

Reading Grade 10 E

Grade Level Standard(s):

RI.9-10.2

RI.9-10.6

Materials:

- Reading 10 E Letter to the Editor
- Reading 10 E Letter to the Editor Picture Board
- Reading 10 E Attainment Task Questions for Student Use

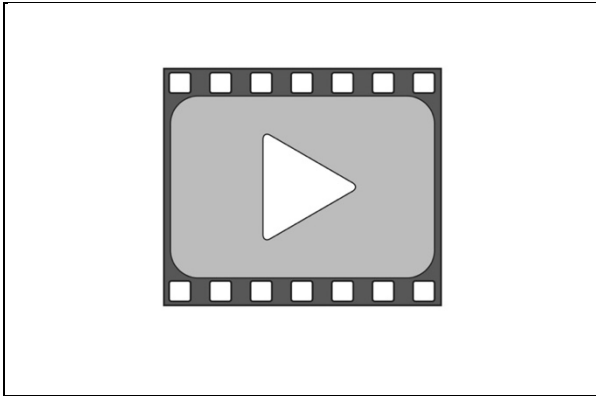
Response Code:

- Indicate the answer provided by the student.

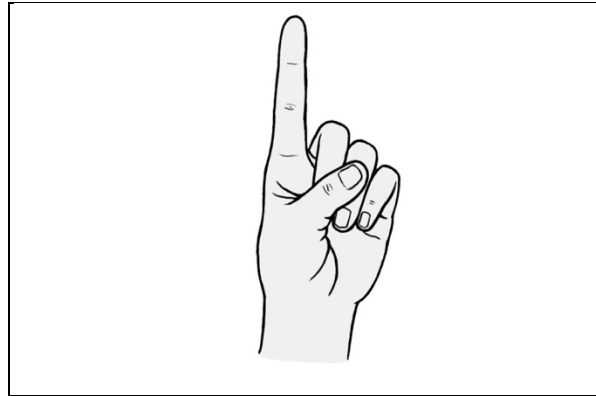
Text Coding:

- “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.

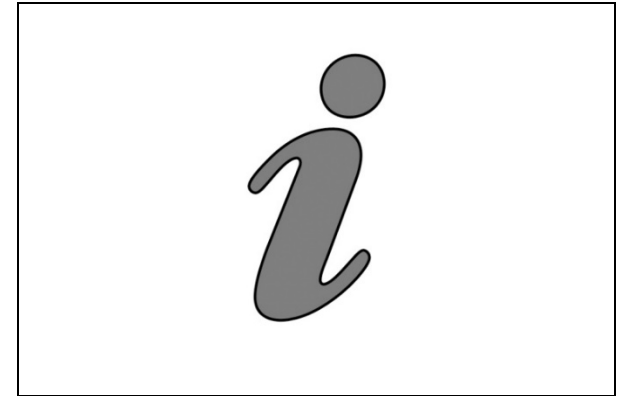
a. To entertain the reader with exaggeration



b. To persuade the reader to fund the arts



c. To inform the reader about culture



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.”

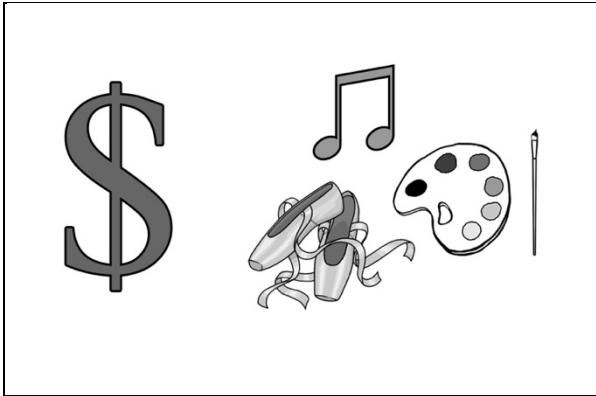
All questions from this task are available for presentation to the student in the supplemental material Reading 10 E Attainment Task Questions for Student Use.

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 10 E Letter to the Editor (Reading 10 E Letter to the Editor Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 10 E Letter to the Editor.

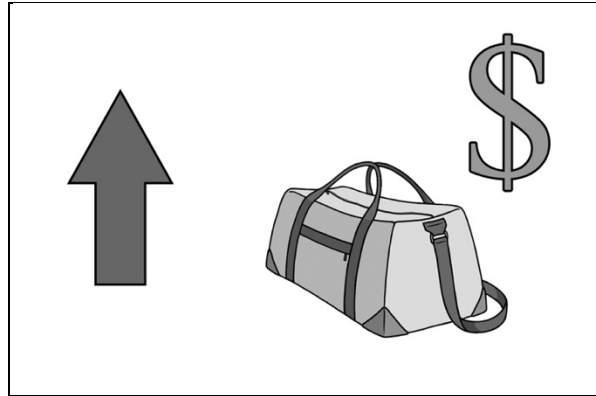
1. “What is the purpose of the author’s letter?”

Response Option	<i>Response Rationale</i>
a. To entertain the reader with exaggeration	<i>The student attempts to identify the author’s purpose of the text so they can explain how it develops over the course of the text but instead identifies a type of rhetoric used by the author.</i>
b. To persuade the reader to fund the arts (Correct)	<i>The student determines the author’s purpose of the text as the first step in explaining how the author uses rhetoric to advance their purpose.</i>
c. To inform the reader about culture	<i>The student understands that the author must inform the reader, but the student incorrectly identifies the author’s purpose as informing the reader about culture.</i>
<i>Depth of Knowledge (DOK) 2</i>	

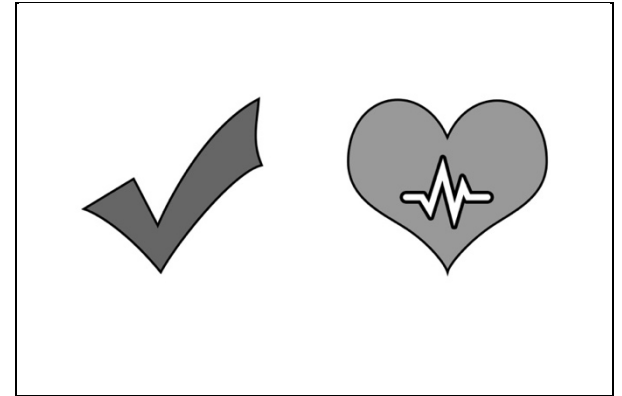
a. The state needs to provide funding for the arts.



b. The state needs to generate tourism income.



c. The state needs to represent a quality of life.



If needed, reread Reading 10 E Letter to the Editor to the student.

2. “What is the central idea of this text?”

Response Option	<i>Response Rationale</i>
a. The state needs to provide funding for the arts. (Correct)	<i>The student determines the central idea of the text as the first step in explaining how the central idea develops over the course of the text.</i>
b. The state needs to generate tourism income.	<i>The student attempts to identify the central idea of the text so they can explain how it develops over the course of the text but instead the student identified a detail that helps support the central idea.</i>
c. The state needs to represent a quality of life.	<i>The student attempts to identify the central idea of the text so they can explain how it develops over the course of the text but instead the student identified a detail that helps support the central idea.</i>
<i>Depth of Knowledge (DOK) 2</i>	

Reading 10 E Letter to the Editor

Dear Editor:

Why should the state continue to fund the Arts? ¹There are a million reasons the state should maintain its funding for the Arts.

²The Arts represent much more than just beauty and entertainment. The Arts represent a quality of life for people now and in the future.

³The Arts represent a state's commitment to its culture and people.

⁴Some people feel the need to reduce the Arts to mere dollars and cents, but they need to know that the Arts make dollars and cents. How do the Arts benefit the economy? ⁵The Arts create numerous jobs and generate tourism income. ⁶Furthermore, many companies look for states that are strong supporters of the Arts when they decide where to locate.

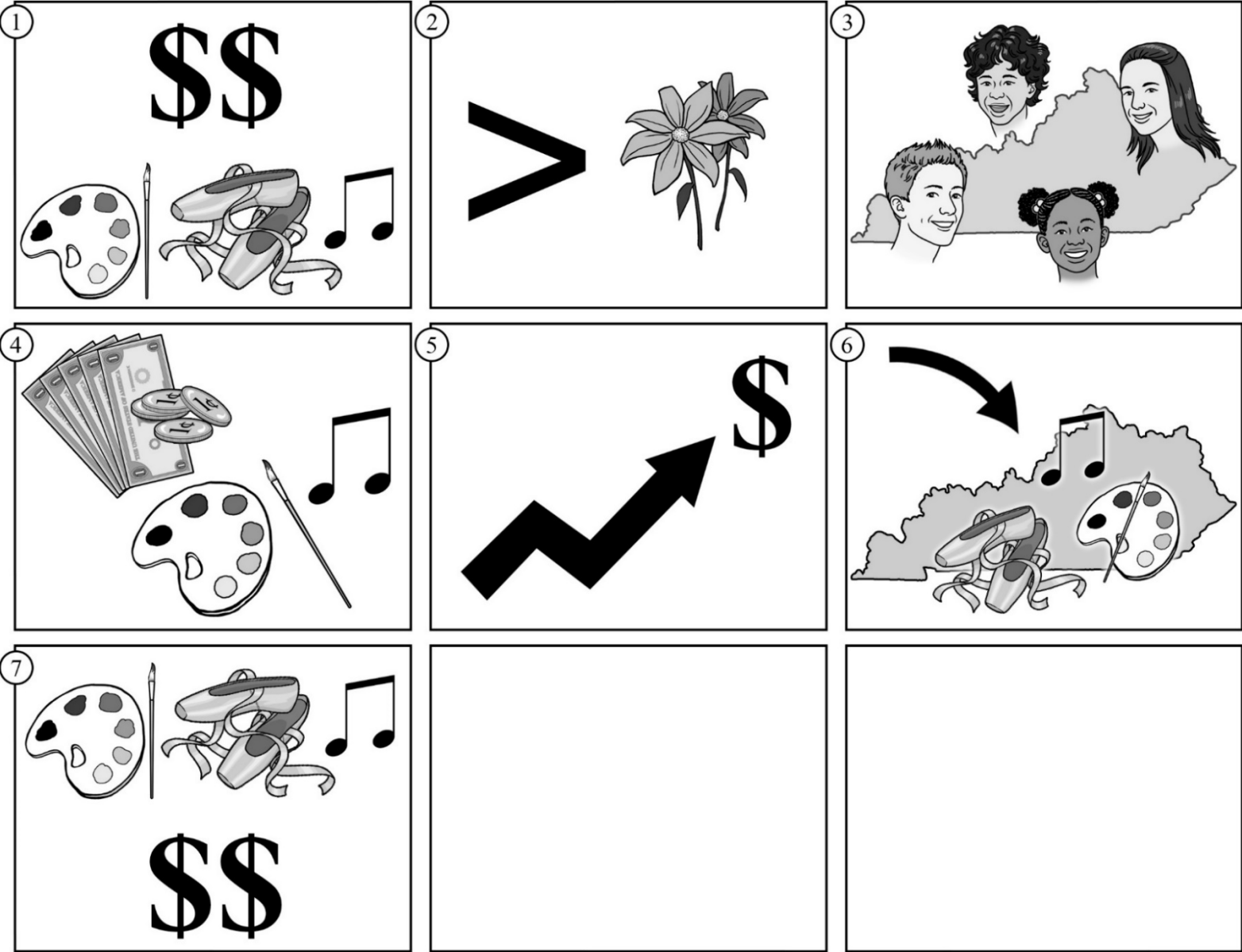
Does the state need to fund other programs? Yes, there are other important things to consider when allotting state funds.

⁷However, it is paramount that the Arts receive robust funding now!

Thank you,

Artfully Anxious

Reading 10 E Letter to the Editor Picture Board



Reading 10 E Attainment Task Questions for Student Use

1. What is the purpose of the author's letter?
2. What is the central idea of this text?

Kentucky Academic Standard: R.I.9-10.6 - Determine an author’s point of view, perspective and purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Alternate Assessment Target: *Limit full standard to author’s perspective and purpose (excludes author’s point of view).*

Student Group – Item 1	Number of Students*	Percent Correct
All students	396	41.41.%
Gender		
Female	122	44.26%
Male	274	40.15%
Ethnicity		
African American	43	32.56%
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)	309	44.01%
Two or More Races	18	44.44%
English Learner	23	21.74%
Economically Disadvantaged	308	41.56%

*Number of students that attempted the item

Kentucky Academic Standard: R.I.9-10.2 - Determine central ideas of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.

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

Student Group – Item 2	Number of Students*	Percent Correct
All students	397	46.85%
Gender		
Female	122	43.44%
Male	275	48.36%
Ethnicity		
African American	43	39.53%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic or Latino	21	47.62%
Native Hawaiian or Pacific Islander	<10	Not Reported
White (non-Hispanic)	310	47.74%
Two or More Races	18	50.00%
English Learner	23	30.43%
Economically Disadvantaged	310	47.42%

*Number of students that attempted the item