

Preview of Common Core State Standards Sample EAGLE Items

Grade 7

English Language Arts

November 16, 2012

A photograph of a teacher in a classroom. The teacher is a woman with short dark hair, wearing a light-colored, vertically striped blazer over a white collared shirt. She is looking towards the camera with a slight smile. In the foreground, the backs of several students' heads are visible, some with their hands raised. The background is a plain, light-colored wall. The overall image has a soft, slightly faded appearance.

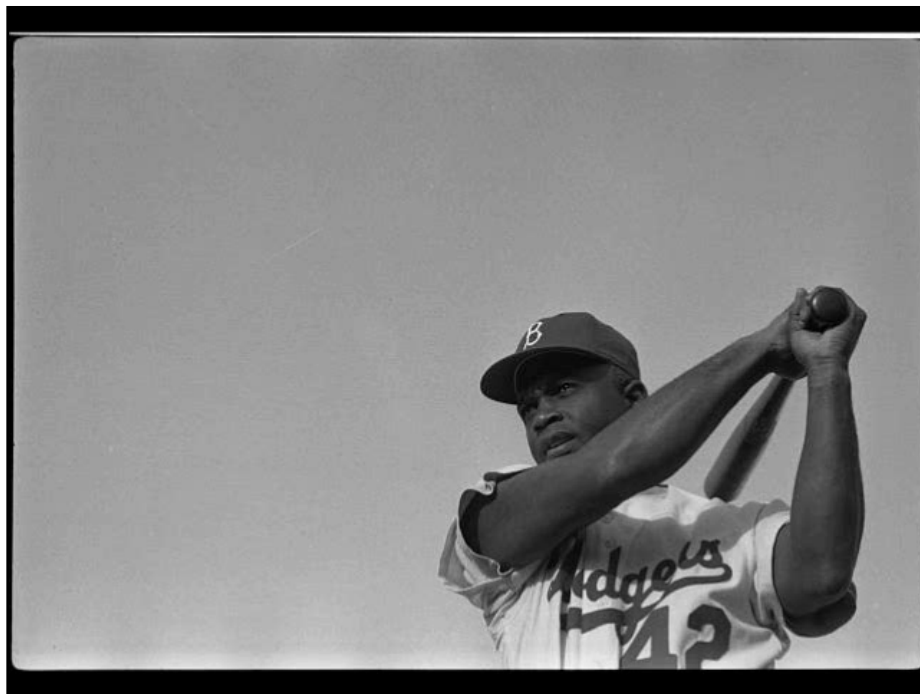
Louisiana Believes.

Grade 7

This set is designed to compare the tone, voice, and style of two historically significant documents. It begins with a short video to provide context and necessary background knowledge on the author of the first document, a letter. Students must synthesize the information presented to determine the main ideas. The set requires students to analyze the tone of each document and provide supporting evidence. The set includes different types of items: technology-enhanced, short-answer, selected-response, and extended-response.

Watch the video and read the two passages. Then answer the questions that follow.

This short video is about the life of Jackie Robinson.



This letter was written by Jackie Robinson to President Dwight D. Eisenhower in 1958.

May 13, 1958

The President
The White House
Washington, D.C.

My Dear Mr. President:

I was sitting in the audience at the Summit Meeting of Negro Leaders^[1] yesterday when you said we must have patience. On hearing you say this, I felt like standing up and saying, "Oh no! Not again."

I respectfully remind you, sir, that we have been the most patient of all people. When you said we must have self-respect, I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years.

17 million Negroes cannot do as you suggest and wait for the hearts of men to change. We want to enjoy now the rights that we feel we are entitled to as Americans. This we cannot do unless we pursue aggressively goals which all other Americans achieved over 150 years ago.

As the chief executive of our nation, I respectfully suggest that you unwittingly crush the spirit of freedom in Negroes by constantly urging forbearance and give hope to those pro-segregation leaders like Governor Faubus^[2] who would take from us even those freedoms we now enjoy. Your own experience with Governor Faubus is proof enough that forbearance and not eventual integration is the goal the pro-segregation leaders seek.

In my view, an unequivocal statement backed up by action, such as you demonstrated you could take last fall in dealing with Governor Faubus if it became necessary, would let it be known that America is determined to provide—in the near future—for Negroes—the freedoms we are entitled to under the constitution.

Respectfully yours,

Jackie Robinson

^[1] a meeting where African American leaders called for a stepped-up campaign to end discrimination and assist with desegregation

^[2] Governor of Arkansas who ordered the Arkansas National Guard to prevent entry of nine African American students into the city's Central High School

Following their months-long bus boycott, the African American citizens of Montgomery, Alabama got word that the Supreme Court had decided in their favor, and that the buses would have to desegregate. The boycotters' organization, the Montgomery Improvement Association, circulated the following flyer.

Integrated Bus Suggestions

December 19, 1956

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be reboarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept goodwill on the part of many.
2. The whole bus is now for the use of all people. Take a vacant seat.
3. Pray for guidance and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm dignity of our Montgomery people in your actions.
5. In all things observe ordinary rules of courtesy and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not boast! Do not brag!
7. Be quiet but friendly; proud, but not arrogant; joyous, but not boisterous.
8. Be loving enough to absorb evil and understanding enough to turn an enemy into a friend.

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. Assume that he will cooperate in helping you occupy any vacant seat.

2. Do not deliberately sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say "May I" or "Pardon me" as you sit. This is a common courtesy.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and goodwill at all times.
5. In case of an incident, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose non-violence you have confidence. You can uphold one another by glance or prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the oppressor and use moral and spiritual forces to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving reconciliation and social change.
9. If you feel you cannot take it, walk for another week or two. We have confidence in our people.

GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION

The Rev. M. L. King, Jr., President

The Rev. W. J. Powell, Secretary

UIN:	E27001	Subject	ELA	Grade:	7	Item Type:	Drag and Drop		
CCSS:	SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.							
MC Key:	A	Item Name:	Main Idea Jackie Robinson Video	# Art Pieces:	0	Est. Difficulty:	M	DOK	1
2	3	Accommodations :		Scoring Method:		AS			
Passage Title(s):		Video: Life of Jackie Robinson							
Source info:		PM created—all photographs PD							

Part A

Which two main ideas are most prevalent in this video?

- A. Robinson overcoming racism and his professional success.
- B. Robinson overcoming racism and his personal success.
- C. Robinson’s baseball success and his early years.
- D. Robinson’s baseball success and his college years.

Part B

Select details from the video which support the two main ideas you choose. Drag and drop them into the box.

- ◆ becomes the first African American player in the Major Leagues
- ◆ born in Cairo, Georgia in 1919
- ◆ his family is the only African American family on the block
- ◆ does not graduate from UCLA
- ◆ his family receives death threats
- ◆ earns Rookie of the Year Award and Most Valuable Player
- ◆ drafted into the Army during World War II
- ◆ serves on the board of the NAACP
- ◆ inducted into the Baseball Hall of Fame

UIN:	E27002	Subject:	ELA	Grade:	7	Item Type:	MC and SA		
CCSS:	RI.7.4 RI.7.1	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
MC Key:	C	Item Name:	Tone in Jackie Robinson Letter	# Art Pieces:	0	Est. Difficulty:	M	DOK	2
2	1 + 2	Accommodations :		Scoring Method:		Mixed			
Passage Title(s):	Jackie Robinson Letter to Eisenhower								
Source info:	http://www.archives.gov/exhibits/featured_documents/jackie_robinson_letter/								

Part A

Which phrase used in the letter **best** describes Robinson’s tone?

- A. “remain patient”
- B. “wait for the hearts”
- C. “pursue aggressively”
- D. “unwittingly crush”

Part B

Briefly explain how Robinson’s choice of words establishes the tone you selected for part A.

UIN:	E27003	Subject:	ELA	Grade:	7	Item Type:	MC and SA		
CCSS:	RI.7.2 RI.7.1	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
MC Key:		Item Name:	Tone in Bus Segregation Letter	# Art Pieces:	0	Est. Difficulty:	M	DOK	2
Points	2	Accommodations:		Scoring Method:					
Passage Title(s):	Bus Segregation Letter								
Source info:	Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama, http://www.alabamamoments.state.al.us/sec55ps.html .								

Summarize in two to three sentences below the main ideas of the flyer that lists the Integrated Bus Suggestions.

Part B

Highlight three phrases or sentences in the text that support the main ideas.

UIN:	E27004	Subject	ELA	Grade:	7	Item Type:	WP		
CCSS:	RI.7.6 W.7.1.a-e W.7.9b L.7.1a-c L.7.2a-b	Determine the author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Draw evidence from informational texts to support analysis, reflection, and research: b. Apply <i>grade 7 Reading standards</i> to literary nonfiction. Write arguments to support claims with clear reasons and relevant evidence. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
MC Key:		Item Name:	WP Letter to President	# Art Pieces:	0	Est. Difficulty:	H	DOK	4
Points	4	Accommodations:		Scoring Method:	HS				
Passage Title(s):	Jackie Robinson Letter to Eisenhower Bus Segregation Letter								
Source info:	http://www.archives.gov/exhibits/featured_documents/jackie_robinson_letter/ Inez Jessie Baskin Papers, Alabama Department of Archives and History, Montgomery, Alabama, http://www.alabamamoments.state.al.us/sec55ps.html .								

Jackie Robinson's letter and the Integrated Bus Suggestions flyer both address the issue of segregation and equality for all US citizens, but they present different messages. In a multiparagraph composition, identify each author's point of view or purpose in writing and explain how each author distinguishes his position through the development of the text. Be sure to use evidence from **both** texts in your composition and follow the conventions of standard English.

Sample Constructed-Response Item Rubrics

Grade 7

These are the rubrics and sample responses for the constructed-response **Common Core State Standards Sample EAGLE Items** for Grade 7. These items require a teacher/scorer to hand-score the responses. The rubrics provide guidance to the scorer who must bring his or her own expertise to the task. The sample responses offer one or two ideal responses for each constructed-response item. Other exemplary responses are possible.

Item 2B

Exemplary Response

We see Jackie Robinson’s determination when he says, “We want to enjoy now the rights that we feel we are entitled to as Americans.” He does not want to wait for his rights anymore, and he says the president should make “an unequivocal statement backed up by action.”

or

Robinson’s tone is “pursue aggressively.” He says he was patient long enough, so he wrote to the president to seek “the freedoms we are entitled to under the constitution.”

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student explains how Robinson’s choice of words establishes the selected tone for part A.
1	The response is not complete or is only partially correct. The student does not fully explain how Robinson’s choice of words establishes the selected tone for part A, or includes minor errors in the interpretation or representation of the text.
0	The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 3A

Exemplary Response

The flyer told people how to act on buses after segregation became illegal. It explained that people should be courteous, respectful, and non-violent even if they are treated unfairly.

or

The Supreme Court said that segregation was unconstitutional, so black people could sit on the bus with white people. The flyer helped people understand how they should behave soon after the new law.

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student summarizes in two to three sentences the main ideas of the flyer that lists the Integrated Bus Suggestions.
1	The response is not complete or is only partially correct. The student does not fully summarize in two to three sentences the main ideas of the flyer that lists the Integrated Bus Suggestions, or includes minor errors in the interpretation or representation of the text.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 4

Exemplary Response

Jackie Robinson’s letter to the president and the Integrated Bus Suggestions flyer both talk about equality for African Americans. However, they show two different perspectives. Jackie Robinson wrote to the president because he was tired of waiting for equal rights, but the flyer came after a Supreme Court ruling gave African Americans more rights. They talk about the same topic, but they have different points of view and purposes.

Robinson’s letter tries to encourage the president to take more action. He does not want to keep waiting for freedom. He tells the president, “I wondered how we could have self-respect and remain patient considering the treatment accorded us through the years.” The flyer, on the other hand, tells people to be patient. It says that people should have the “dignity befitting good citizens” even if other bus riders are unkind.

The letter and the flyer are different because the letter is trying to persuade the president, but the flyer just makes suggestions about how to act on the bus. We can see that the letter and the flyer have differences even though they talk about the same thing.

or

any other valid response

Scoring Rubric

Score	Description
4	<p>The response is complete and correct.</p> <ul style="list-style-type: none">• In a multiparagraph composition, the student identifies each author’s point of view or purpose and explains how each author distinguishes his position through the development of the text.• The student uses evidence from both texts to support the response.• Errors in the conventions of standard English are minimal.
3	<p>The response shows a general understanding, but is incomplete.</p> <ul style="list-style-type: none">• The student does not fully identify each author’s point of view or purpose and explain how each author distinguishes his position through the development of the text, OR uses details from only one text in support of the response.• Minor errors in the conventions of standard English may be present, but do not impair readability.
2	<p>The response shows partial understanding and is incomplete or incorrect in an important element.</p> <ul style="list-style-type: none">• The student only partially identifies each author’s point of view or purpose and explains how each author distinguishes his position through the development of the text, OR uses details from only one text in support of the response.• Many errors in the conventions of standard English are present and may somewhat inhibit understanding.

1	<p>The response shows minimal understanding and is significantly incomplete or incorrect in important elements.</p> <ul style="list-style-type: none">• The student only minimally identifies each author’s point of view or purpose and explains how each author distinguishes his position through the development of the text, OR does not use evidence in support of the response.• Errors in the conventions of standard English are significant and the reader struggles to understand.
0	<p>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</p>