

COMMON CORE ASSESSMENT COMPARISON FOR ELA

GRADE 5

APRIL 2014

Prepared by:

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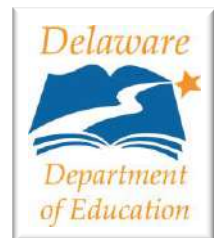


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Introduction

The purpose of this document is to illustrate the differences between the Delaware Comprehensive Assessment System (DCAS) for ELA and the expectations of the next-generation ELA Common Core State Standards (CCSS) assessment. The samples provided are designed to help educators think about **content and the instructional shifts**—not to show exactly how the next-generation assessment will look.

For reading, examples of both literary and informational texts with associated items are presented. DCAS-released texts are used in multiple ways. Sometimes the text is used just as a grade-level sample for DCAS; other times, when the text meets CCSS text complexity guidelines, next-generation assessment items were written for it as well. Text complexity worksheets and rubrics are provided to illustrate how the grade-level designation for each text was determined. For more information on text complexity see Common Core State Standards Appendix A and/or [Text Complexity and the Common Core State Standards](#).

Please note that, while the text on DCAS has paragraph numbers, it does not appear that the next-generation assessment will follow the same format. For this reason, if a text was used for both DCAS and the next-generation assessment example, the text appears twice (once with paragraph numbers; once without), so that educators will have a copy-ready version to use.

The items associated with the DCAS texts that were available for use had items that were written to address the former Delaware grade-level expectations. With the adoption of the CCSS, these items were aligned to the CCSS. Since these DCAS items were not written to address the CCSS, trying to retroactively match them does not do justice to the intent of the updated standards. While the items are all text-dependent and “align to” or “reflect” the CCSS, they do not really “match” CCSS. The text pairings were not set up to compare item by item, but rather to compare the sets of items overall and highlight the differences in emphasis, depth of understanding, and critical thinking required. It is also hoped that the CCSS items will provide guidance on the essence of the standards.

While DCAS does not assess writing, listening, and research, these areas will be included in the next-generation assessment and should be an integral part of classroom instruction. Examples of assessment items in these areas are included to provide guidance for teachers in their transition to the CCSS.

How to Use Various Aspects of this Document:

Texts

- Review texts and their text-complexity worksheets to help guide text choices and ensure students are exposed to equally complex, diverse texts.

ELA Items and Tasks

- Analyze the way standards are conceptualized in each item or task.
- Identify the instructional shifts that need to occur to prepare students to address these more rigorous demands. Develop a plan to implement the necessary instructional changes.
- Notice the marshaling of evidence from single and multiple sources called for in the constructed response items and performance tasks. Begin to mirror this in the items and tasks crafted for classroom instruction.
- Increase student writing from sources across the content areas.
- Understand that the sample items and tasks do not represent a mini-version of the next-generation assessment.*

Your feedback is welcome. Please do not hesitate to contact Carolyn Lazar at carolyn.lazar@doe.k12.de.us or Denise Weiner at denise.weiner@doe.k12.de.us with suggestions, questions, and/or concerns.

- * The Smarter Balanced Assessment Consortium has an ELA practice test available online for each grade, 3 to 8 and 11. These practice tests will allow students to experience items that look and function like those being developed for the Smarter Balanced assessments. The practice tests are located at:

<http://sbac.portal.airast.org/practice-test/>

READING

Common Core State Standards for Reading

Reading Standards for Literature	
Key Ideas and Details	5RL1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	5RL2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	5RL3 – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	5RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	5RL5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	5RL6 – Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	5RL7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	NA
	5RL9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	5RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Informational Text	
Key Ideas and Details	5RI1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	5RI2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	5RI3 – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	5RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	5RI5 – Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	5RI6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	5RI7 – Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	5RI8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	5RI9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	5RI10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

DCAS Literary Text – “The Old Red Barn” By Jane Ragains

- 1 The old red barn sat tall and proud in the farmyard. It had seen many cold snowy winters, and just as many hot, humid summers. The barn had known many families of animals over the years.
- 2 Now the red paint had worn to a grayish brown. The tin roof had a few holes...some larger than others. The large double doors hung unevenly on rusty hinges. There was a sadness to the barn’s majesty.
- 3 Car doors slammed and a family with three children began to walk around. There was an old house that looked much like the barn. Several windows needed replacing. The doors were also hanging on their hinges. The big porch held several rockers that beckoned the mother and the smallest of the children to settle down for a short rest. The old red barn could see smiles on their faces.
- 4 At last, the barn thought. A family wants this place again. But, just then, the barn noticed the man walking around the house. A frown had settled on his face. He shook his head as he called out to the rest of the family, “This just won’t do. There is too much work. This house is falling down. It wouldn’t be safe. Besides, repairing it would take more money than we have right now.”
- 5 The children urged, “Look a little more, Papa. Maybe you’ll change your mind.”
- 6 Reluctantly, Papa started toward the old red barn. He walked around the structure, poking at loose boards, knocking on window frames, and moving the doors back and forth on their hinges. A small smile turned up one corner of his mouth. The look on his face suggested that he was remembering a barn from earlier in his life. As he pushed the biggest doors all the way open, the children rushed to his side.
- 7 “Let’s go inside! Can we?” they begged.
- 8 As they stepped through to the dimness inside, it took a moment for their eyes to adjust to the lack of sunlight. To the right of the door were stalls for

horses. The doors looked sturdy but in need of paint. Bits of straw clung to the old wooden floor. The smell of animals and leather still hung in the air. To the left were a series of small rooms. Some were empty, but the last one held reins, bridles, and a few saddles, evidence that horses had indeed lived in the old barn.

- 9 As Papa explored more on the main floor, the children discovered a ladder reaching to the upper level. The boy started to climb. “You’d better wait,” his sister cautioned.
- 10 “I want to see what is up there. Maybe there is a cat. You are probably too scared to come up here with me,” he teased.
- 11 Not to be left behind, she quickly started up the ladder after him. For its age, the ladder was still quite sturdy. As the boy’s head poked up into the second level, he caught just a brief movement. What could it be? Turning quickly, he saw the gray tail of a cat disappearing behind a bale of straw.
- 12 The boy boosted himself up on the floor and quietly moved toward the straw. There was the gray cat with five kittens curled beside her. The boy turned toward his sister and motioned her to come forward but to be silent. Both children were still as they watched the small family stare back.
- 13 Just then, Papa’s head appeared in the opening to the main floor. His voice startled the cat and she scampered off behind another bale of straw clutching a kitten in her mouth.
- 14 Papa said, “Come down until I have a chance to check the floor to be sure it is safe for you to be wandering up here.”
- 15 The children reluctantly came down the ladder. At the doorway to the barn, a shadowy figure appeared against the bright sunlight. The children recognized the shape...a dog, wagging its tail in a friendly way...another reason to want to stay in this place.
- 16 Papa walked out of the barn, made his way to the porch, and lowered himself into a rocking chair beside the children’s mother. The smile had remained on

his face. It matched the one on his wife's. The chairs moved together, back and forth. The adults' hands reached out to one another.

- 17 The old red barn watched all of this. It heard the soft sounds of the children talking to the dog. It felt the movement of the mother cat as she moved her kittens to a new spot. The warm sun shone down on the old red barn, enveloping it in the hope of a new beginning with a new family. It appeared that the old red barn was going to get its wish.

DCAS released grade 5 passage and associated items



Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title _____ Text Author _____

QUALITATIVE	Very Complex ←			Slightly Complex
MEANING	<ul style="list-style-type: none"> o Meaning: Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> o Meaning: Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> o Meaning: More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> o Meaning: One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> o Narration: Complex and/or unconventional; many shifts in point of view and/or perspective o Order of Events: Not in chronological order; heavy use of flashback o Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> o Narration: Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective o Order of Events: Several major shifts in time, use of flashback o Use of Graphics: If used, a few illustrations that support the text 	<ul style="list-style-type: none"> o Narration: Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective o Order of Events: Occasional use of flashback, no major shifts in time o Use of Graphics: If used, a range of illustrations that support selected parts of the text 	<ul style="list-style-type: none"> o Narration: Simple and conventional; no shifts in point of view or perspective o Order of Events: Strictly chronological o Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> o Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language o Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading o Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> o Conventionality: Complex; contains some abstract, ironic, and/or figurative language o Vocabulary: Some use of unfamiliar, archaic, subject-specific, or overly academic language o Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> o Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning o Vocabulary: Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language o Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> o Conventionality: Explicit, literal, straightforward, easy to understand o Vocabulary: Contemporary, familiar, conversational language o Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> o Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader o Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers o Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires moderate amount of prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores few themes; experiences portrayed are common to many readers o Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires some prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers o Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires only everyday content knowledge

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:



Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
The Old Red Barn	Commissioned	Story told from the perspective of a barn and the barn's hope for a new family to come and live in it.



Recommended Placement for Assessment: Grade 3

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 3.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> One level/layer of meaning; theme is clear.</p> <p>Text Structure: <u>Slightly complex:</u> Narration is simple and although not conventional in that it includes the thoughts of the barn.</p> <p>Language Features: <u>Slightly complex:</u> Explicit, straightforward, easy to understand; contemporary, familiar, conversational language; contains sentences of varying lengths.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Explores a single theme; experiences portrayed are everyday and common to most readers; no references to other texts or cultural elements; requires only everyday content knowledge.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 2-3 420L-820L Grades 4-5 740-1010L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 700 Word Count: 795</p> <p style="background-color: #0056b3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> ▪ The thoughts of the barn ▪ 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

DCAS Literary Items – “The Old Red Barn”

Standard 5RL1

1. Which word *best* describes the boy in the story?
 - a. Patient
 - b. Imaginative
 - c. Curious
 - d. Dependable

Key: c

Standard 5RL1

2. In paragraph 4, the man has a frown on his face because he is —
 - a. disappointed
 - b. confused
 - c. disgusted
 - d. annoyed

Key: a

Standard 5RL1

3. Papa changes his mind about the barn because of —
 - a. the cat family
 - b. his wife’s smile
 - c. the barn’s smells
 - d. his childhood memories

Key: d

Standard 5RL4

4. In paragraph 6, the word reluctantly means —
 - a. carefully
 - b. quickly
 - c. carelessly
 - d. unwillingly

Key: d

DCAS Literary Items – “The Old Red Barn”

Standard 5RL1

5. The last sentence in the story, “It appeared that the old red barn was going to get its wish.” means the barn will be —
- rebuilt
 - repainted
 - part of a family
 - used for animals

Key: c

Standard 5RL6

6. The author in this story helps the reader identify with the barn by —
- describing the barn
 - giving the barn human traits
 - comparing the barn to the house
 - explaining the importance of the barn

Key: b

DCAS-released passage and associated items

Next-Generation Literary Text – “Making the Days Count”

“You have to be kidding! Ten hours of what?” Jason tried to pretend it was a joke. School had just started, and he did not need more stressful news.

“No joke,” Tyrone stated flatly. “Every student has to volunteer for ten hours a marking period helping some organization in the community.” He leaned over to tighten his roller blades before the walk home.

“You seriously are going to do that?” Jason collapsed onto the steps, disappointed in his best friend.

“Relax. The teachers have lists of groups and sponsors if you need help. It isn’t really that much time, only a bit more than one school day—less if you count after school meetings and practices.” Tyrone patiently waited for a response, but Jason sat in silence. Realizing that Jason was determined to be depressed and seemed glued to the concrete, Tyrone pushed off on his roller blades and waved good-bye.

Jason hadn’t really been surprised at the ten hours, or that Tyrone was going to sign-up immediately and start fulfilling the hours. Jason had just been hoping to avoid it altogether. However, students who waited past mid-term to volunteer often got assigned instead of being able to choose where to volunteer. In this case, procrastination would not pay. Yet, even that knowledge couldn’t convince him to sign up and complete the hours. Maybe he was being obstinate, a word Tyrone had previously used to describe Jason’s personal character flaw. Nevertheless, Jason planned to ignore the requirement until he found a way to avoid it.

Jason was well acquainted with several adults who were committed to volunteering their services to help the community. Chee’s mother built houses for a non-profit group called Humanity Housing. Jason’s uncle read books to children in the city hospital every Wednesday. Tyrone’s mother, a doctor, worked at the free clinic on a regular basis. In fact, most of the adults he knew were involved in community projects throughout the entire year. The city league was always advertising for high school students to help with sports programs. It

wasn't like Jason was clueless or without options; he just didn't want to volunteer anywhere. With an after-school job, school activities, and obligations at home, what would he give up to complete the required service? The bottom line was that he didn't appreciate being asked to do something without a reward. Saving up for a car was his top priority, "with a capital P," as his father might say. Jason was firm that no obstacle would sidetrack his plan to have his own vehicle.

Weeks passed while Jason successfully put the obligation out of his mind. Returning home one October evening, he heard his grandfather reciting a saying to his little sister, Anna. "Learn to count the days and make the days count."

Jason smiled as he remembered hearing those words countless times before and suddenly found himself bounding up the stairs to the rhythm of the words. If he was focused, he could manage to squeeze in some study time before bed. Opening his books, he just couldn't get those words out of his head—"learn to count the days and make the days count."

He thought about the meaning of the saying. Counting days was self-explanatory, even five-year-old Anna could do that. But what about the second part? Jason fell asleep wondering. In the morning, he asked his grandfather to recite the saying one more time. It all seemed to make sense until the second part, ". . . make the days count."

"What does that last part mean, Pop?" Jason was bewildered.

"Well, it means something different to everyone because we each count in our own unique way." Pop's eyes twinkled the way they did when he was telling a humorous story.

"Come on! Just tell me!" Jason was not amused.

"It's the difference between spending time and investing time. Does that help?" his grandfather answered, shooting Jason a glance that told him he needed to adjust his attitude immediately.

"Yes and no," Jason stated honestly. "Do you mean make the days count by spending them on something important?"

“Or investing in people, helping someone, spending time caring.” Pop winked at Jason, signaling that his displeasure had subsided. Jason wondered if Pop knew about the volunteer hours and his failure to commit to that work. His grandfather was crafty as a fox about making his points in the most creative ways.

Reluctantly, Jason admitted that what his grandfather was saying was true. He had spent excessive amounts of time counting days, planning, and investing in himself. But he certainly wasn’t contributing much toward making the days count. Thinking again about the people he knew who donated resources, energy, and time to help others in the community made him feel guilty. All those people with hectic schedules, more demanding than his own, managed their time so that they could assist others who needed their support. Feeling ashamed and childish, he acknowledged that ten hours wasn’t too much after all. Giving his grandfather a grateful grin, he raced out the door to meet Tyrone, hoping to stop and see the director of the city league on the way to school. The youth basketball teams were just forming, and he figured he had some counting to do.

Adapted from a DCAS passage from a higher grade



Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title _____

Text Author _____

QUALITATIVE	Very Complex ←			→ Slightly Complex
MEANING	<ul style="list-style-type: none"> o Meaning: Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> o Meaning: Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> o Meaning: More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> o Meaning: One level/layer of meaning; theme is obvious and revealed early in the text.
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KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> o Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader o Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers o Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires moderate amount of prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores few themes; experiences portrayed are common to many readers o Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires some prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers o Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires only everyday content knowledge

Developed by Matt Copeland, Kansas State Department of Education



Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Making the Days Count	Commissioned	Literary Passage – Jason, a high school student, is unhappy about a new school requirement to do community service. A favorite saying of his grandfather helps him understand the importance of giving back.



Recommended Placement for Assessment: Grade 5

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 5.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex</u>: One level/layer of meaning; theme is obvious.</p> <p>Text Structure: <u>Slightly complex</u>: Simple and conventional chronological order; no shifts in point of view.</p> <p>Language Features: <u>Slightly complex</u>: Explicit, straightforward, easy to understand; familiar, conversational language.</p> <p>Knowledge Demands: <u>Slightly complex</u>: Explores a single theme; experiences portrayed are everyday and common to most readers; no references or allusions to other texts or cultural elements; requires only everyday content knowledge.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 4-5 740L-1010L Grades 6-8 925L-1185L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 900L Word Count: 887</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the Common Core guidelines 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

Next-Generation Literary Items – “Making the Days Count”

Standard 5RL4

1. Read the sentences from the text.

Jason had just been hoping to avoid it altogether. However, students who waited past mid-term to volunteer often got assigned instead of being able to choose where to volunteer. In this case, procrastination would not pay off.

Which phrase **best** states the meaning of procrastination?

- a. Moving on
- b. Putting off
- c. Slipping by
- d. Speaking up

Key: b

Standard 5RL4

2. Read the sentences from the text.

Maybe he was being obstinate, a word Tyrone had used previously to describe Jason’s personal character flaw. Nevertheless, Jason planned to ignore the requirement until he found a way to avoid it.

What does the word obstinate **most likely** mean?

- a. Sloppy
- b. Greedy
- c. Stubborn
- d. Resentful

Key: c

Next-Generation Literary Items – “Making the Days Count”

Standard 5RL3

3.

Part A.

Click on the statement that **best** gives a conclusion that can be drawn as to the basis of the relationship between Jason and Tyrone.

- a. It is concern for each other’s beliefs
- b. It is admiration for each other’s values
- c. It is jealousy of each other’s strengths
- d. It is acceptance of each other’s actions

Part B.

Click on the sentence from the text that **best** supports your answer in Part A.

“Relax. The teachers have lists of groups and sponsors if you need help. It isn’t really that much time, only a bit more than one school day—less if you count after school meetings and practices.” Tyrone patiently waited for a response, but Jason sat in silence. Realizing that Jason was determined to be depressed and seemed glued to the concrete, Tyrone pushed off on his roller blades and waved good-bye.

Key:

- Part A. d
- Part B. Realizing that Jason was determined to be depressed and seemed glued to the concrete, Tyrone pushed off on his roller blades and waved good-bye.

Standard: 5RL3

4. Which statement **best** describes the relationship between Jason and his grandfather?

- a. Hidden disapproval
- b. Awkward politeness
- c. Concern for each other
- d. Respect for one another

Key: d

Next-Generation Literary Items – “Making the Days Count”

Standard 5RL2

5. What is the theme of the text? Use details from the text to support your answer.

Scoring Rubric

Score	
2	A response: <ul style="list-style-type: none"> ▪ Gives sufficient evidence of the ability to determine the theme ▪ Includes specific examples/details that make clear reference to the text ▪ Adequately explains the theme with clearly relevant information based on the text
1	A response: <ul style="list-style-type: none"> ▪ Gives limited evidence of the ability to determine the theme ▪ Includes vague/limited examples/details that make reference to the text ▪ Explains the theme with vague/limited information based on the text
0	<ul style="list-style-type: none"> ▪ Gives no evidence of the ability to determine the theme OR <ul style="list-style-type: none"> ▪ Gives the theme but includes no examples or no examples/details that make reference to the text OR <ul style="list-style-type: none"> ▪ Gives the theme, but includes no explanation or no relevant information from the text
Exemplar	The theme of the text is “making the days count.” Jason’s school requires each student to volunteer to help some community organization for ten hours a marking period. Jason resents this requirement and tries to ignore it. One evening he hears his grandfather reciting a saying to his sister. It is “learn to count the days and make the days count.” He is confused by “make the days count” and asks his grandfather to explain. His grandfather explains it means “investing in people, helping someone, spending time caring.” Jason realizes he has spent considerable time “counting days, planning, and investing in himself” but not “contributing much towards making the days count.” He thinks of the people in his community with more demanding schedules and responsibilities who make the time to assist others in need of their support, like Tyrone’s mother, a doctor, who volunteers at the free clinic. He feels ashamed and decides to volunteer and make his days count.

All items and rubrics based on Smarter Balanced Item Specifications for Grade 5 (2/4/14)

DCAS Informational Text – “Antarctica”

- 1 Antarctica is a round-shaped continent at the South Pole. It is the fifth largest of the world’s seven continents, or about half the size of the United States. Antarctica is completely surrounded by water. It is the windiest place on the planet. Strong winds pick up snow falling in the coastal areas and blast it inward. It also is the coldest place on the planet. About 99 percent of Antarctica is covered by ice. About 70 percent of the world’s fresh water is held in the ice that covers the continent. Yet Antarctica is considered a desert. How can this be?
- 2 What is found in a desert? Sand? Heat waves filling the air? Cactus plants and lizards? Now think of what a desert does not have. Right! A desert does not have much rain. A region that gets less than 10 inches of rain or snow every year is a desert. Antarctica is a cold desert.
- 3 The small amount of snow that falls on Antarctica each year does not melt. Instead, it turns to ice. Antarctica is covered by a thick ice sheet. In some places, the ice is almost 5 kilometers (3 miles) thick. As the surrounding seawater freezes in the winter, the continent doubles in size. Underneath all the ice is land, including a long mountain range. In some places, a nunatak* pokes through the ice.
- 4 South America is about 600 miles from the icy continent. Australia is about 1550 miles away. No native people call Antarctica home. However, some very special animals live on and around Antarctica. Probably the best known animal of the Antarctica is the Emperor penguin. Each year, the female Emperor penguin lays one egg. She uses her feet to transfer the egg to her mate. The female penguin then returns to the sea to feed. Meanwhile, each male Emperor penguin carefully holds the egg in a special pouch near his feet. This keeps the egg warm until it is ready to hatch.
- 5 Whales in Antarctica feed on tiny sea animals called krill. Seals and twelve species of birds migrate to Antarctica. Amazingly, ticks live on Antarctica year-round. During the winter, ticks stop all motion and bodily functions. Antifreeze in their bodies keeps them alive until summer arrives.

- 6 Explorers first reach Antarctica in 1820. Imagine their surprise at finding this huge mass of ice! Later, a few countries tried to claim sections of Antarctica. In 1961, several nations signed an agreement stating that no country can own Antarctica. It also says that countries must work together to protect the region. Antarctica, indeed, is a very special continent.

*Nunatak – a section of rock surrounded by ice.

DCAS-released grade 5 passage and associated items



Text Complexity: Qualitative Measures Rubric – Informational Text

Text Title _____

Text Author _____

QUALITATIVE	Very Complex ←			Slightly Complex
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> ○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline ○ Text Features: If used, greatly enhance the reader's understanding of content ○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential ○ Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas ○ Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Informational Text:

Purpose:

- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?



Worksheet: Text Complexity Analysis

Title	Author	Text Description
Antarctica	Commissioned	Informational text about Antarctica that provides an overview of its size, location, and habitat.



Recommended Placement for Assessment: Grade 3

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 3.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Explicitly stated; clear, concrete with a narrow focus.</p> <p>Text Structure: <u>Slightly complex:</u> Connections between ideas, processes, or events are explicit and clear; organization of the text is clear.</p> <p>Language Features: <u>Slightly complex:</u> Explicit, literal, straightforward, easy to understand. Vocabulary is not unfamiliar or overly academic; primarily simple sentences.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Everyday practical knowledge and some discipline-specific content knowledge; no references or allusions to other texts or outside ideas.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 2-3 420L-820L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 670L Word Count: 443</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the Common Core guidelines 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

DCAS Informational Items – “Antarctica”

Standard 5RI1

1. Why does the author repeat the phrase “on the planet” in paragraph 1?
 - a. To explain that Antarctica is covered with ice
 - b. To create a more detailed image of Antarctica
 - c. To show how severe the weather is in Antarctica
 - d. To compare the size of Antarctica with the size of Earth

Key: c

Standard 5RI3

2. Why does the author think the reader will be surprised that Antarctica is a desert?
 - a. Deserts usually have sand banks and lizards.
 - b. Deserts contain more plant life than Antarctica.
 - c. Deserts are unprotected while Antarctica is protected.
 - d. Deserts are commonly viewed as having a hot climate.

Key: d

Standard 5RI1

3. The **main** role of the male Emperor penguin is to —
 - a. provide shelter for the egg
 - b. wait for his mate to return
 - c. hunt for food for his mate
 - d. help transfer the egg

Key: a

Standard 5RI5 (anchor standard)

4. How does the author present information in the passage?
 - a. She uses facts to support her description of Antarctica.
 - b. She gives proof that Antarctica can be settled by people.
 - c. She describes the history of Antarctica and its surrounding areas.
 - d. She uses strong words to show how Antarctica is being destroyed.

Key: a

DCAS Informational Items – “Antarctica”

Standard 5RI6 (anchor standard)

5. Why does the author include the information on who owns Antarctica in paragraph 6?
- To tell how countries are working together to preserve Antarctica.
 - To show how countries once fought to claim different regions of Antarctica.
 - To explain how the environment is appealing to countries that explore Antarctica.
 - To discuss how the environment impacts countries beyond the borders of Antarctica.

Key: a

DCAS-released grade 5 passage and associated items

Next-Generation Informational Text – “Animals on the Move”

A flock of geese flies gracefully overhead. You wish you could see the world as they see it. You wish you could fly and be as free as they are. You wonder where they are going in such a hurry!

Well, don't envy them too much, because they may be on a very long, tiring journey. Many geese and other birds migrate thousands of miles every year. Some travel over 7,000 miles one way! Some may travel up to 1000 miles without even a rest stop, crossing the Gulf of Mexico or the Sahara Desert.

These birds must follow their food supply and they must return to certain locations to breed.

They migrate to survive!

Besides birds, some other long-distance travelers are fish, sea turtles, bears, caribou, whales, and porpoises. Some of these kinds of animals are shrinking in population. Some are in danger of disappearing forever. Scientists want to know what is happening to them and why. As part of the answer, they want to know where the animals go, how they get there, and how long they stay.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead. These satellites are operated by the National Oceanic and Atmospheric Administration (NOAA). The polar orbits of the satellites let them see nearly every part of Earth as it rotates below and receive signals from thousands of migrating animals.

After the satellite gets the signal from the animal's transmitter, it relays the information to a ground station. The ground station then sends the information to NASA's Goddard Space Flight Center in Maryland. Goddard then sends the information about the animal to the scientists, wherever they may be.



Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

These are some of the animals now being tracked by satellite:

Sea Turtle

These animals have been on Earth since before the dinosaurs! But now, humans are hunting them, destroying their habitat, catching them in fishing nets, polluting their waters, hitting them with boats, and otherwise making their lives miserable. Several species are in great danger of becoming extinct. Satellite tracking is helping scientists understand their movements and behavior. They hope to find ways to protect the turtles in the future.

Northern Right Whale

The poor right whales originally got their name because they were the "right" whales to hunt! Humans have hunted them, run them over with their ships, caught them in their fishing nets, and destroyed their habitat. There may be less than 400 of the northern right whales left. They live in the North Pacific and the North Atlantic. They are now being tracked and studied in hopes that we can find a way to protect them from further harm.

Walrus

Scientists are studying these large mammals of the seashore in eastern Greenland. Walruses spend about two-thirds of their time in the water. They feed on the sea life in icy areas near the shore. Climate changes cause changes in the ice, which affects the habitat of the walruses. Their populations have been decreasing and scientists want to know why.

West Indian Manatee

These marine mammals live in rivers, lagoons, and along coastlines of the northwest Atlantic Ocean, from the southeastern United States to Brazil. They are nearly extinct! Scientists have tracked their movements in Belize (in Central America) and in Florida. Understanding their behavior will help wildlife managers to protect them.

Pilot Whale

Whales sometimes come too close to the shore and end up stuck on the sand. If not quickly returned to the sea, they die. Scientists have put satellite transmitters on a few of them before returning them to the sea. The tracking data helped them understand more about the whales' diving behavior and movement. But they still don't understand why whales sometimes beach themselves.

Smarter Balanced-released passage

Source location: <http://spaceplace.nasa.gov/migration/en/>



Text Complexity: Qualitative Measures Rubric – Informational Text

Text Title _____	Text Author _____			
QUALITATIVE	Very Complex ←			Slightly Complex
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> ○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline ○ Text Features: If used, greatly enhance the reader’s understanding of content ○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential ○ Text Features: If used, enhance the reader’s understanding of content ○ Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential ○ Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas ○ Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Informational Text:

Purpose:

- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?



Worksheet: Text Complexity Analysis

Title	Author	Text Description
Animals on the Move	NASA	An overview of the difficulties of migrating animals, and ways that scientists are tracking them to potentially help them.



Recommended Placement for Assessment: Grade 5

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 5.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> An opening that asks students to reflect on their perception of the ease/thrill of being a migrating bird—information that follows refutes this. This is a moderately complex “hook” to engage reader interest. The purpose of the passage is made clear in the second section.</p> <p>Text Structure: <u>Moderately complex:</u> Information is grouped by topic; headings help organize the information, and a graphic makes the abstract concept of conveying information via satellite transmission more concrete. The overall structure describes a problem and part of the solution, which is appropriate at this grade level.</p> <p>Language Features: <u>Moderately complex:</u> Both long and short sentences with some more complex sentence structure. The vocabulary is generally straightforward and non-technical, with the exception of the portion on satellite transmission of information. This information is explained and supported by a graphic.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The Gulf of Mexico and Sahara Desert may not be specifically known to students, but the context makes it clear that these are large areas that are challenging for migrating birds to cross.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 4 -5 740L-1010L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 940L Flesch-Kincaid: 8.0 Word Count: 683</p>
	<h3>Considerations for Passage Selection</h3> <p>Passage selection should be based on 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

Next-Generation Informational Items – “Animals on the Move”

Standard 5RI4

1. Read the sentences from the text.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead.

What does the word transmitters **most likely** mean?

- a. Devices that receive signals
- b. Devices that monitor signals
- c. Devices that send out signals
- d. Devices that block out signals

Key: c

Standard 5RI4

2. First read the dictionary definition. Then complete the task.

to run or drive ashore

Click on the word in the paragraph that most closely matches the definition provided.

Whales sometimes come too close to shore and end up stuck on the sand. If not quickly returned to sea, they die. Scientists have put satellite transmitters on a few of them before returning them to sea. The tracking data helped them understand more about the whales’ diving behavior and movement. But they still don’t understand why whales sometimes beach themselves.

Key: beach

Next-Generation Informational Items – “Animals on the Move”

Standard 5RI4

3. What inference can be made about the author’s purpose in including the sections on the sea turtle and the right whale? Support your answer with details from the text.

Scoring Rubric

Score	
2	A response: <ul style="list-style-type: none"> ▪ Gives sufficient evidence of the ability to justify interpretations of information ▪ Includes specific examples that make clear reference to the text ▪ Adequately supports examples with clearly relevant information from the text
1	A response: <ul style="list-style-type: none"> ▪ Gives limited evidence of the ability to justify interpretations of information ▪ Includes some examples that make clear reference to the text ▪ Supports examples with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.
Exemplar	The author’s purpose in including the sections on the sea turtle and the northern right whale is to emphasize how humans have endangered the existence of many species and explain the importance of scientists’ efforts to track migrating animals to find a way to reverse that trend. In the case of the sea turtle, humans are “hunting them, destroying their habitat, catching them in fishing nets, polluting their waters, hitting them with boats, and otherwise making their lives miserable.” With the northern right whale, “humans have hunted them, run them over with their ships, caught them in their fishing nets, and destroyed their habitat.” These are just two of the animals being tracked by satellite in the hopes of finding ways to protect them from further harm by better understanding their movements and behaviors.

Next-Generation Informational Items – “Animals on the Move”

Standard 5RI5

4. What is the **most likely** reason the author included the illustration in the text?
- To help the reader understand the difficulty in gathering data from the signals.
 - To help the reader understand the difficulty in interpreting the data from the signals.
 - To help the reader understand how far the signals travel in order to track the animals.
 - To help the reader understand how the signals travel from the animal to the scientists.

Key: d

Standard 5RI2

5. Click on the one sentence that **best** shows the main idea of the text.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead....

After the satellite gets the signal from the animal’s transmitter, it relays the information to a ground station. The ground station then sends the information to NASA’s Goddard Space Flight Center in Maryland. Goddard sends the information about the animal to the scientists, wherever they may be.

Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

Key: Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

All items and rubrics based on Smarter Balanced Item Specifications for Grade 5 (2/4/14)

WRITING

Common Core State Standards for Writing

Writing Standards	
Text Types and Purposes	<p>5W1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5W1a – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>5W1b – Provide logically ordered reasons that are supported by facts and details.</p> <p>5W1c – Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>5W1d – Provide a concluding statement or section related to the opinion presented.</p> <p>5W2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>5W2a – Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>5W2b – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>5W2c – Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>5W2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5W2e – Provide a concluding statement or section related to the information or explanation presented.</p> <p>5W3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>5W3a – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>5W3b – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d – Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e – Provide a conclusion that follows from the narrated experiences or events.</p>

Writing Standards	
Production and Distribution of Writing	<p>5W4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5W5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)</p> <p>5W6 – With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
Research to Build and Present Knowledge	<p>5W7 – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5W8 – Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5W9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>5W9a – Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p> <p>5W9b – Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>
Range of Writing	<p>5W10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Common Core State Standards for Language

Language Standards	
Conventions of Standard English	<p>5L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5L1a – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>5L1b – Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>5L1c – Use verb tense to convey various times, sequences, states, and conditions.</p> <p>5L1d – Recognize and correct inappropriate shifts in verb tense.*</p> <p>5L1e – Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p>5L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>5L2a – Use punctuation to separate items in a series.*</p> <p>5L2b – Use a comma to separate an introductory element from the rest of the sentence.</p> <p>5L2c – Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>5L2d – Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>5L2e – Spell grade-appropriate words correctly, consulting references as needed.</p>
Knowledge of Language	<p>5L3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L3a – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5L3b – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
Vocabulary Acquisition and Use	<p>5L4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>5L4a – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5L4b – Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>5L4c – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

Language Standards

- 5L5** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 5L5a** – Interpret figurative language, including similes and metaphors, in context.
 - 5L5b** – Recognize and explain the meaning of common idioms, adages, and proverbs.
 - 5L5c** – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 5L6** – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Sample Writing Items

Standards 5W3

1. A student is writing a narrative for his teacher about a family. Read the draft of the story and complete the task that follows.

One day a farmer decided to buy peaches for his three sons.

He wondered what they had done with their peaches so the next day he said, “Children, what did you do with the peaches I gave you?”

“I planted my peach outside,” said the oldest. “That way a peach tree will grow in our yard, and then we will have peaches without having to buy them.”

The second said, “I sold my peach so I could get some money to buy something we need.”

The last said, “I ate my peach and half of mom’s.”

The children waited for the farmer to say something. They started to get a little nervous about what their father was thinking.

In one or two paragraphs, write an ending for the narrative that follows naturally from the events in the narrative.

Scoring Rubric

Score	
2	The response: <ul style="list-style-type: none"> ▪ provides an adequate ending to the narrative that provides a sense of closure ▪ provides an adequate connection that follows from the events or experiences in the narrative
1	The response: <ul style="list-style-type: none"> ▪ provides an awkward or partial ending to the narrative that may provide a limited sense of closure ▪ provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative
0	The response: <ul style="list-style-type: none"> ▪ provides an unclear or incomplete ending to the narrative that provides little or no closure ▪ provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details
Exemplar	The farmer told his sons that one of them used his peach in the best way. He pointed to his eldest son. "You planted your peach so that we could have a peach tree. That was so smart! You were thinking about the future. I'm very proud of you." He gave his eldest son a hug. "Now next year we can eat lots of peaches from the tree that will grow!" They all went outside and watered the place where he had planted the peach, so that the peach tree would grow up big, strong, and healthy.

Adapted from a Smarter Balanced-released item and exemplar

Standard 5W2

2. A student is writing a report for class about the rules about presidential elections. The student wants to revise the draft to include more facts. Read the draft of the report and complete the task that follows.

In the Electoral College system, each state gets a certain number of electors, based on each state's total number of representatives in Congress. Each elector gets one electoral vote. Altogether, there are 538 electoral votes.

Choose the sentence that adds the most appropriate information after the underlined sentence to the idea developed in the paragraph.

- a. In December, after the general election, the electors cast their votes.
- b. A large state like California gets 54 electoral votes, while Rhode Island only gets 4.
- c. An amendment to the Constitution in 1804 guides the election of the President to the present day.
- d. When the votes are counted on January 6th, the Presidential candidate that gets more than half wins the election.

Key: b

Adapted from a Smarter Balanced-released item

Standard 5W1

3. A student is writing an opinion letter to her teacher about snacks in the classroom. The student wants to revise the draft to develop an appropriate conclusion. Read the draft of the letter and complete the task that follows.

Dear Mrs. Johnson,

I am writing to make a suggestion that you allow students to keep healthy snacks in our desks to eat whenever we want. During class, we are often hungry, and it distracts us from our work. If we can have a snack whenever we want one, instead of just at snack time, I think students would be able to concentrate better on their assignments. In addition, healthy snacks are good brain food. Therefore, they would help us finish our work on time and get better grades. I know you might say that the room would be too messy with all of the snacking going on, but I bet that students would agree to clean up after themselves if they could have snacks when they want them.

Sincerely,
Tina Young

Choose the sentence that is the **best** conclusion to the student's letter.

- a. Please allow us to bring snacks that are easy to clean up and keep in our desks until snack time.
- b. Please consider my request for keeping snacks in our desks so that we may have them whenever we are hungry.
- c. Please think about requiring students to bring only healthy snacks to school for snack time so that they will get better grades.
- d. Please ask all of the students if they would like to bring something healthy for snack time every day so that they can focus on their work.

Key: b

Adapted from a Smarter Balanced-released item

Standard 5W2

4. A student is writing an article for the school newsletter about why physical education is important. Read the draft of the newsletter and complete the task that follows.

Physical education provides great things for students. Exercise makes your heart work hard. It gets your blood moving, too. After exercising, a student can do a lot of stuff better. Physical education class also burns off energy, so that students can settle down during class time.

The student wants to make sure that he has used the right words to make his meaning clear. Click on two words or phrases that he should change.

Key: things; a lot of stuff

Adapted from a Smarter Balanced-released item

Standard: 5L2

5. Read the sentence and the question that follows.

The election of the president covers four stages: primaries and caucuses a national convention a general election and Electoral College voting.

Which version of the sentence has been correctly edited for punctuation?

- a. The election of the president covers four stages: primaries and caucuses a national convention a general election, and Electoral College voting.
- b. The election of the president covers four stages: primaries and caucuses, a national convention, a general election and, Electoral College voting.
- c. The election of the president covers four stages: primaries and caucuses, a national convention, a general election, and Electoral College voting.
- d. The election of the president covers four stages: primaries, and caucuses, a national convention, a general election, and Electoral College voting.

Key: c

Adapted from a Smarter Balanced-released item

LISTENING

Common Core State Standards for Speaking and Listening

Speaking and Listening Standards	
Comprehension and Collaboration	<p>5SL1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>5SL1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5SL1b – Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>5SL1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>4SL1d – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>5SL2 – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5SL3 – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas	<p>5SL4 – Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5SL5 – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5SL6 – Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

Sample Listening Items

Settlers in Delmarva

Listen to the presentation at the link below and then answer the following questions.

[http://www.doe.k12.de.us/assessment/files/ Grade 5 Audio.wma](http://www.doe.k12.de.us/assessment/files/Grade_5_Audio.wma)

Standard 5SL3

1. What is **most likely** the purpose of the presentation?
 - a. To identify the challenges early settlers faced
 - b. To explain how the waterways effected life for the settlers
 - c. To explain how settlers changed the ecosystem in Delmarva
 - d. To identify the plants and animals the settlers introduced to Delmarva

Key: c

Standard 5SL3

2. Which conclusion is supported by the presentation?
 - a. Settlers found life in Delmarva similar to life in Europe.
 - b. The waterways are what attracted settlers to the region.
 - c. Settlers did not consider the impact of their decisions on the ecosystem.
 - d. The plants and animals the settlers introduced to Delmarva did not become invasive.

Key: c

All items are based on Smarter Balanced Item Specifications for Grade 5 (2/4/14)

RESEARCH

Sample Research Items

Standard 5W8

1. The student is writing a report about eye problems. The student found the following sources. Choose **all** of the sources that would **most likely** have information for the report.
 - a. [List Of Eye Diseases – www.ask.com/List+Of+Eye+Diseases](http://www.ask.com/List+Of+Eye+Diseases)
List Of **Eye Diseases**. Discover and Explore on Ask.com!
11,003 people follow [Ask.com](http://www.ask.com) on Google+
 - 1) [Eye Conditions](#)
 - 2) [Diseases of the Eye](#)
 - 3) [Eye Diseases Symptoms](#)
 - 4) [Macular Degeneration](#)
 - b. [Eye Consultants LLC](http://www.eyeconsultantsde.com/) – Cataract and glaucoma specialist –
www.eyeconsultantsde.com/
General medical eye care in Delaware
1941 Limestone Road, Wilmington, DE
 - c. [Need An Eye Exam?](http://www.simoneye.com/) – www.simoneye.com/
Eye Exams, Contact Lenses, Glasses Fashion Eyewear, Lasik, 6 Locations
 - d. [Local List Of Eye Diseases](http://www.local.com/) – www.local.com/
Find List Of **Eye Diseases** Near You. See Actual Customer Reviews!
 - e. [Designer Eyeglasses](http://www.specs123.com/) - Best Eyewear Selection In Delaware –
www.specs123.com/
Visit Site For Current Specials!
4520 Kirkwood Hwy, Wilmington, DE
 - f. [Eye Diseases and Conditions A to Z - Eye M.D.](http://www.geteyesmart.org/eyesmart/diseases/) –
<http://www.geteyesmart.org/eyesmart/diseases/>
Information on a range of **eye diseases**, eye **conditions**, eye injuries and related eye health topics.

Key: a, d, f

All items are based on Smarter Balanced Item Specifications for Grade 5 (2/4/14)

Standard 5W8

2. A student made a plan for a research report. Read the plan and the directions that follow.

Research Plan

Topic: Oceans

Audience: Teacher

Purpose: To inform

Research Question: Why is the ocean important?

The student found information for the research report. Choose **two** pieces of information that answer the research question.

- a. The ocean covers 71 percent of the Earth's surface and contains 97 percent of the planet's water.
- b. More than 95 percent of the underwater world remains unexplored.
- c. One of every six jobs in the United States is marine-related.
- d. The ocean is key to transportation, recreation, and its resources may hold the cures to many diseases.
- e. The government protects, preserves, manages, and enhances the resources found in 3.5 million square miles of coastal and deep ocean waters.
- f. The government provides products, services, and information that promote safe navigation, support coastal communities.

Key: c, d

Information taken from NOAA website

Based on Smarter Balanced Item Specifications for Grade 5

P E R F O R M A N C E T A S K

Performance Task

Materials developed by *The Reading and Writing Project at Teachers' College of Columbia University* illustrate the type of performance tasks that students are expected to encounter with the implementation of the Common Core and the next-generation assessment. These examples are located at:

<http://readingandwritingproject.com/resources/assessments/performance-assessments.html>.

Annotated Delaware student responses, based on the 2012-2013 fall assessment task, are available at: [Student Work – Grade 5](#).

The Delaware grade 5 opinion text-based writing rubric was used to score the student work.

To see an example of a grade 5 Smarter Balanced Performance Task and the Smarter Balanced Writing Rubrics, please visit the Smarter Balanced portal at:

<http://sbac.portal.airast.org/practice-test/>

Argumentation/Opinion Text-Based Writing Rubric – Grade 5

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ states an opinion ▪ skillfully provides reasons that are supported by sufficient and relevant facts and details 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ states an opinion ▪ provides reasons that are supported by sufficient and relevant facts and details 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ states an opinion ▪ inconsistently provides reasons that are supported by sufficient and relevant facts and details 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ states an opinion ▪ provides reasons that are supported by insufficient and/or irrelevant facts and details
Organization 2 x	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the topic or text ▪ skillfully creates an organizational structure in which ideas are logically grouped to support the writer’s purpose and the writing task ▪ effectively links opinion and reasons using words, phrases, and/or clauses ▪ provides an effective concluding statement or section related to the opinion presented 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic or text clearly ▪ creates an organizational structure in which ideas are logically grouped to support the writer’s purpose ▪ links opinion and reasons using words, phrases, and/or clauses ▪ provides a concluding statement or section related to the opinion presented 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic or text ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently links opinion and reasons using words, phrases, and/or clauses ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x	The writing – <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ provides a list of sources* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ provides a list of sources* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ attempts to provide a list of sources* 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ fails to provide a list of sources*

* If applicable