

## ELA.10.CR.1.11.108 C1 T11

Sample Item Id:	ELA.10.CR.1.11.108
Grade/Model:	10/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas)
Secondary Target(s):	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Standard(s):	RI-6, RI-8
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. <b>Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	<a href="http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx">http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx</a>
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the author's beliefs on a topic and how those views are expressed in the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

*Stimulus Text:*

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

**Inaugural Address**  
*by President John F. Kennedy*

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

*Item Prompt:*

Analyze President Kennedy's beliefs about international relations at the time of his inauguration and how he expresses those views in this speech. Support your response using details from the text.

<b>Scoring Rubric</b>	
<b>3</b>	A response: <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to analyze how the author's point of view is presented in the text</li> <li>• Includes specific explanations that make clear reference to the text</li> <li>• Fully supports the explanations with clearly relevant details from the text</li> </ul>
<b>2</b>	A response: <ul style="list-style-type: none"> <li>• Gives some evidence of the ability to analyze how the author's point of view is presented in the text</li> <li>• Includes some specific explanations that make reference to the text</li> <li>• Adequately supports the explanations with relevant details from the text</li> </ul>
<b>1</b>	A response: <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to analyze how the author's point of view is presented in the text</li> <li>• Includes explanations, but they are not explicit or make only vague references to the text</li> <li>• Supports the explanations with at least one detail, but the relevance of that detail to the text must be inferred</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• A response gets no credit if it provides no evidence of the ability to</li> </ul>

	analyze how the author's point of view is presented in the text, includes no relevant information from the text, or is vague.
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**Scoring Notes:**

Response may include, but is not limited to: Kennedy believed nations should be united in the preservation of liberty and freedom, specifically democracy. He opposed the arms race as an abuse of power that would only lead to mutual destruction and jeopardize freedom. He felt that countries expressed their strength by engaging in civil negotiations to end the arms race. He called on citizens of American and the world to work together to actively support the preservation of freedom and liberty and requested our adversaries to begin a sincere quest for peace. This was a warning to those who would oppose freedom, separate from the issue of nuclear arms: the US will "pay any price, bear any burden. . .".

**Score Point 3 Sample:**

President Kennedy told other countries "united there is little we cannot do" because he believed that all countries should work together for peace, freedom, and liberty. He thought the arms race was dangerous and would only lead to "planned or accidental self-destruction." He felt that countries should "explore what problems unite" them and end the threat of nuclear war. He asked people around the world to work together for freedom and asked our enemies to negotiate for peace.

**Score Point 2 Sample:**

President Kennedy believed that counties were stronger when they were united for a common cause. He felt that cause should be preserving freedom. He believed people had to work for freedom and he told Americans "ask not what your country can do for you; ask what you can do for your country."

**Score Point 1 Sample:**

President Kennedy wanted the world to be at peace. He believed everyone should be free and have the liberty to do what they want. He thought countries should work together in order to achieve peace, freedom, and liberty for everyone in the world.

**Score Point 0 Sample:**

This is one of President Kennedy's most famous speeches. Everyone in America knows the phrase "ask not what your country can do for you; ask what you can do for your country."

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



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

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Very complex:</u> Highly theoretical.</p> <p><b>Text Structure:</b>  <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p><b>Language Features:</b>  <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p><b>Knowledge Demands:</b>  <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</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: 1380L; above grade                      Flesch-Kincaid: 10.9                      Word Count: 621</p> <p style="background-color: #0056b3; color: white; text-align: center;"><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