ELA.05.SR.2.06.034 C2 T6

Sample Item ID:	**ELA.05.SR.2.06.034**
Grade/Model:	**05/3**
Claim:	**2.** Students can produce effective writing for a range of purpose and audiences.
Assessment Target(s):	**6: WRITE/REVISE BRIEF TEXTS:** Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience
Secondary Target(s):	n/a
Standard(s):	**W-1a, W-1b, W1-c, W-1d, W-8 and/or W-9**
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	A
Stimulus/Passage(s):	"Animals on the Move"
Stimuli/Text Complexity:	The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.** Please see the text complexity worksheet attached.
Acknowledgement(s):	Source: http://spaceplace.nasa.gov/migration/en/ Author: NASA
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to show effective writing and revision, a student must be able to recognize a short concluding paragraph that is appropriate for a specific purpose and audience.
Target-Specific Attributes (e.g., accessibility issues):	Students with visual impairments will need to be provided with audio/Braille/enlarged text versions of independent reading material. Text should be one grade below grade level.

Stimulus Text:

Animals on the Move

A flock of geese flies gracefully overhead. You wish you could see the world as they see it. You wish you could fly and be as free as they are. You wonder where they are going in such a hurry!

Well, don't envy them too much, because they may be on a

very long, tiring journey. Many geese and other birds migrate thousands of miles every year. Some travel over 7,000 miles one way! Some may travel up to 1000 miles without even a rest stop, crossing the Gulf of Mexico or the Sahara Desert.
These birds must follow their food supply and they must return to certain locations to breed.

They migrate to survive!
Besides birds, some other long-distance travelers are fish, sea turtles, bears, caribou, whales, and porpoises. Some of these kinds of animals are shrinking in population. Some are in danger of disappearing forever. Scientists want to know what is happening to them and why. As part of the answer, they want to know where the animals go, how they get there, and how long they stay.

A good way to learn about animals is to track them from space. Scientists pick individual animals and fit them with lightweight, comfortable radio transmitters. Signals from the transmitters are received by special instruments on certain satellites as they pass overhead. These satellites are operated by the National Oceanic and Atmospheric Administration (NOAA). The polar orbits of the satellites let them see nearly every part of Earth as it rotates below and receive signals from thousands of migrating animals.

After the satellite gets the signal from the animal's transmitter, it relays the information to a ground station. The ground station then sends the information to NASA's Goddard Space Flight Center in Maryland. Goddard then sends the information about the animal to the scientists, wherever they may be.

Tracking migrating animals using satellites may help us figure out how to make their journeys as safe as possible and help them survive.

Item Stem:

Which of the following statement is an appropriate addition to the final paragraph of "Animals on the Move"?

Options:

A. Satellite technology has many benefits for migrating animals.

B. Scientists can learn a great deal about animals from migration patterns.

C. Information about safe migration routes is important for animal survival.

D. Animals can be studied in great detail using radio transmitters and satellites.

Distractor Analysis:

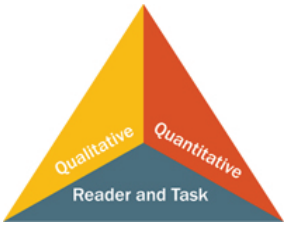
A. KEY: The statement concisely restates the key point of the article.

B. The statement is related to specific detail presented in the previous paragraph.

C. The statement presents a detail about migratory patterns that does not relate to the key point on the benefits of satellite technology.

D. The statement covers detail that was presented in paragraph 5 and does not relate to the final summative statement.

Worksheet: Text Complexity Analysis		
Title	**Author**	**Text Description**
Animals on the Move	NASA	An overview of the difficulties of migrating animals and ways that scientists are tracking them to potentially help them



Recommended Placement for Assessment: Grade 5

The qualitative and quantitative measures (with the exception of F-K) are in agreement; they both suggest that this passage is solidly appropriate for grade 5. **Based on these sets of measures, this passage is recommended for assessment at grade 5.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: An opening that asks students to reflect on their perception of the ease/thrill of being a migrating bird – information that follows refutes this. This is a moderately complex "hook" to engage reader interest. The purpose of the passage is made clear in the second section.

Text Structure:
Moderately complex: Information is grouped by topic; headings help organize the information, and a graphic makes the abstract concept of conveying information via satellite trans-mission more concrete. The overall structure describes a problem and part of the solution, which is appropriate at this grade level.

Language Features:
Moderately complex: Both long and short sentences with some more complex sentence structure. The vocabulary is generally straightforward and non-technical, with the exception of the portion on satellite trans-mission of information. This information is explained and supported by a graphic.

Knowledge Demands:
Moderately complex: The Gulf of Mexico and Sahara Desert may not be specifically known to students, but the context makes it clear that these are large areas that are challenging for migrating birds to cross.

Quantitative Measures

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

Lexile or Other Quantitative Measure of the Text:

Lexile: 940L; grades 4-5
Flesch-Kincaid: 8.0
Word Count: 326

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

Grade 5 ELA Sample SR Item Form C2 T6

Adapted from the 2012 ELA SCASS work

Version 1.0