

ELA.05.CR.1.04.039

Sample Item ID:	ELA.05.CR.1.04.039
Grade/Model:	05/2
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	4: REASONING & EVIDENCE: Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/ interactions, point of view)
Secondary Target(s):	1: KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented
Standard(s):	RL-2, RL-3, RL-6 (Secondary: RL-1, RL-3)
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	4
Correct Response:	See 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. Based on these sets of measures, this passage is recommended for assessment at grade 3. Please see text complexity worksheet attached.
Acknowledgement(s):	Source: This is an old Norse folktale.
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must write an appropriate response and cite evidence to support an inference about a character in a literary text.
Target-Specific Attributes (e.g., accessibility issues):	Stimulus text should be on grade level. For CRs students will be required to enter text using a keyboard; hearing or vision-impaired students may need alternate formats or support.

Stimulus Text:

Read this text and then answer the prompt that follows it.

The Fox as Herdsman

Once upon a time there was a woman who went out to hire a herdsman for her animals. On her way 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. And 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.

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 flocks.

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. 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 flocks. While she was away the fox crept into the churn and ate up all the cream. Unable to find any of her flocks the woman hurried back to her house and found the fox eating up her cream. Now she understood what the fox had done, and she yelled at him to leave her house. She snatched up the last bit of cream that was left and threw it at the fox as he ran off. A dab landed on the end of his tail, and still today foxes have white tips on their tails.

Item Prompt:

In this story, the fox’s character can be described as mischievous. Write a paragraph explaining why the fox’s character is mischievous. Use details from the story to support your answer.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to use supporting evidence to interpret and explain inferences about a character • Includes some specific explanations that make reference to the text • Adequately supports the inferences with relevant details from the text
2	A response:

	<ul style="list-style-type: none"> • Gives some evidence of the ability to use supporting evidence to interpret and explain inferences about a character • Includes general explanations that make few references to the text • Partially supports the inferences with few relevant details from the text
1	<p><i>A response:</i></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to use supporting evidence to interpret and explain inferences about a character • Includes explanations, but they are not explicit or make only vague references to the text • Supports the inference with at least one detail but the relevance of that detail to the text must be inferred
0	<p>A response gets no credit if it provides no evidence of the ability to use supporting evidence to interpret and explain inferences about a character, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Response may include but is not limited to the following text:
 “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. The third day he ate up all her cows.” “Oh!” said the fox, “they are playing in the meadow over the hill.” “While she was away the fox crept into the churn and ate up all the cream.”

Score Point 4 Sample:

The fox is mischievous because he planned to eat the woman’s animals when he asked to be her herdsman. “The first day the fox was the herdsman he ate up all the woman’s goats. The next day he made an end of all her sheep. The third day he ate up all her cows.” The fox shows that he is mischievous when he does not eat all of the animals at once. He eats them one flock at a time so that the woman doesn’t notice her animals are missing right away. “Oh!” said the fox, “they are playing in the meadow over the hill.” When the fox lies to the woman about where her animals are, the fox is mischievous. He knows that if he says the animals are out playing she won’t look for them right away. “While she was away the fox crept into the churn and ate up all the cream.” The fox also knows that when she does go to look for her animals, he will have a chance to creep in and eat the woman’s cream.

Score Point 3 Sample:

The fox shows that he is mischievous when he does not eat all of the animals at once. He eats them one flock at a time so that the woman doesn’t notice her animals are missing right away. When the fox lies to the woman about where her animals are, the fox is mischievous. He knows that if he says the animals are out playing she won’t look for them right away. The fox also knows that when she does go to look for her animals, he will have a chance to creep in and eat the woman’s cream.

Score Point 2 Sample:

The fox shows that he is mischievous when he does not eat all of the animals at once. He eats them one flock at a time so that the woman doesn't notice her animals are missing right away. The fox knows that if he says the animals are out playing she won't look for her animals right away. The fox also knows that if she does go to look for her animals he will have a chance to creep in and eat the woman's cream.

Score Point 1 Sample:

The fox shows that he is mischievous when he does not eat all of the animals at once. The fox lies about where the animals are. The fox eats the woman's cream while she is looking for the animals.

Score Point 0 Sample:

The fox is mischievous. He ate the woman's animals and cream.

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>Meaning/Purpose: <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>Text Structure: <u>Slightly complex:</u> Clear chronological order, following conventions for this type of text (rule of three, repetition).</p> <p>Language Features: <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>Knowledge Demands: <u>Slightly complex:</u> Very simple, concrete ideas.</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: 680L; grades 4-5 Flesch-Kincaid: 1.8 Word Count: 417</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