ELA.CR.06.1.09.047

Sample Item ID:	**ELA.06.CR.1.09.047**
Grade/Model:	06/1a
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9. **CENTRAL IDEAS:** Summarize central ideas, key events, procedures, or topics and subtopics
Secondary Target(s)	n/a
Standard(s):	RI-2, RH-2, RST-2
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See sample responses below
Stimulus/Passage(s):	"Remote Community Gets High-Tech Pharmacy"
Stimuli/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. **Based on these sets of measures, this passage is recommended for assessment at grade 6.** Please see text complexity worksheet attached.
Acknowledgement(s):	http://teachingkidsnews.com/2011/11/15/remote-community-gets-high-tech-pharmacy/
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the summary sentence, students must identify and paraphrase the main ideas of the article, both of which are key aspects of summarization.
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:

Read the following article, "Remote Community Gets High-Tech Pharmacy," and then answer the question that follows.

Remote Community Gets High-Tech Pharmacy

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 center.

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:
Summarize what problem once existed for the people of Curve Lake and what the solution was.

	Scoring Rubric
2	The response: - gives sufficient evidence of the ability to summarize central ideas - includes specific information that makes clear reference to the text - adequately supports the summary statement with clearly relevant details from the text
1	The response: - gives limited evidence of the ability to summarize central ideas - includes some information that makes reference to the text - supports the summary statement with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to summarize central ideas, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: buy their medicine from a machine; buy prescription medication/drugs from a machine; get prescriptions filled by a vending machine; get to the city to a drug store; get to a real pharmacy; get to the real pharmacy which is far away/in the big city.

Score Point 2 Sample:
"In a small town in Canada, people can buy their medicine from a machine. It is important for them to be able to do this because sometimes the weather is too bad for them to get to a real pharmacy to get their medicine."

Score Point 1 Sample:
"In a small town in Canada, people can buy their medicine from a machine. It is important for them to be able to do this because sometimes the weather is too bad for them to go outside."

Score Point 0 Sample:
"In a small town in Canada, people can go to a health center. It is important for them to be able to do this because sometimes the weather is too bad for them to go outside."

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

Meaning/Purpose:
Slightly complex: The topic is clear from the title, and is made even more explicit in the second and third sentences.

Text Structure:
Slightly complex: Passage follows the conventions of newspaper articles and is predictable.

Language Features:
Moderately complex: Moderately complex: Sentences are both simple and compound, some with more complex constructions. The vocabulary is straightforward and fairly simple.

Knowledge Demands:
Moderately complex: "First Nations" should be defined as not all students will be familiar with this term. Familiarity with prescriptions/pharmacies is necessary.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 1180L; grades 9-10
Flesch-Kincaid: 9.4
Word Count: 263

Considerations for Passage Selection

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

Potential Challenges a Text May Pose:

- Accessibility
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work