

## Reading Grade 7 C

### Grade Level Standard(s):

RL.7.4

### Materials:

- Reading 7 C The Babbling Brook
- Reading 7 C The Babbling Brook Picture Board
- Reading 7 C Attainment Task Questions for student use

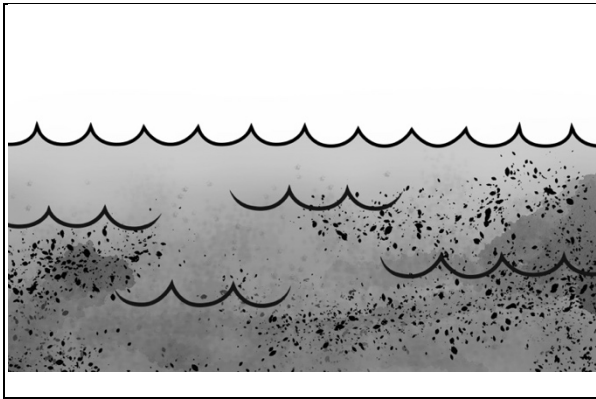
### Response Code:

- Indicate the answer provided by the student.

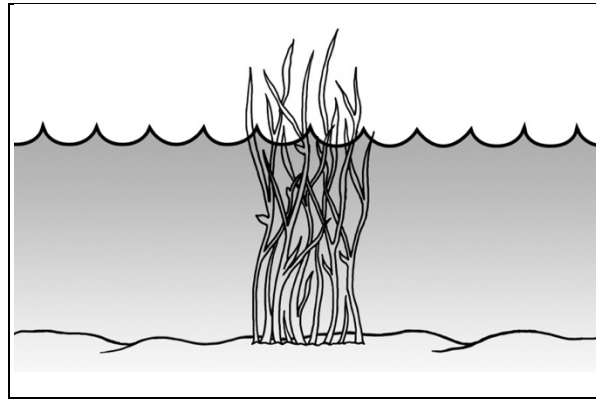
### Text Coding:

- “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.

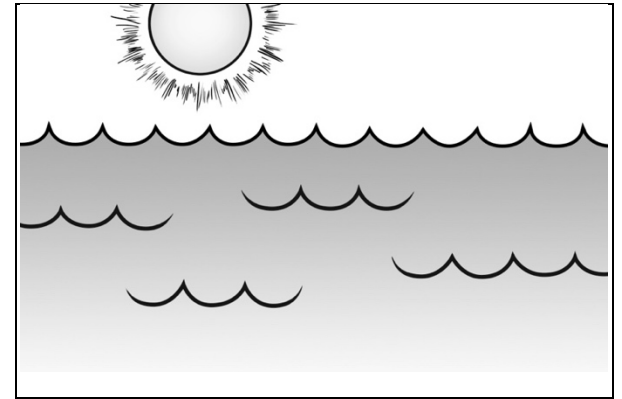
a. The water was dirty.



b. The water was see-through.



c. The water was sunny.



*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 7 C Attainment Task Questions for Student Use.*

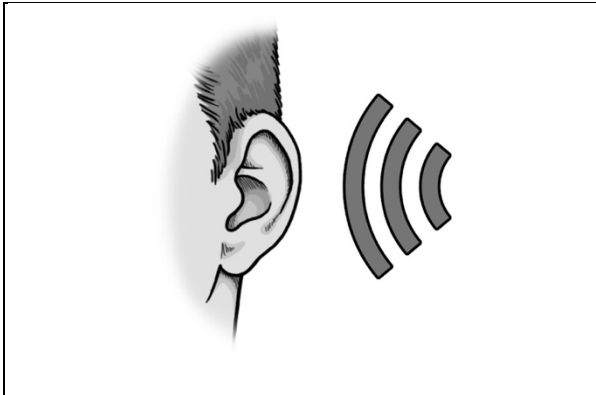
*Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 7 C The Babbling Brook (Reading 7 C The Babbling Brook Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 7 C The Babbling Brook.*

*Present the student with Reading 7 C Sentence Template 1) and ask the following question:*

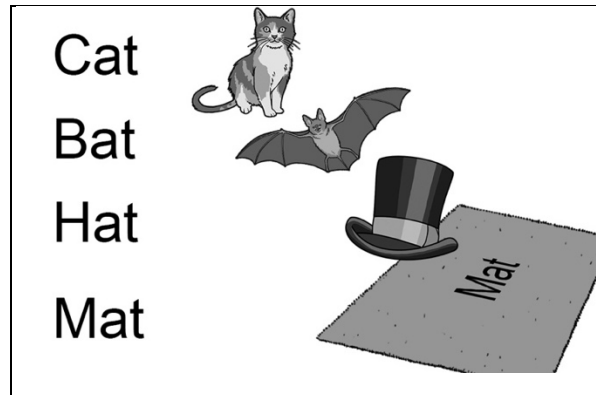
2. “In stanza two, what does the phrase ‘clear as day’ mean?”

Response Option	<i>Response Rationale</i>
a. The water was dirty.	<i>The student attempts to interpret the meaning of the figurative phrase but interprets it incorrectly.</i>
b. The water was see-through. <b>(Correct)</b>	<i>The student to correctly interprets the meaning of the figurative phrase by using context clues.</i>
c. The water was sunny.	<i>The student attempts to interpret the meaning of the figurative phrase but interprets it incorrectly.</i>
<b><i>Depth of Knowledge (DOK) 2</i></b>	

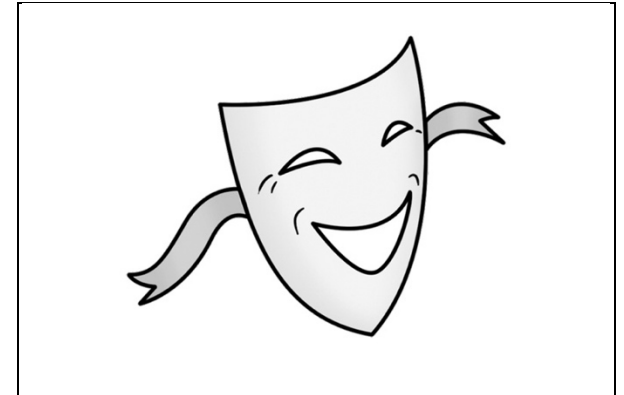
a. The words add the sense of sound to the poem.



b. The words add rhyme to the poem.



c. The words add humor to the poem.



If needed, reread Reading 7 C The Babbling Brook to the student.

3. “What does the **repetition** of the words ‘swish swish swish’ add to the poem?”

Response Option	Response Rationale
a. The words add the sense of sound to the poem. <b>(Correct)</b>	<i>The student analyzes the impact of repetitions of sounds on the passage by recognizing that the repetition of the word swish is meant to mimic the sound of the water.</i>
b. The words add rhyme to the poem.	<i>The student attempts to analyze the impact of repetitions of sounds on the passage but incorrectly identifies the effect as rhyme.</i>
c. The words add humor to the poem.	<i>The student attempts to analyze the impact of repetitions of sounds on the passage but incorrectly identifies the effect as humor.</i>
<b>Depth of Knowledge (DOK) 2</b>	

**Reading 7 C The Babbling Brook**

*swish swish swish*

I look to my right, <sup>1</sup>I look to my left,

<sup>2</sup>I look right again and find a brook.

*swish swish swish*

<sup>3</sup>I see water dancing over rocks,

I see water clear as day,

I see water splash.

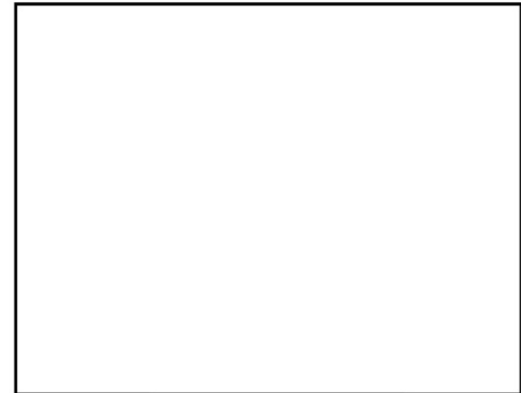
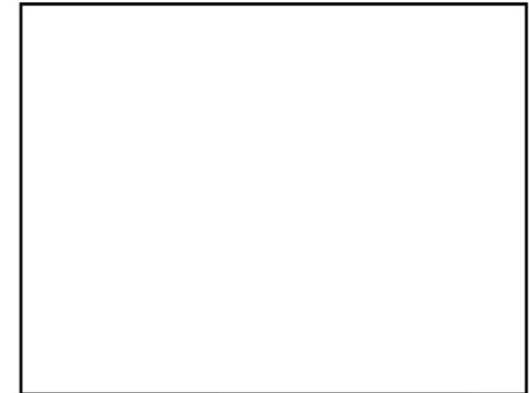
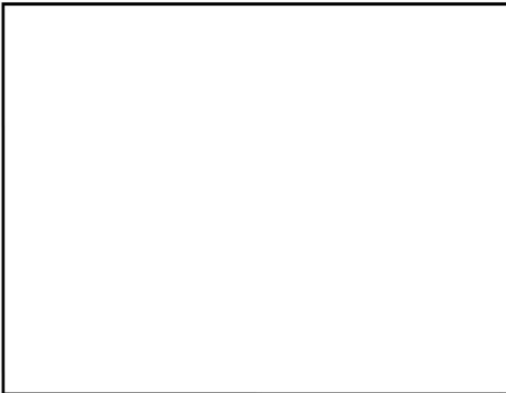
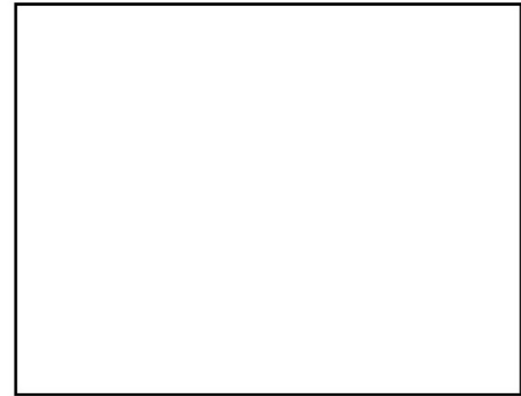
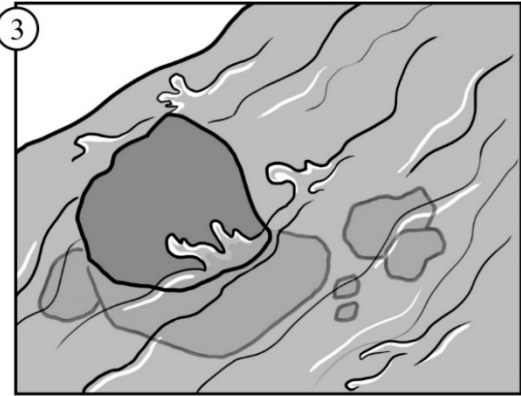
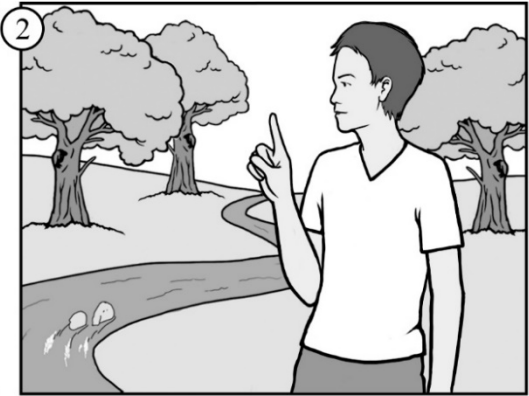
*swish swish swish*

<sup>4</sup>The water moves about swirling, and swishing,

joyfully bouncing up and down,

beautiful and serene, <sup>5</sup>nature's beauty at its best.

Reading 7 C The Babbling Brook Picture Board



**Reading 7 C Attainment Task Questions for Student Use**

2. In stanza two, what does the phrase “clear as day” mean?
  
3. What does the **repetition** of the words “*swish swish swish*” add to the poem?



**Kentucky Academic Standard:** RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.

**Alternate Assessment Target:** *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

<b>Student Group – Item 2</b>	<b>Number of Students*</b>	<b>Percent Correct</b>
<b><i>All students</i></b>	407	44.72%
<b><i>Gender</i></b>		
Female	127	44.88%
Male	280	44.64%
<b><i>Ethnicity</i></b>		
African American	52	32.69%
American Indian or Alaska Native	< 10	Not Reported
Asian	< 10	Not Reported
Hispanic or Latino	21	23.81%
Native Hawaiian or Pacific Islander	< 10	Not Reported
White (non-Hispanic)	308	49.03%
Two or More Races	16	31.25%
<b><i>English Learner</i></b>	21	42.86%
<b><i>Economically Disadvantaged</i></b>	308	45.13%

\* Number of Students that attempted the item

**Kentucky Academic Standard:** RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.

**Alternate Assessment Target:** *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

<b>Student Group – Item 3</b>	<b>Number of Students*</b>	<b>Percent Correct</b>
<b>All students</b>	405	45.43%
<b>Gender</b>		
Female	127	43.31%
Male	278	46.40%
<b>Ethnicity</b>		
African American	52	30.77%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	21	23.81%
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	306	50.65%
Two or More Races	16	31.25%
<b>English Learner</b>	21	38.10%
<b>Economically Disadvantaged</b>	306	46.73%

\* Number of Students that attempted the item