

Reading Grade 4 C

Grade Level Standard(s):

RL.4.3

RL.4.4

Materials:

- Reading 4 C Recess
- Reading 4 C Recess Picture Board
- Reading 4 C Attainment Task Questions for Student Use

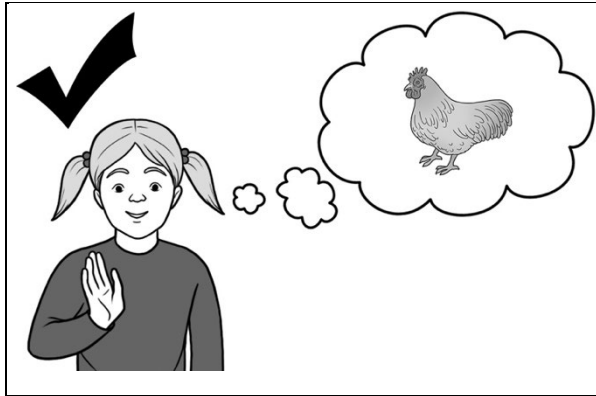
Response Code:

- Indicate the answer provided by the student.

Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

a. That Mary thinks she is an actual chicken



b. That she does not want Mary to think she is selfish



c. That she does not want Mary to think she is afraid



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

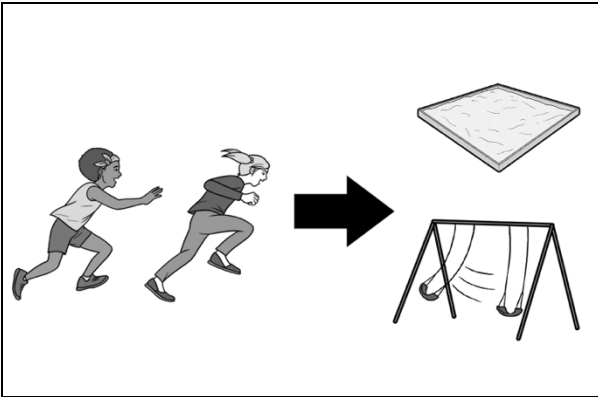
All questions from this task are available for presentation to the student in the supplemental material Reading 4 C Attainment Task Questions for Student Use.

Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 4 C Recess (Reading 4 C Recess Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 4 C Recess.

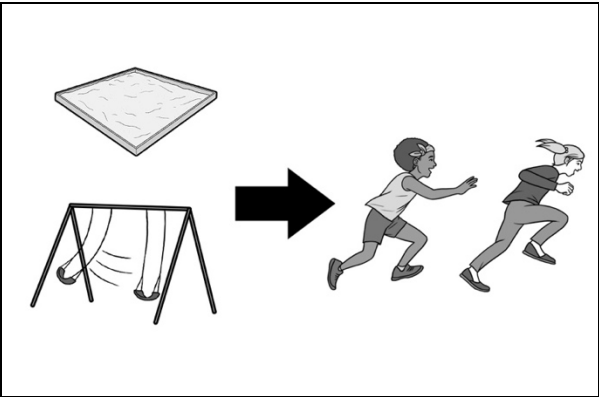
1. “What does Keisha mean when she says, ‘I don’t want you to think I am a chicken’?”

Response Option	<i>Response Rationale</i>
a. That Mary thinks she is an actual chicken	<i>The student recognizes the word “chicken” but does not understand the word has a figurative meaning in the text and not a literal one.</i>
b. That she does not want Mary to think she is selfish	<i>The student recognizes that “chicken” is not a literal expression but is unable to determine the figurative word meaning from the text.</i>
c. That she does not want Mary to think she is afraid (Correct)	<i>The student recognizes that “chicken” is not a literal expression and uses context clues to determine the meaning of the metaphor in the text.</i>
<i>Depth of Knowledge (DOK) 2</i>	

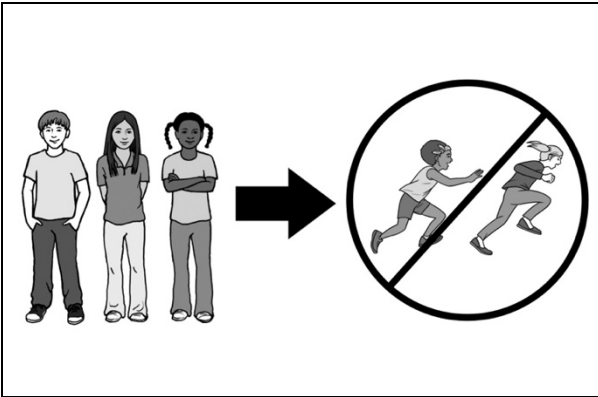
a. At first, they want to play tag together but at the end, they each play a different game.



b. At first, they each want to play different games and at the end they chose to play tag together.



c. At first, they want to play with different friends then they choose to not play at all.



If needed, reread Reading 4 C Recess to the student.

5. “How do Mary and Keisha’s plans change over the course of the story?”

Response Option	<i>Response Rationale</i>
a. At first, they want to play tag together but at the end, they each play a different game.	<i>The student recognizes events from the story but is unable to recognize their interactions over the course of the text.</i>
b. At first, they each want to play different games and at the end they chose to play tag together. (Correct)	<i>The student recognizes the characters’ interactions by analyzing them over the course of the text.</i>
c. At first, they want to play with different friends then they choose to not play at all.	<i>The student recognizes there are characters in the story but does not identify how the characters interact across the text.</i>
<i>Depth of Knowledge (DOK) 2</i>	

Reading 4 C Recess

¹Today we get to go outside for recess. ²It is a really nice day and I can't wait to play in the sandbox. ³My friend Mary yells, "Hey Keisha, come swing with me!" ⁴I get nervous and all I can think about is how scary it is to swing high. ⁵"No, thanks," I say. "I don't want you to think I am a chicken, but I like it better when both of my feet are planted firmly on the ground."

Mary replies sweetly, ⁶"That's OK. I don't think you're a chicken! What would you like to do?" I excitedly ask, ⁷"Why don't you come play in the sandbox with me?" Mary says, ⁸"No, I don't want to play in the sandbox. I don't like getting all that sand in my clothes."

Mary suggests a compromise, "Keisha, do you like playing tag?" This seems like the perfect idea. "I sure do," ⁹I laugh as I reach out and tag Mary's arm. "Tag you're it!" I call as I run away.

Reading 4 C Recess Picture Board



Reading 4 C Attainment Task Questions for Student Use

1. What does Keisha mean when she says, “I don’t want you to think I am a chicken”?

5. How do Mary and Keisha’s plans change over the course of the story?

Kentucky Academic Standard: RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

Alternate Assessment Target: *Limit full standard to metaphors and similes.*

Student Group – Item 1	Number of Students*	Percent Correct
All students	430	54.42%
Gender		
Female	145	59.13%
Male	285	51.93%
Ethnicity		
African American	55	47.27%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	29	48.28%
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	320	57.50%
Two or More Races	21	38.10%
English Learner	26	50.00%
Economically Disadvantaged	343	53.06%

*Number of students that attempted the item

Kentucky Academic Standard: RL.4.3 - Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

Alternate Assessment Target: *Limit full standard to describing a character's words or actions, setting or event using details to analyze interactions in a text (excludes characters' thoughts).*

Student Group – Item 5	Number of Students*	Percent Correct
All students	430	47.91%
Gender		
Female	147	56.46%
Male	283	43.36%
Ethnicity		
African American	55	45.45%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	30	36.67%
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	320	48.14%
Two or More Races	20	65.00%
English Learner	27	55.56%
Economically Disadvantaged	343	46.94%

*Number of students that attempted the item