure that Conway saw may have been a ghost, then the word “cold” also creates an eerie or supernatural tone in the story, because we are told that Conway and Barting had agreed that the one who died first would communicate in some way from beyond the grave.

Score Point 2 Sample:

Cold has two meanings in the story. The first meaning refers to a type of greeting, or a way of greeting someone. Barting, who may actually be dead, greets the narrator in a very cold way, which creates a tone of unfriendliness throughout the story.

The other meaning of cold is that of being dead, or a ghost. This meaning of the word makes the story have a supernatural or eerie tone because it makes you think of a world of ghosts that may be in the story.

Score Point 1 Sample:

Cold means a way of saying hello and it might mean that somebody is a ghost in the story, since Barting is maybe not alive and he didn't greet anyone.

Score Point 0 Sample:

There is a strange event taking place in this story that has to do with ghosts.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
A Cold Greeting	Ambrose Bierce	A short story about a man who may have seen a ghost



Recommended Placement for Assessment: Grade 10 or 11

The passage tells a fairly straightforward story, using formal and somewhat dated language. The qualitative and quantitative measures both indicate that grade 10 is an appropriate placement for this passage but due to very complex language features it is being used at grade 11. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The conclusion is foreshadowed early in the story; the narrative purpose is established early.</p> <p>Text Structure: <u>Moderately complex:</u> Follows a traditional story arc, though there is the additional story line of the narrator's relationship with the deceased.</p> <p>Language Features: <u>Very complex:</u> The style is formal and somewhat dated; there are instances of subtle humor; the sentences are frequently complex.</p> <p>Knowledge Demands: <u>Moderately complex:</u> Though the experiences described are uncommon, the story is straightforward and engaging.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1180L; grades 9-10 Flesch-Kincaid: 9.3 Word Count: 604</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.12.089

Sample Item ID:	ELA.11.CR.1.12.089
Grade/Model:	11/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features
Secondary Target:	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Standard(s):	RI-3, RI-9 (secondary: RI-1, RI-2)
DOK:	4
Difficulty:	Hard
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Passage(s):	Susan B. Anthony speech, Second Treatise of Government by John Locke
Stimuli/Text Complexity:	<p>Susan B. Anthony Speech: The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 11 or 12. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the text complexity worksheet attached.</p> <p>John Locke piece: Though brief, the passage is dense and will be challenging. The quantitative analysis places the passage in the 9.03-10 range; the qualitative analysis suggests something a bit higher. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the text complexity worksheet attached.</p>
Acknowledgement(s):	Anthony speech - http://gos.sbc.edu/a/anthony.html Locke - http://www.gutenberg.org/files/7370/7370-h/7370-h.htm#CHAPTER_IV
Notes:	
How this task contributes to the sufficient evidence for this claim:	To answer this item, students must analyze common ideas found in two texts and cite evidence from each text to support their analysis.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passages and then answer the question.

Passage 1

The following excerpt comes from a speech written in 1872 by women's rights pioneer Susan B. Anthony. Anthony was arrested after attempting to vote in the 1872 presidential election. After her conviction Anthony wrote this speech to make a constitutional argument for giving women the right to vote.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their inalienable right. We throw to the winds the old dogma that government can give rights. No one denies that before governments were organized each individual possessed the right to protect his own life, liberty and property. When 100 to 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences and adopt those of civilization . . . The Declaration of Independence, the United States Constitution, the constitutions of the several States and the organic laws of the Territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

All men are created equal, and endowed by their Creator with certain inalienable rights. Among these are life, liberty and the pursuit of happiness. To secure these, governments are instituted among men, deriving their just powers from the

consent of the governed.

Passage 2

The following excerpt comes from the Second Treatise of Government by John Locke, published in 1690.

Sect. 22. The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man, in society, is to be under no other legislative power, but that established, by consent, in the commonwealth; nor under the dominion of any will, or restraint of any law, but what that legislative shall enact, according to the trust put in it. Freedom then is not what Sir Robert Filmer tells us, *Observations, A. 55. a liberty for every one to do what he lists, to live as he pleases, and not to be tied by any laws:* but freedom of men under government is, to have a standing rule to live by, common to every one of that society, and made by the legislative power erected in it; a liberty to follow my own will in all things, where the rule prescribes not; and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man: as freedom of nature is, to be under no other restraint but the law of nature.

Item Prompt:

Identify the main idea of each passage and explain how Locke's treatise supports Anthony's argument.

Scoring Rubric	
3 Proficient	A response: Gives sufficient evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
2	A response: Gives some evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
1	A response: Gives limited evidence of the ability to identify the idea common to the two

	texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument.
0	A response gets no credit if it provides no evidence of the ability to identify the idea common to the two texts and explain how the ideas in Locke's treatise support the ideas in Anthony's argument, includes no relevant information from the text, or is vague.

Scoring Notes:

Responses may include but are not limited to: Students should indicate that both authors believe that all people have natural rights and therefore government can only work if people are allowed to vote for the lawmakers, otherwise government violates the natural rights of citizens. This reasoning supports Anthony's argument that not allowing women to vote violates their natural rights.

Score Point 3 Sample: Anthony argues that government is based on the natural right of every person to vote on laws. People join governments not to give away rights but to agree that the government will protect those rights. Locke also states that people have natural rights and participation in society necessitates agreement to common laws. Locke states that people in society can only be free under laws made with their consent, i.e. passed by an elected legislature. Locke's treatise supports Anthony's argument because Locke's idea that people should be under no legislative power but that established by consent supports Anthony's point that women's natural rights are taken away when they are forced to obey laws they did not consent to, in that they could not vote for the legislatures that make the laws.

Score Point 2 Sample: Both Anthony and Locke believe that everyone has a natural right to be free and that government can not take away that right. Locke states that people can only be free if they are able to vote for their government, the people that make the laws. Anthony argues that women are not free because they are not allowed to vote. Locke and Anthony agree that governments where citizens are not allowed to vote are governments where people are not free and this violates the laws of nature.

Score Point 1 Sample: Anthony should have used the treatise by Locke to argue for the right of women to vote. Locke proves that women were not free because they couldn't vote and this means they were under the law of nature, not the "legislative authority of man."

Score Point 0 Sample: Susan B Anthony's speech is about giving women the right to vote. Locke's treatise is about the right of men to vote.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Susan B. Anthony Speech	Susan B. Anthony	Classic speech by Anthony after being arrested for voting



Recommended Placement for Assessment: Grade 11
 The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 11 or 12. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Exceedingly complex:</u> A completely theoretical and complex piece. The purpose evolves throughout the piece and is really not made entirely clear until the end.</p> <p>Text Structure: <u>Exceedingly complex:</u> Connections between ideas are subtle and complex.</p> <p>Language Features: <u>Exceedingly complex:</u> Language is dense and frequently abstract. The vocabulary is often archaic and academic. Sentence structure is varied and complex.</p> <p>Knowledge Demands: <u>Very complex:</u></p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1350L; grades 11-CCR Flesch-Kincaid: 12.4 Word Count:</p> <p style="background-color: #0070C0; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Second Treatise of Government	John Locke	Essay on slavery/freedom



Recommended Placement for Assessment: Grade 11

Though brief, the passage is dense and will be challenging. The quantitative analysis places the passage in the 9.03-10 range; the qualitative analysis suggests something a bit higher. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The purpose is clear but all theoretical. It requires some inferring.</p> <p>Text Structure: <u>Very complex:</u> The piece is brief; the connections between ideas are subtle.</p> <p>Language Features: <u>Exceedingly complex:</u> The language demands are high. The vocabulary will generally be unfamiliar; the sentences are complex and often contain multiple concepts.</p> <p>Knowledge Demands: <u>Very complex:</u> Some background knowledge about Locke would be helpful.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 1240L; grades 9-10 and 11-CCR Flesch-Kincaid: 9/3 Word Count: 198</p> <p style="background-color: #0056B3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.13.116

Sample Item ID:	ELA.11.CR.1.13.116
Grade/Model:	11/2a
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	13. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation
Secondary Target:	n/a
Standard(s):	RI-5, RI-7
DOK:	3
Difficulty:	Easy
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Passage(s):	"Estuaries" by National Oceanic Atmospheric Administration"
Stimuli/Text Complexity:	The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. Based on these sets of measures, this passage is recommended for assessment at grade 11 Please see text complexity worksheet attached.
Acknowledgement(s):	Site: http://estuaries.noaa.gov/Teachers/Default.aspx?ID=180 , http://www.education.noaa.gov/Marine_Life/Life_In_An_Estuary.html Source: NOAA, Date: Oct. 2011, Feb. 2011
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the function and purpose of text organization.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is an excerpt of an article about estuaries. Read the article and answer the question that follows.

Estuaries

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are

brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill, it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the “nurseries of the sea” because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes. Of the 32 largest cities in the world, 22 are located on estuaries.

Estuarine Principles and Concepts

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:

- Estuaries are part of important biological, chemical, and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.

- Estuaries form an interface linking watersheds and oceans and receive groundwater and surface water from their entire watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:

- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing of fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The dynamic nature of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Item Prompt:

Explain why the author most likely provided general information about estuaries **before** the “Principles and Concepts” section. Support your answer using details from the passage.

Scoring Rubric	
2	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to relate knowledge of text structures • Includes specific explanations that make clear reference to the text • Adequately supports the explanations with clearly relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to relate knowledge of text structures • Includes some explanations that make reference to the text • Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to relate knowledge of text structures, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The author provides general information first in order to build background knowledge and engage the reader in the topic.

Score Point 2 Sample: The author gives general information first so that the reader will understand what estuaries are before getting to the more scientific information. The reader learns the importance of estuaries, thus becoming engaged enough in the topic to keep reading. The overall structure of the passage conveys straightforward scientific research or facts.

Score Point 1 Sample: The author provides the reader with an explanation of what estuaries are before giving scientific details. Readers who don't know what estuaries are will not understand the "Principles and Concepts" section because it gives a lot of scientific information that readers may find confusing.

Score Point 0 Sample: The author who wrote this article wanted readers to know about estuaries because they are important places in our environment that we need to protect.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Estuaries	NOAA	Guide to estuaries



Recommended Placement for Assessment: Grade 11

The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The purpose is never stated. A reasonable inference is that this is a teacher’s guide, but what the “principles relate to is never directly stated.</p> <p>Text Structure: <u>Very complex:</u> Headings are used to divide the body of the work by relevant principle; however, the connection between the parts is not stated. It is structured in a discipline-specific (scientific) way.</p> <p>Language Features: <u>Very complex:</u> The language used in the first two paragraphs is precise and accessible; the rest of the piece is more challenging and subject-specific. There are many complex sentences.</p> <p>Knowledge Demands: <u>Very complex:</u> While much is explained, it is still a dense and challenging piece that is heavily science oriented.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1290L; grades 9-10 Flesch-Kincaid: 13.7 Word Count: 1143</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.1.14.088

Sample Item ID:	ELA.11.CR.1.14.088
Grade/Model:	11/2a
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone
Secondary Target:	n/a
Standard(s):	RI-5, RI-7
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Passage(s):	"Estuaries" "by National Oceanic Atmospheric Administration"
Stimuli/Text Complexity:	The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. Based on these sets of measures, this passage is recommended for assessment at grade 11. Please see the complexity worksheet attached.
Acknowledgement(s):	Sites: http://estuaries.noaa.gov/Teachers/Default.aspx?ID=180 , http://www.education.noaa.gov/Marine_Life/Life_In_An_Estuary.html Source: NOAA, Date: Oct. 2011, Feb. 2011
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the author's use of a figurative phrase in context.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is an excerpt of an article about estuaries. Read the article and answer the question that follows.

Estuaries

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are

brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the “nurseries of the sea” because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes.

Estuarine Principles and Concepts

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:

- Estuaries are part of important biological, chemical and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.
- Estuaries form an interface linking watersheds and oceans and receive groundwater and surface water from their entire

watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:

- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing of fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The dynamic nature of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Item Prompt:

Read the sentence from the final paragraph.

The dynamic nature of estuarine processes presents a challenge to the organisms living there.

Explain what the phrase “dynamic nature” means and why it is a good way to describe estuaries. Support your response using information from the passage.

Scoring Rubric	
2 Proficient	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language • Includes specific explanations that make clear reference to the text • Adequately supports the explanations with clearly relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language • Includes some explanations that make reference to the text • Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to analyze figurative language, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to:

Dynamic nature means that estuaries have many interrelated and changing parts and that they change in response to different conditions, e.g., animals, environment, tides.

Estuaries have “dynamic nature” because they are complex. A variety of animals live there. Estuaries provide different habitats and are both fresh and salt water.

Estuaries have a dynamic nature because the organisms that live there are dynamic in that they are alive and changing. “Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.”

Score Point 2 Sample: The phrase “dynamic nature” means that something is constantly changing. This is a good description of estuaries because they are very complex with many inter-related parts that are constantly changing in response to different conditions. For example, animals are affected by the tides, which change dramatically each day.

Score Point 1 Sample: Estuaries have a “dynamic nature” because many different animals live there. There are also many different environments and not every estuary is the same, which makes them dynamic.

Score Point 0 Sample: The author describes estuaries as having a “dynamic nature” because they are very interesting and they occur in nature.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Estuaries	NOAA	Guide to estuaries



Recommended Placement for Assessment: Grade 11

The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> The purpose is never stated. A reasonable inference is that this is a teacher’s guide, but what the “principles relate to is never directly stated.</p> <p>Text Structure: <u>Very complex:</u> Headings are used to divide the body of the work by relevant principle; however, the connection between the parts is not stated. It is structured in a discipline-specific (scientific) way.</p> <p>Language Features: <u>Very complex:</u> The language used in the first two paragraphs is precise and accessible; the rest of the piece is more challenging and subject-specific. There are many complex sentences.</p> <p>Knowledge Demands: <u>Very complex:</u> While much is explained, it is still a dense and challenging piece that is heavily science oriented.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1290L; grades 9-10 Flesch-Kincaid: 13.7 Word Count: 1143</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.CR.2.03.117

Sample Item ID:	ELA.11.CR.2.03.117
Grade/Model:	11/1b
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tono, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target:	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	M
Item Type:	CR
Score Points:	0,1,2
Correct Response:	See rubric
Stimulus/Passage(s):	Comfortable Shoes
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:	Students are required to determine certain parts of a short passage that are extraneous, disruptive or lack clear connection to the overall informational organization of the text.
Target-Specific Attributes (e.g., accessibility issues):	None.

Stimulus Text:

Read the following passage and then answer the question.

(1) When I was young, my mother taught me one of the most important lessons I have learned in my life: never sacrifice comfort for fashion. (2) That's not to say my mother didn't know how to dress--but there were two things you could never accuse her of not having, even if the ones she had wouldn't turn any heads on a fashion runway: comfortable shoes and a warm coat. (3) A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.

(4) “A sharp pair of high heels attracts lots of attention,” she would say, pausing dramatically for effect...”and back pain.”

(5) She had a similar line about wearing chic coats during snowstorms.

(6) The philosopher Henry David Thoreau has a famous piece of advice: “Beware of all enterprises that require new clothes”—meaning, in his case, that it’s best to avoid any type of work that would require you to shop for a “professional” uniform.

(7) My mom might not have gotten many stares for her sense of style, but, as she used to say, “I’m not looking to make friends with people’s eyes.”

Item Stem:

Select a sentence in the passage that does not fit with the overall structure and explain why it is disruptive to the organization of the passage.

Sample Generic 2-point (Grades 3-11) Brief Writing Rubric

2	<p>The response:</p> <ul style="list-style-type: none"> • demonstrates sufficient focus on the topic and includes some supporting details • has an adequate organizational pattern, and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses adequate language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
1	<p>The response:</p> <ul style="list-style-type: none"> • demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions

	<ul style="list-style-type: none"> • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target] and includes no relevant information from the text.

Scoring Notes:

Response may include but is not limited to:

Sentence 3 (*A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

OR

Sentence 6 (*The philosopher Henry David Thoreau has a famous piece of advice: "Beware of all enterprises that require new clothes"—meaning, in his case, that it's best to avoid any type of work that would require you to shop for a "professional" uniform.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. Also, the sentence remains undeveloped within the context of the passage, because it is never elaborated upon.

Score Point 2 Sample:

Sentence 3 is disruptive because it isn't part of the main topic and talks about a hat but not the mother's hat or anything she was wearing. The sentence seems to be generally about hats but not about what the mom is wearing.

Score Point 1 Sample:

Sentence 6 is disruptive because it is about someone other than the author's mother.

Score Point 0 Sample:

Sentence 4 is disruptive because it is about coats, not shoes.

ELA.11.SR.01.03.162

Sample Item ID:	ELA.11.SR.01.03.162
Grade/Model:	11/1
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, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
Secondary Target:	n/a
Standard(s):	RL-4, L-4, L-5b, L-6
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	B
Stimulus/Passage(s):	Lost in the Bowels of the Earth excerpt from <i>A Journey to the Center of the Earth</i> by Jules Verne
Stimuli/Text Complexity:	The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. Based on these sets of measures, this passage is recommended for assessment at grade 9-11 Please see the text complexity worksheet attached.
Acknowledgement(s):	http://www.feedbooks.com/book/3796/a-journey-into-the-interior-of-the-earth
Item/Task Notes:	Stimulus text should be on grade-level.
How this task contributes to the sufficient evidence for this claim:	To complete this task students must use context clues to determine the meaning of a word in the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read this paragraph from Journey to the Center of the Earth by Jules Verne then answer the question.

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears.

At the moment when I left the right road I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

Item Stem:

What does the word "deviation" mean as it is used in this paragraph?

Options:

- A. difficult choice
- B. alternative path
- C. new opportunity
- D. unexpected event

Distractor Analysis:

- A. The narrator did not make a conscious choice.
- B. KEY. The narrator has traveled a different path than the one of the stream and his companions.
- C. The narrator does not see the deviation as an opportunity; he accidentally took a wrong turn.
- D. The narrator taking the wrong turn was unexpected, but the deviation itself was not an event.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Lost in the Bowels of the Earth excerpt from A <i>Journey to the Center of the Earth</i>	Jules Verne	An excerpt from the classic novel, in which the narrator finds himself lost and alone



Recommended Placement for Assessment: Grade 9-11

The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The meaning is fairly clear but requires some inferences by the reader.</p> <p>Text Structure: <u>Moderately complex:</u> The narrator thinks back to events that occurred before he found himself alone in the cave, but following these shifts is not terribly difficult.</p> <p>Language Features: <u>Very complex:</u> The language demand is high; many of the terms are archaic and/or of a higher grade level. Not all have sufficient context to discern the meaning.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The genre will be familiar if the specifics of this one are not.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 890L; grades 4-5 Flesch-Kincaid: 6.2 Word Count: 400</p> <p style="background-color: #0000ff; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.SR.01.10.115

Sample Item ID:	ELA.11.SR.01.10.115
Grade/Model:	11/1
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, precise, or nuanced meanings of words, including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)
Standard(s):	RL-4, L-4, L-5b, L-6
DOK:	2
Difficulty:	E
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	EPA Radon Guide
Stimuli/Text Complexity:	The quantitative scores range from 8.8-10. The qualitative analysis supports this; the recommended placement for this passage is grade 10 or 11. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.epa.gov/radon/pubs/citguide.html Published by the Environmental Protection Agency
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task students must determine the meaning of a technical word in the passage.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following paragraph from the passage about radon, and then answer the question.

There are several proven methods to reduce radon in your home, but the one primarily used is a vent pipe system and fan, which pulls radon from beneath the house and vents it to the outside. This system, known as a soil suction radon reduction system, does not require major changes to your home. Sealing foundation cracks and other openings makes this kind of system

more effective and cost-efficient. Similar systems can also be installed in houses with crawl spaces. Radon contractors can use other mitigation methods that may also work in your home. The right system depends on the design of your home and other factors.

Item Stem:

What does the word “mitigation” mean as it is used in this paragraph?

Options:

- A. activation
- B. installation
- C. alleviation
- D. preparation

Distractor Analysis:

- A. Students who select this answer do not understand the context of the paragraph.
- B. Students who select this answer are likely thinking about the previous sentence, which discusses installing mitigation systems.
- C. KEY: “mitigation” means “making less severe” and this paragraph is about methods for alleviating, or making less severe, the amount of radon in a home.
- D. Students who select this answer do not understand the context of the paragraph.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Radon Guide	EPA	Explanation of how and why to test for radon in your home


Recommended Placement for Assessment: Grade 9-11

The quantitative scores range from 8.8-10. The qualitative analysis supports this; the recommended placement for this passage is grade 10 or 11. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The purpose is pretty easy to identify due to title, headings, and use of text features.</p> <p>Text Structure: <u>Moderately complex:</u> The organization is logical and the use of headings makes it even clearer. There is a graphic that directly supports the text but is not central to understanding it.</p> <p>Language Features: <u>Very complex:</u> The language is subject-specific and will sometimes be unfamiliar, though skilled readers should be able to read through the unfamiliar terminology with full understanding of the most important parts.</p> <p>Knowledge Demands: <u>Very complex:</u> The subject is very narrow and science-specific; some understanding of how homes are constructed, etc. would enhance understanding.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1190L; grades 9-10 Flesch-Kincaid: 8.8 Word Count: 2362</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.11.SR.2.01.125

Sample Item ID:	ELA.11.SR.2.01.125
Grade/Model:	11/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target(s):	1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator point of view, or use dialogue when describing an event or advance action).
Secondary Target(s)	n/a
Standard(s):	W-3a, W-3b, W-3c, W-3d, and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Correct Response:	C
Stimulus/Passage(s):	See below.
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to demonstrate the ability to revise a short literary text, students choose the best way to revise a particular portion of the text with the goal of improving the quality of the descriptions.
Target-Specific Attributes (e.g., accessibility issues):	Students read a printed text stimulus one grade level below assessed grade level and use a keyboard or comparable input software to compose an answer to the writing prompt.

Stimulus Text:

The following excerpt comes from a writer's first draft of a short story about two travelers.

(1) They reached the capital early in the morning. (2) But this can hardly be called a capital, she thought. (3) Indeed the word only loosely applied in comparison with their previous destination, with its crowds of people and scooters too many to count, following no rules as far as either of them could tell. (4) But here, in this smaller capital, they found hardly any vehicles and just a few people walking around aimlessly.

(5) *“Perhaps they are all tourists,” he said, though of course this was not possible.*

(6) *Here, there was dust instead of smog, and the sun instead of a bunch of city lights.*

Item Prompt:

The writer wants to revise this draft to make the description more vivid and precise. Which of the possible sets of revisions below would best help the writer accomplish this goal?

Options:

- A. Change “early in the morning” to “at 7 am” (sentence 1) and “crowds of people” to “thousands of people” (sentence 3).
- B. Change “following no rules” to “obeying laws neither of them could understand” (sentence 3) and “scooters too many to count” to “scooters in the thousands” (sentence 3).
- C. Change “early in the morning” to “at the height of dawn” (sentence 1) and “crowds of people” to “buzz of fretted pedestrians” (sentence 3).
- D. Change “in this smaller capital” to “in this so-called capital” (sentence 4) and “the sun instead of a bunch of city lights” to “the bright sun instead of bright city lights” (sentence 6).

Distractor Analysis:

- A. This answer is incorrect because “7 am,” while more precise than “early in the morning,” is not vivid. And “thousands of people,” while more precise than “crowds of people,” is still not particularly precise, and not vivid either.
- B. This answer is incorrect because “obeying laws neither of them could understand” is not more vivid or precise than the original “following no rules.” And “scooters in the thousands” is not more vivid or precise than “scooters too many to count.”
- C. Key. “At the height of dawn” is more vivid and more precise than “early in the morning.” And “buzz of fretted pedestrians” is more vivid and precise than “crowds of

people.”

- D. This answer is incorrect because “this so-called capital” is no more vivid or precise than “this smaller capital.” And “the bright sun instead of bright city lights” is only very marginally more vivid and precise than “the sun instead of a bunch of city lights,” since all it does is add the word “bright” two times.

ELA.11.SR.2.03.118

Sample Item ID:	ELA.11.SR.2.03.118
Grade/Model:	11/1a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target:	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	M
Item Type:	SR
Score Points:	0,1
Correct Response:	C
Stimulus/Passage(s):	Comfortable Shoes
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:	Students are required to determine certain parts of a short passage that are extraneous, disruptive, or lack clear connection to the overall informational organization of the text.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

(1) When I was young, my mother taught me one of the most important lessons I have learned in my life: never sacrifice comfort for fashion. (2) That's not to say my mother didn't know how to dress—but there were two things you could never accuse her of not having, even if the ones she had wouldn't turn any heads on a fashion runway: comfortable shoes and a warm coat. (3) A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.

(4) “A sharp pair of high heels attracts lots of attention,” she would say, pausing dramatically for effect...”and back pain.”

(5) She had a similar line about wearing chic coats during snowstorms.

(6) The philosopher Henry David Thoreau has a famous piece of advice: “Beware of all enterprises that require new clothes”—meaning, in his case, that it’s best to avoid any type of work that would require you to shop for a “professional” uniform.

(7) My mom might not have gotten many stares for her sense of style, but, as she used to say, “I’m not looking to make friends with people’s eyes.”

Item Stem:

Click on the two sentences in the text above that do not fit with the overall organization of the passage.

Distractor Analysis:

Sentence 1: This sentence establishes the basic organization of the passage: recalling the mother’s advice about fashion.

Sentence 2: This sentence qualifies the first sentence and provides an example of what is meant by the mother’s general advice in the first sentence (the need for comfortable shoes and a warm coat).

Sentence 3 (KEY): This sentence is disruptive to the organization of the passage because it digresses from the specific focus on the mother’s fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

Sentence 4: This sentence, while introducing a quotation, keeps to the general structure of the passage by presenting a specific example of why one needs comfortable shoes.

Sentence 5: This sentence follows up on sentence 5, introducing another specific example of the mother’s advice (the need for a warm coat).

Sentence 6 (KEY): This sentence is disruptive to the organization of the passage because it digresses from and lacks clear connection to the specific focus on the mother’s fashion advice.

Sentence 7: This sentence ends the passage on the theme of the mother’s personal sense of fashion and introduces a final quotation giving an example of her fashion advice.

Grade 11 ELA Sample TE Item Form

ELA.11.TE.01.01.079

Sample Item ID:	ELA.11.TE.01.01.079
Grade:	11
Claim:	1, Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	NA
Standard(s):	RL-1, R-3
DOK:	2
Item Type:	TE
Score Points:	3
Key	See Distractor Analysis
Stimulus/Passage(s):	Lost in the Bowels of the Earth excerpt from <i>A Journey to the Center of the Earth</i> by Jules Verne
Stimuli/Text Complexity:	The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see text complexity worksheet attached.
Acknowledgement(s):	Public Domain: http://www.feedbooks.com/book/3796/a-journey-into-the-interior-of-the-earth
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task students must find specific evidence in the text to support given conclusions.
Target-Specific Attributes (e.g., accessibility issues):	
Notes:	<p>TEI Template: Select and Order</p> <p>Interaction Space Parameters: All sentences in the passage after the title</p> <p>Scoring Data: Scoring Algorithm: SumOnly <i>This scoring algorithm:</i> 4 correct: 2 points 3 correct: 1.5 points 2 correct: 1 point 1 correct: .5 point <i>Points will not be deducted for incorrect selections.</i></p>

Stimulus Text:

The following passage is an excerpt from the novel A Journey to the Center of the Earth by Jules Verne. In the story, a German professor takes his nephew, Axel, and a guide into the crater of an Icelandic volcano in hopes of reaching the center of the Earth. When this excerpt begins, the trio has already been underground for several weeks and Axel has just discovered that he has become separated from his uncle and their guide.

Lost in the Bowels of the Earth
by Jules Verne

To describe my despair would be impossible. No words could tell it. I was buried alive, with the prospect before me of dying of hunger and thirst.

Mechanically I swept the ground with my hands. How dry and hard the rock seemed to me!

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears. At the moment when I left the right road, I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

How was I to return? There was not a trace of their footsteps or of my own, for the foot left no mark upon the granite floor. I racked my brain for a solution of this impracticable problem. One word described my position. Lost!

Lost at an immeasurable depth! Thirty leagues of rock seemed to weigh upon my shoulders with a dreadful pressure. I felt

crushed.

I tried to carry back my ideas to things on the surface of the earth. I could scarcely succeed. Hamburg, the house in the Königstrasse, my poor Gräuben, all that busy world underneath which I was wandering about, was passing in rapid confusion before my terrified memory. I could revive with vivid reality all the incidents of our voyage, Iceland, M. Fridrikssen, Snæfell. I said to myself that if, in such a position as I was now in, I was fool enough to cling to one glimpse of hope, it would be madness, and that the best thing I could do was to despair.

What human power could restore me to the light of the sun by rending asunder the huge arches of rock which united over my head, buttressing each other with impregnable strength? Who could place my feet on the right path, and bring me back to my company?

"Oh, my uncle!" burst from my lips in the tone of despair.

It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Item Prompt:

For each claim, click on one sentence from the passage and drag it to the appropriate location on the chart. Sentences can be used more than once.

Journey into the Center of the Earth

	Text Evidence
Axel believes he does not have a way to find food.	
Axel believes he will survive if he finds his uncle.	
Axel took a different path than his companions did.	
Axel is inclined to forgive his uncle.	

Key and Distractor Analysis:

Only one correct sentence is needed for each field.

Journey into the Center of the Earth

Inference / Conclusion	Text Evidence
Axel believes he does not have a way to find food.	I was buried alive, with the prospect before me of dying of hunger and thirst.
Axel believes he will survive if he finds his uncle.	"Oh, my uncle!" burst from my lips in the tone of despair. OR Who could place my feet on the right path, and bring me back to my company?
Axel took a different path than his companions did.	Then I understood the reason of that fearful silence, when for the last time I listened to hear if any sound from my companions could reach my ears. OR It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.
Axel is inclined to forgive his uncle.	It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Lost in the Bowels of the Earth excerpt from A <i>Journey to the Center of the Earth</i>	Jules Verne	An excerpt from the classic novel, in which the narrator finds himself lost and alone



Recommended Placement for Assessment: Grade 9-11

The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The meaning is fairly clear but requires some inferences by the reader.</p> <p>Text Structure: <u>Moderately complex:</u> The narrator thinks back to events that occurred before he found himself alone in the cave, but following these shifts is not terribly difficult.</p> <p>Language Features: <u>Very complex:</u> The language demand is high; many of the terms are archaic and/or of a higher grade level. Not all have sufficient context to discern the meaning.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The genre will be familiar if the specifics of this one are not.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 890L; grades 4-5 Flesch-Kincaid: 6.2 Word Count: 400</p> <p style="background-color: #0000FF; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

Grade 11 ELA Sample TE Item C2 T6

ELA.11.TE.2.06.010 C2 T6

Sample Item ID:	ELA.11.TE.2.06.010
Grade/Model:	11/1c
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience
Secondary Target(s):	NA
Standard(s):	W-1
DOK:	2
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	Student reorders sentences correctly: 3,1,4,2.
Stimulus/Passage(s):	High School and Extracurricular Activities
Acknowledgement(s):	Commissioned passage
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must revise the organization of an argumentative article for logic and clarity.
Target-specific attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicates correct response.
Notes:	<p>TEI Template: Reorder Text</p> <p>Interaction Parameters: Four sentences below labeled 1, 2, 3, 4.</p> <p>Scoring Data: {3,1,4,2} = 2 points {3,1,4,2 or 3,4,1,2} = 1 point</p>

<p><i>Stimulus Text:</i></p> <p>Read the passage below and then answer the question.</p> <p style="text-align: center;">High School and Extracurricular Activities</p> <p>Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. It is true that academics are a high school's primary role; however,</p>

Grade 11 ELA Sample TE Item C2 T6

the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school. Extracurricular activities, such as clubs and sports, are an essential component of any high school education. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment.

Item Stem:

This is a short argumentative article written by a student. The paragraph needs to be better organized to more clearly establish the claim. Reorder the sentences by clicking on them and moving them to the best location within the paragraph.

Key and Distractor Analysis:

{sentence order: 3,1,4,2} = 2 points
{sentence order 3,4,1,2} = 1 point
{any other combination} = 0 point

Correct order:

Sentence: 3,1,4,2

(3) Extracurricular activities, such as clubs and sports, are an essential component of any high school education. (1) Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. (4) Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). (2) It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

ELA.11.TE.2.08.080

Sample Item ID:	ELA.11.TE.2.08.080
Grade/Model:	11/3
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style 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
Item Type:	TE
Score Points:	2
Difficulty:	Medium
Key:	Menu 1: an essential component of Menu 2: students who don't participate Menu 3: are proud of their school
Stimulus/Passage(s):	High School and Extracurricular Activities
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	Commissioned
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the item, students must choose the best way to revise the text to maintain appropriate language and style.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p>TEI Template: Drop Downs</p> <p>Interaction Parameters:</p> <p>A. 3 menus (default is first choice)</p> <p>B. Menu 1: [really important for; a helpful part of; an essential component of; good for] Menu 2: [students who don't participate; lame students who won't participate; students who choose to pursue less active lifestyles; students who don't want to do extra stuff] Menu 3: [think their school is awesome; are proud of their school; kind of like their school; wholeheartedly believe in their school]</p> <p>Scoring Data: Menu 1: an essential component of Menu 2: students who don't participate</p>

	Menu 3: are proud of their school Scoring Rule: NumErrors [0 errors=2, 1 error=1.5, 2 error=1, 3 errors=.5, 4 errors=0]
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Stimulus Text:

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

High School and Extracurricular Activities

Extracurricular activities, such as clubs and sports, are really important for any high school education. Some people argue that clubs and activities distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). It is true that academics are a high school's primary role; however, the students who think their school is awesome, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Item Stem:

Click on the underlined phrases in the passage and select from the drop down menu the **most appropriate** way to write each phrase to maintain the language and style of the paragraph.

Key and Distractor Analysis:

Student selects 3 correct = 2 points
Student selects 2 correct = 1 point
Student selects 1 correct = .5 point
Student selects 0 correct = 0 point