

## ELA.06.CR.1.11.128 C1 T11

Sample Item ID:	<b>ELA.06.CR.1.11.128</b>
Grade / Model:	06 /1c
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	<b>11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; author’s reasoning and evidence)
Standard(s):	<b>RI-3, RI-6, RH-6, RST-6, RI-8, RH-8, RST-8</b>
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See sample responses below
Stimulus/Passage(s):	Remote Community Gets High-Tech Pharmacy
Stimulus/Text Complexity:	The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. <b>Based on these sets of measures, this passage is recommended for assessment at grade 6.</b> Please see the text complexity worksheet attached.
Acknowledgement(s):	<a href="http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/">http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/</a>
Item/Task Notes:	
How this item/task contributes to the “sufficient evidence” for this claim:	Students are required to connect a piece of evidence from the text to an assertion made about the author’s point of view.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to type in text using a keyboard, and to read a grade-level informational text. Alternative formats and/or support may be required for some students.

*Stimulus Text:***Remote Community Gets High-Tech Pharmacy**

<http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/>

[Suggested intro: *The following article is about a small Native American community living in a remote area in northern Ontario, Canada.*]

Curve Lake is a First Nations community, half an hour north of

Peterborough, Ontario.

People who live there no longer have to go all the way into the city when they run out of their medicine and need a prescription filled.

They can get their medicine from a machine, similar to a vending machine – except that what comes out isn't pop or candy, it's pills.

Curve Lake gets a lot of snow in the winter. In bad weather, it can be difficult for the community's residents to get to the nearest pharmacy if they run out of their medication.

Now, they can go to the community's health centre and use a type of vending machine.

Using a telephone handset and a video screen on the machine, users can speak to a pharmacist (who is located in Oakville, Ontario).

"It's the same experience as when you go to your regular pharmacist," says Elizabeth Young, a spokesperson for PharmaTrust, the company that put the machine into the health centre.

The patients tell the pharmacist what they want, and they insert their prescription into a slot in the machine where it is scanned and sent to the pharmacist in Oakville, who checks it and fills the prescription.

Users also have to present their photo ID (for instance, a driver's license) and pay for the medication using a credit card.

Then, their pills are dispensed. The customers open a little door in the machine and pick up their medication.

The whole transaction usually takes about five minutes—which is just as fast, or faster, than going to a live pharmacist.

*Item Prompt:*

The author of the passage thinks that the medicine vending machine fulfills an unmet need in the Curve Lake community.

Write 2–3 sentences explaining how the text supports the idea that the medicine vending machine fulfills an unmet need.

**Sample Generic rubric for a 2-point CR item**

<b>2</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>gives sufficient evidence of the ability to justify an interpretation of the author’s reasoning</li> <li>includes specific opinions that make clear reference to the text</li> <li>adequately supports the opinions with clearly relevant details from the text</li> </ul>
<b>1</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>gives limited evidence of the ability to justify an interpretation of the author’s reasoning</li> <li>includes some opinions that make reference to the text</li> <li>supports the opinions with limited details from the text</li> </ul>
<b>0</b> <b>No credit</b>	<p>The response gets no credit if it provides no evidence of the ability to justify an interpretation of the author’s reasoning, includes no relevant information from the text, or is vague.</p>

*Scoring Notes:*

Students cite details from the text to justify the author’s reasoning that the vending machine is helpful.

Score Point 2 Sample:

This text shows how hard it was to get medicine to the community before the machine was given. That is the need that was unmet up until then. The author shows that the machine makes it possible for people to get the medicine and meet the need.

Score Point 1 Sample:

The author thinks the vending machines solve the problem. People have to travel far to get their medicine. The weather can get really bad too.

Score Point 0 Sample:

I don’t think the text supports the statement.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Remote Community Gets High-Tech Pharmacy		An article about a machine that dispenses prescriptions in Canada



**Recommended Placement for Assessment: Grade 6**  
 The subject matter is not appropriate for anything lower than grade 6. The quantitative measures reflect the length/variety of the sentences. The vocabulary and ideas, however, are fairly simple. **Based on these sets of measures, this passage is recommended for assessment at grade 6.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Slightly complex:</u> The topic is clear from the title, and is made even more explicit in the second and third sentences.</p> <p><b>Text Structure:</b>  <u>Slightly complex:</u> Passage follows the conventions of newspaper articles and is predictable.</p> <p><b>Language Features:</b>  <u>Moderately complex:</u> Moderately complex: Sentences are both simple and compound, some with more complex constructions. The vocabulary is straightforward and fairly simple.</p> <p><b>Knowledge Demands:</b>  <u>Moderately complex:</u> “First Nations” should be defined as not all students will be familiar with this term. Familiarity with prescriptions/pharmacies is necessary.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level (if applicable):</b></p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1180L; grades 9-10                      Flesch-Kincaid: 9.4                      Word Count: 263</p> <hr/> <p style="background-color: #4682B4; color: white; padding: 2px;"><b>Considerations for Passage Selection</b></p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p><b>Potential Challenges a Text May Pose:</b></p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Sentence and text structures</li> <li>• Archaic language, slang, idioms, or other language challenges</li> <li>• Background knowledge</li> <li>• Bias and sensitivity issues</li> <li>• Word count</li> </ul>

Adapted from the 2012 ELA SCASS work