

Grade 11 ELA Sample TE Item Form

ELA.11.TE.01.01.079

Sample Item ID:	ELA.11.TE.01.01.079
Grade:	11
Claim:	1, Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	NA
Standard(s):	RL-1, R-3
DOK:	2
Item Type:	TE
Score Points:	3
Key	See Distractor Analysis
Stimulus/Passage(s):	Lost in the Bowels of the Earth excerpt from <i>A Journey to the Center of the Earth</i> by Jules Verne
Stimuli/Text Complexity:	The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. Based on these sets of measures, this passage is recommended for assessment at grade 9-11. Please see text complexity worksheet attached.
Acknowledgement(s):	Public Domain: http://www.feedbooks.com/book/3796/a-journey-into-the-interior-of-the-earth
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task students must find specific evidence in the text to support given conclusions.
Target-Specific Attributes (e.g., accessibility issues):	
Notes:	<p>TEI Template: Select and Order</p> <p>Interaction Space Parameters: All sentences in the passage after the title</p> <p>Scoring Data: Scoring Algorithm: SumOnly <i>This scoring algorithm:</i> 4 correct: 2 points 3 correct: 1.5 points 2 correct: 1 point 1 correct: .5 point <i>Points will not be deducted for incorrect selections.</i></p>

Stimulus Text:

The following passage is an excerpt from the novel A Journey to the Center of the Earth by Jules Verne. In the story, a German professor takes his nephew, Axel, and a guide into the crater of an Icelandic volcano in hopes of reaching the center of the Earth. When this excerpt begins, the trio has already been underground for several weeks and Axel has just discovered that he has become separated from his uncle and their guide.

Lost in the Bowels of the Earth
by Jules Verne

To describe my despair would be impossible. No words could tell it. I was buried alive, with the prospect before me of dying of hunger and thirst.

Mechanically I swept the ground with my hands. How dry and hard the rock seemed to me!

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears. At the moment when I left the right road, I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

How was I to return? There was not a trace of their footsteps or of my own, for the foot left no mark upon the granite floor. I racked my brain for a solution of this impracticable problem. One word described my position. Lost!

Lost at an immeasurable depth! Thirty leagues of rock seemed to weigh upon my shoulders with a dreadful pressure. I felt

crushed.

I tried to carry back my ideas to things on the surface of the earth. I could scarcely succeed. Hamburg, the house in the Königstrasse, my poor Gräuben, all that busy world underneath which I was wandering about, was passing in rapid confusion before my terrified memory. I could revive with vivid reality all the incidents of our voyage, Iceland, M. Fridrikssen, Snæfell. I said to myself that if, in such a position as I was now in, I was fool enough to cling to one glimpse of hope, it would be madness, and that the best thing I could do was to despair.

What human power could restore me to the light of the sun by rending asunder the huge arches of rock which united over my head, buttressing each other with impregnable strength? Who could place my feet on the right path, and bring me back to my company?

"Oh, my uncle!" burst from my lips in the tone of despair.

It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Item Prompt:

For each claim, click on one sentence from the passage and drag it to the appropriate location on the chart. Sentences can be used more than once.

Journey into the Center of the Earth

	Text Evidence
Axel believes he does not have a way to find food.	
Axel believes he will survive if he finds his uncle.	
Axel took a different path than his companions did.	
Axel is inclined to forgive his uncle.	

Key and Distractor Analysis:

Only one correct sentence is needed for each field.

Journey into the Center of the Earth

Inference / Conclusion	Text Evidence
Axel believes he does not have a way to find food.	I was buried alive, with the prospect before me of dying of hunger and thirst.
Axel believes he will survive if he finds his uncle.	"Oh, my uncle!" burst from my lips in the tone of despair. OR Who could place my feet on the right path, and bring me back to my company?
Axel took a different path than his companions did.	Then I understood the reason of that fearful silence, when for the last time I listened to hear if any sound from my companions could reach my ears. OR It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.
Axel is inclined to forgive his uncle.	It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Lost in the Bowels of the Earth excerpt from A <i>Journey to the Center of the Earth</i>	Jules Verne	An excerpt from the classic novel, in which the narrator finds himself lost and alone



Recommended Placement for Assessment: Grade 9-11

The quantitative measures range from 4-6.2; the language demands and shifting timeframe, however, suggest that a higher grade level is appropriate. The context of this passage makes it more appropriate for HS than lower grades. **Based on these sets of measures, this passage is recommended for assessment at grade 9-11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Moderately complex:</u> The meaning is fairly clear but requires some inferences by the reader.</p> <p>Text Structure: <u>Moderately complex:</u> The narrator thinks back to events that occurred before he found himself alone in the cave, but following these shifts is not terribly difficult.</p> <p>Language Features: <u>Very complex:</u> The language demand is high; many of the terms are archaic and/or of a higher grade level. Not all have sufficient context to discern the meaning.</p> <p>Knowledge Demands: <u>Moderately complex:</u> The genre will be familiar if the specifics of this one are not.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 890L; grades 4-5 Flesch-Kincaid: 6.2 Word Count: 400</p> <p style="background-color: #0000FF; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • 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