ELA.11.CR.1.13.116

Sample Item ID:	**ELA.11.CR.1.13.116**
Grade/Model:	11/2a
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**13. TEXT STRUCTURES/FEATURES:** Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation
Secondary Target:	n/a
Standard(s):	RI-5, RI-7
DOK:	3
Difficulty:	Easy
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Passage(s):	"Estuaries" by National Oceanic Atmospheric Administration"
Stimuli/Text Complexity:	The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. **Based on these sets of measures, this passage is recommended for assessment at grade 11** Please see text complexity worksheet attached.
Acknowledgement(s):	Site: http://estuaries.noaa.gov/Teachers/Default.aspx?ID=180, http://www.education.noaa.gov/Marine_Life/Life_In_An_Estuary.html Source: NOAA, Date: Oct. 2011, Feb. 2011
Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the function and purpose of text organization.
Target-Specific Attributes (e.g., accessibility issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Below is an excerpt of an article about estuaries. Read the article and answer the question that follows.

Estuaries

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are

brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill, it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the "nurseries of the sea" because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes. Of the 32 largest cities in the world, 22 are located on estuaries.

Estuarine Principles and Concepts

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:

- Estuaries are part of important biological, chemical, and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.

- Estuaries form an interface linking watersheds and oceans and receive groundwater and surface water from their entire watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:

- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing of fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The dynamic nature of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Item Prompt:

Explain why the author most likely provided general information about estuaries **before** the "Principles and Concepts" section. Support your answer using details from the passage.

	Scoring Rubric
2	A response: • Gives sufficient evidence of the ability to relate knowledge of text structures • Includes specific explanations that make clear reference to the text • Adequately supports the explanations with clearly relevant details from the text
1	A response: • Gives limited evidence of the ability to relate knowledge of text structures • Includes some explanations that make reference to the text • Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to relate knowledge of text structures, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The author provides general information first in order to build background knowledge and engage the reader in the topic.

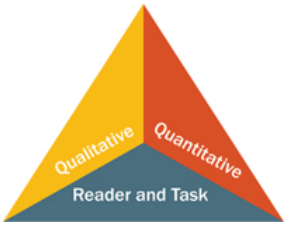
Score Point 2 Sample: The author gives general information first so that the reader will understand what estuaries are before getting to the more scientific information. The reader learns the importance of estuaries, thus becoming engaged enough in the topic to keep reading. The overall structure of the passage conveys straightforward scientific research or facts.

Score Point 1 Sample: The author provides the reader with an explanation of what estuaries are before giving scientific details. Readers who don't know what estuaries are will not understand the "Principles and Concepts" section because it gives a lot of scientific information that readers may find confusing.

Score Point 0 Sample: The author who wrote this article wanted readers to know about estuaries because they are important places in our environment that we need to protect.

Grade 11 ELA Sample CR Item Form

Worksheet: Text Complexity Analysis		
Title	**Author**	**Text Description**
Estuaries	NOAA	Guide to estuaries



Recommended Placement for Assessment: Grade 11

The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. **Based on these sets of measures, this passage is recommended for assessment at grade 11.**

Qualitative Measures

Meaning/Purpose:
Very complex: The purpose is never stated. A reasonable inference is that this is a teacher's guide, but what the "principles relate to is never directly stated.

Text Structure:
Very complex: Headings are used to divide the body of the work by relevant principle; however, the connection between the parts is not stated. It is structured in a discipline-specific (scientific) way.

Language Features:
Very complex: The language used in the first two paragraphs is precise and accessible; the rest of the piece is more challenging and subject-specific. There are many complex sentences.

Knowledge Demands:
Very complex: While much is explained, it is still a dense and challenging piece that is heavily science oriented.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 1290L; grades 9-10
Flesch-Kincaid: 13.7
Word Count: 1143

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