

## ELA.03.CR.02.01.120 C2 T1

Sample Item ID:	<b>ELA.03.CR.02.01.120</b>
Grade/Model:	03/2b
Claim:	<b>2:</b> Students can produce effective writing for a range of purposes and audiences.
Assessment Target:	<b>1: WRITE/REVISE BRIEF TEXTS:</b> Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
Standard(s):	<b>W-3, W-3a, W-3b, W-3c, W-3d</b>
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See scoring rubric
Stimulus/Passage(s):	"The Fox as Herdsman"
Stimuli/Text Complexity:	The passage is a straightforward example of a genre that should be familiar to most students. The quantitative and qualitative measures both suggest an appropriate placement at grade 3. <b>Based on these sets of measures, this passage is recommended for assessment at grade 3.</b> Please see text complexity worksheet attached.
Acknowledgement(s):	Old Norse folktale
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To successfully complete this item, students must demonstrate narrative strategies for coherence in constructing closure for a narrative.
Target-Specific Attributes (e.g., accessibility issues):	Adapted presentation of stimulus text is needed for students with visual impairment.

*Stimulus Text:*

Read this beginning for a story and complete the task that follows it.

**The Fox as Herdsman**

Once upon a time, there was a woman who went out to hire a herdsman to watch her goats, sheep, and cows. On her way to find a herdsman she met a bear.

"Where are you going?" asked the bear.

"I'm going to hire a herdsman," answered the woman.

"Why not have me for a herdsman?" said the bear.

"Well, why not," said the woman, "if you only know how to call the flock. Let me hear you."

"Ow, Ow!" growled the bear.

"No, no! That will not do," said the woman. She went on her way.

When she had gone a little farther she met a wolf.

"Where are you going?" asked the wolf.

"I'm going to hire a herdsman," said the woman.

"Why not have me for a herdsman?" said the wolf.

"Well, why not, if you can call the flock. Let me hear you call," said the woman.

"Oooo, Oooo!" howled the wolf.

"Oh no, that will not do," said the woman, and she continued walking.

After she had gone on a while longer she met a fox.

"Where are you going?" asked the fox.

"I'm just going out to hire a herdsman," answered the woman.

"Why not have me for a herdsman?" asked the fox.

"Well, do you know how to call the flock?" asked the woman.

"Dil-dal-holom!" sang out the fox in a fine clear voice.

"That's perfect!" said the woman. "I'll have you for my

herdsman." She sent the fox to herd her flock, and then she returned home.

The first day the fox was herdsman, he ate up all the woman's goats, the next day he made an end of all her sheep, and the third day he ate up all her cows. When he came home that day the woman asked what he had done with all her flocks.

"Oh!" said the fox, "they are playing in the meadow over the hill."

The woman was busy churning cream when he said this, but she thought she had better go and have a look at her flock.

*Item Prompt:*

Write an ending for the story that tells what the characters say and describes the actions and events.

*Scoring Notes:*

The Response may include, but is not limited to:  
The woman waited until the fox had left. She walked down to the meadow where the fox told her the animals were playing, but they were gone. She felt sad because she realized now that she shouldn't have trusted a sneaky fox to watch her animals.

	<b>Scoring Rubric</b>
<b>3</b>	The response: <ul style="list-style-type: none"> <li>• gives essential elements of a complete interpretation of the prompt</li> <li>• addresses many aspects of the task and provides sufficient relevant evidence to support development</li> <li>• is focused and organized, consistently addressing the purpose, audience, and task</li> <li>• includes sentences of varied length and structure</li> </ul>
<b>2</b>	The response: <ul style="list-style-type: none"> <li>• gives some of the elements of an interpretation of the prompt</li> <li>• addresses some aspects of the task and provides some evidence to support development</li> <li>• has a focus but lacks strong organization and inconsistently addresses the purpose, audience, and task.</li> <li>• includes sentences of somewhat varied length and structure</li> </ul>
<b>1</b>	The response: <ul style="list-style-type: none"> <li>• gives minimal elements of an interpretation of the prompt</li> <li>• addresses few aspects of the task and provides little relevant evidence to</li> </ul>

	<p>support development.</p> <ul style="list-style-type: none"> <li>• lacks focus and organization and generally does not address the purpose, audience, and task.</li> <li>• includes sentences with little variety in length and structure</li> </ul>
<b>0</b>	The response does not meet any of the criteria.

### Sample Responses

<b>3</b>	The woman waited until the fox had left. She walked down to the meadow where the fox told her the animals were playing, but they were gone. She felt sad because she realized now that she shouldn't have trusted a sneaky fox to watch her animals.
<b>2</b>	When the woman went to find her animals, they were nowhere to be found. She wondered if the wolf might have eaten them. She hoped not.
<b>1</b>	The animals were gone, and the woman didn't know where they were.
<b>0</b>	The woman finished making cream, and then she went inside to make dinner.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Fox as Herdsman		A Norse folktale explaining why foxes have white-tipped tails



**Recommended Placement for Assessment: Grade 3**  
 The passage is a straightforward example of a genre that should be familiar to most students. The quantitative and qualitative measures both suggest an appropriate placement at grade 3. **Based on these sets of measures, this passage is recommended for assessment at grade 3.**

Qualitative Measures	Quantitative Measures
<p><b>Meaning/Purpose:</b>  <u>Slightly complex:</u> Most students will be familiar with the folktale conventions. The opening “once upon a time” is a clear signal of the purpose of the text.</p> <p><b>Text Structure:</b>  <u>Slightly complex:</u> Clear chronological order, following conventions for this type of text (rule of three, repetition).</p> <p><b>Language Features:</b>  <u>Slightly complex:</u> Sentences are generally short and simple, with a few more complex structures in the final paragraphs. The vocabulary is contemporary and easy to follow, with few above grade level words. The foundational term – “herdsman” may need to be glossed to ensure that students are grounded in the text; however, it is a compound word that should be decodable by most students.</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: 680L; grades 4-5                      Flesch-Kincaid: 1.8                      Word Count: 417</p> <p style="background-color: #4682B4; 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