

## ELA.08.TE.1.07.007 C1 T7

Sample Item Id:	<b>ELA.08.TE.1.07.007</b>
Grade/Model:	<b>08/2a</b>
Claim:	<b>1.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	<b>7. LANGUAGE USE:</b> Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
Secondary Target(S):	n/a
Standard(S):	RL-4, L-5
DOK:	3
Item Type:	CR
Score Points:	2
Difficulty:	Medium
Key:	Menu 1: To show the narrator's need for comfort and security AND Menu 2: To show the narrator's view of the scene
Stimulus/Passage(S):	The Legends
Stimuli/Text Complexity:	The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. <b>Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.</b> Please see text complexity worksheet attached.
Acknowledgement(S):	public domain
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must determine the interpretation of figurative words or phrases based on context.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.
Notes:	<p><b>TEI Template:</b> Drop Downs</p> <p><b>Interaction Parameters:</b></p> <ul style="list-style-type: none"> <li>A. 2 menus</li> <li>B. Menu 1 [to show the narrator's need for comfort and security, to develop the narrator's conflict with the guest, to emphasizes the narrator's helplessness and impatience]</li> <li>C. Menu 2: [to highlight the narrator's weakness, to show the narrator's view of the scene, to develop the mother's anxiety]</li> </ul> <p><b>Scoring Data:</b></p> <p>Menu 1: to show comfort and security Menu 2: to show the narrator's view of the scene Scoring Rule: NumErrors (0 errors=1, 1 error=1, 2 errors=0)</p>

*Stimulus Text:*

*Below is an excerpt from American Indian Stories. As you read the excerpt, consider how the author's word choice develops certain aspects of the narrator's experience and then answer the questions that follow.*

**"The Legends"**  
From *American Indian Stories*  
By Zitkala-Sa

At the arrival of our guests I sat close to my mother, and did not leave her side without first asking her consent. I ate my supper in quiet, listening patiently to the talk of the old people, wishing all the time that they would begin the stories I loved best. At last, when I could not wait any longer, I whispered in my mother's ear, "Ask them to tell an Iktomi story, mother."

Soothing my impatience, my mother said aloud, "My little daughter is anxious to hear your legends." By this time all were through eating, and the evening was fast deepening into twilight.

As each in turn began to tell a legend, I pillowed my head in my mother's lap; and lying flat upon my back, I watched the stars as they peeped down upon me, one by one. The increasing interest of the tale aroused me, and I sat up eagerly listening to every word. The old women made funny remarks, and laughed so heartily that I could not help joining them.

The distant howling of a pack of wolves or the hooting of an owl in the river bottom frightened me, and I nestled into my mother's lap. She added some dry sticks to the open fire, and the bright flames leaped up into the faces of the old folks as they sat around in a great circle.

*Item Stem:*

What is the purpose of the author's use of "pillowed" in paragraph 3 and "nestled" in paragraph 4?

What is the purpose of the author's use of "the bright flames leaped up into the faces" in paragraph 4?

*Key and Distractor Analysis:*

Student selects 2 correct = 2 point

Student selects 1 correct = 1 point

Student select 0 correct = 0 points

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Legends from <i>American Indian Stories</i>	Zitkala-Sa	A reminiscence about the feelings the narrator had when gathering elders and listening to legends


**Recommended Placement for Assessment: Grade 7 or 8**

The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b> <u>Moderately complex:</u> The theme of security/safety/ connection is somewhat subtle, but clearly illustrated through the narrative.</p> <p><b>Text Structure:</b> <u>Moderately complex:</u> The narrative is a series of reminiscences, not events that happened in a clearly chronological order.</p> <p><b>Language Features:</b> <u>Moderately complex:</u> The vocabulary and sentence structure are somewhat formal, but most of the language should be accessible.</p> <p><b>Knowledge Demands:</b> <u>Moderately complex:</u> The passage explores a single theme with which students will most likely be able to relate. The theme is revealed through minor descriptions/details, however, not through events.</p>	<p><b>Common Core State Standards Appendix A Complexity Band Level</b> (if applicable):</p> <p><b>Lexile or Other Quantitative Measure of the Text:</b></p> <p>Lexile: 1010L; grades 6-8 Flesch-Kincaid: 7.2 Word Count: 781</p> <p style="background-color: #0070C0; 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