

## ELA.03.SR.2.09.018 C2 T9

Sample Item ID:	<b>ELA.03.SR.2.09.018</b>
Grade/Model:	<b>03/1</b>
Claim:	<b>2.</b> Students can produce effective writing for a range of purposes and audiences.
Assessment Target(s):	<b>9: EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.
Secondary Target(s)	n/a
Standard(s):	L-1, L-2, L-3b
DOK:	1
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(s):	"Opportunities at the Hull House"
Stimuli/Text Complexity:	Though the Flesch-Kincaid is slightly higher (probably due to the inclusion of a few compound sentences), the Lexile and qualitative measures indicate that the appropriate placement for this passage is grade level 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):	<b>Source Title:</b> "Opportunities at the Hull House" <b>Grade band: 3-5</b> <b>Author:</b> <b>Source Location:</b> <a href="http://www.americaslibrary.gov/aa/addams/aa_addams_piano_1.html">http://www.americaslibrary.gov/aa/addams/aa_addams_piano_1.html</a> <b>Source Publication Information:</b> <a href="http://www.americaslibrary.gov">http://www.americaslibrary.gov</a> [The Library of Congress]
Item/Task Notes:	This is an embedded error. The original text reads: "During a Hull House party, Solly and his family met Jane Addams." This shouldn't present a problem because the text is in the public domain.
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must be able to recognize the correct spelling of a word using the conventions of standard English spelling (i.e., noun plurals ending in y).
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.

*Stimulus Text:*

*Read this text and answer the question.*

### **Opportunities at the Hull House**

Jane Addams's Hull House offered many programs to the Chicago community, even music lessons. Solomon Saranoff lived near Hull House. He was the son of Russian immigrants. His father worked for a rag shop for \$8 a week. "Solly," as he was called, wanted to learn to play the piano, but his family had no extra money to buy one, much less pay for lessons. One day, friends of Solly and his sister, Rosie, took them to Hull House, where, guess what? There was a piano!

Can you imagine how excited Solly was when he saw the instrument? Although he had dreamed of playing one, he had never even been near a piano before. He struck a note and was thrilled with the sound. He played a few more notes. When a director of Hull House entered the room, she asked Solly if he wanted to learn to play. "Oh yes! Could I?" he asked eagerly.

Solly took piano lessons at Hull House, while his parents learned to speak English in the language class. During a Hull House party, many family met Jane Addams. Solly's father told Jane that he had never heard his son play the piano. "Well, that is too bad," Addams said. "I must see that you hear him soon." A week later, Solly brought home a card announcing his piano recital at the Hull House Music School. At the concert, tears rolled down Solly's father's face as he heard his son play. The teacher proclaimed, "I think Solly will be a great musician."

*Item Stem:*

Read this sentence in Paragraph 3.

During a Hull House party, many family met Jane Addams. Solly's father told Jane that he had never heard his son play the piano.

What is the plural of the underlined word?

*Options:*

- A. familys
- B. familes
- C. families
- D. famillies

*Distractor Analysis:*

- A. Adding "-s" to a noun ending in "-y" creates a misspelled plural.
- B. Removing "-y" and adding "-es" creates a misspelled plural.
- C. KEY: Removing "-y" and adding "-ies" to a noun ending in "-y" makes a correctly spelled plural.
- D. Doubling the last consonant, removing "-y," and adding "-ies" creates a misspelled plural.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Opportunities at the Hull House		A story of a young boy that took piano lessons at Jane Addams’s Hull House in Chicago



**Recommended Placement for Assessment: Grade 3**

Though the Flesch-Kincaid is slightly higher (probably due to the inclusion of a few compound sentences), the Lexile and qualitative measures indicate that the appropriate placement for this passage is grade level 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> The title makes it clear what the passage will be about. As indicated in the passage document, this passage should be preceded by information about what Hull House was, or the purpose of the passage will be much less clear.</p> <p><b>Text Structure:</b>  <u>Slightly complex:</u> Chronological order, with appropriate transitions.</p> <p><b>Language Features:</b>  <u>Slightly complex:</u> Explicit and easy to follow. The phrase “rag shop” will likely be unfamiliar, but is not key to understanding the passage.</p> <p><b>Knowledge Demands:</b>  <u>Slightly complex:</u> Slightly complex: Simple and concrete ideas; no particular knowledge necessary (provided the aforementioned paragraph explaining Hull House is included).</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: 740L; grades 2-3                      Flesch-Kincaid: 4.9                      Word Count: 259</p> <p style="background-color: #4682B4; color: white; padding: 2px;"><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