

## ELA.03.SR.01.07.015

Sample Item ID:	<b>ELA.03.SR.01.07.015</b>
Grade/Model:	3/1a
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> Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.
Secondary Targets:	<b>1. KEY DETAILS:</b> Use explicit details and information from the text to support answers or basic inferences.
Standard(s):	RL-4, L-5a (secondary: RL-1, RL-3)
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"The Moon"
Stimuli/Text Complexity:	The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3 or 4. <b>Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.</b> Please see the text complexity worksheet attached.
Acknowledgement(s):	<a href="http://www.gutenberg.org/files/25609/25609-h/25609-">http://www.gutenberg.org/files/25609/25609-h/25609-</a>
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine the literal meaning of a word used in context of a poem.
Target-Specific Attributes (e.g., accessibility issues):	

*Stimulus Text:*

*Read the poem about the moon and nighttime and then answer the question.*

### The Moon

The moon has a face like the clock in the hall;  
 She shines on thieves on the garden wall,  
 On streets and fields and harbor quays\*,  
 And birdies asleep in the forks of the trees.  
 The squalling cat and the squeaking mouse,

The howling dog by the door of the house,  
The bat that lies in bed at noon,  
All love to be out by the light of the moon.  
But all of the things that belong to the day  
Cuddle to sleep to be out of her way;  
And flowers and children close their eyes  
Till up in the morning the sun shall arise.

*\*quay: a structure like a dock built by water*

*Item Stem:*

Read the first line from the poem.

The moon has a face like the  
clock in the hall;

What is the meaning of the simile used in this line?

*Options:*

- A. The moon ticks like a clock.
- B. The moon is facing the hall.
- C. The moon is as round as a clock.
- D. The moon moves around the hall.

*Distractor Analysis:*

- A. Students who select this answer are likely thinking about the clock ticking.
- B. Students who select this answer do not understand the context of the poem.
- C. Key: This is the correct answer because the moon is being compared to the shape of a clock.
- D. Students who select this answer do not understand the context of the poem.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Moon	Robert Louis Stevenson	Short poem about the moon



**Recommended Placement for Assessment: Grade 3 or 4**

The enormous discrepancy between Lexile and F-K makes it clear that qualitative measures are most appropriate for assigning the grade level for this short poem. The simplicity of the poem, its language, and its ideas indicate the appropriate placement is grade 3 or 4. **Based on these sets of measures, this passage is recommended for assessment at grade 3 or 4.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Slightly complex:</u> The title and the first lines make the meaning/focus of the poem clear.</p> <p><b>Text Structure:</b>  <u>Slightly complex:</u> A simple listing of how creatures relate to the moon.</p> <p><b>Language Features:</b>  <u>Slightly complex:</u> Vocabulary is simple, with the exception of the word “quays,” which is not central to understanding. There is some context for it with the word “harbor.” Students must understand personification, but that is an appropriate form of figurative language for lower grade levels..</p> <p><b>Knowledge Demands:</b>  <u>Slightly complex:</u> Very simple, concrete ideas.</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: 1070L; grades 6-8                      Flesch-Kincaid: 1.6                      Word Count: 105</p>
	Considerations for Passage Selection
	<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