

# Preview of Common Core State Standards Sample EAGLE Items

Grade 10

English Language Arts

November 16, 2012



**Louisiana Believes.**

## **Grade 10**

This set is designed to build knowledge and perspective about the evolution of employment for children and teenagers in the United States from the early 1900s to present day. The informational sources are layered from present day, moving backward to 1909, and include a press release, video, historical government document, and archival photograph. Each piece in the set builds on and informs the previous source and requires the comparison and synthesis of a central idea across all sources. Several questions and responses allow for partial credit, and each question requires students to analyze texts and draw evidence to support their answers. The conclusion of the set allows for a culminating activity, which provides students with a “write to learn” opportunity that draws from all the sources.

Read the following passages and view the video and the photograph. Then answer the questions that follow.

This is a press release issued from the White House in 2012.

### **White House Press Release: We Can't Wait: The White House Announces Federal and Private Sector Commitments to Provide Employment Opportunities for Nearly 180,000 Youth**

Today, the White House announced **SummerJobs+**, a new call to action for businesses, non-profits, and government to work together to provide pathways to employment for low-income and disconnected youth in the summer of 2012. The president proposed \$1.5 billion for high-impact summer jobs and year-round employment for low-income youth ages 16 through 24 in the American Jobs Act as part of the *Pathways Back to Work* fund. When Congress failed to act, the Federal government and private sector came together to commit to creating nearly 180,000 employment opportunities for low-income youth in the summer of 2012, with a goal of reaching 250,000 employment opportunities by the start of summer, at least 100,000 of which will be placements in paid jobs and internships. Today's announcement is the latest in a series of executive actions the Obama Administration is taking to strengthen the economy and move the country forward because we can't wait for Congress to act.

"America's young people face record unemployment, and we need to do everything we can to make sure they've got the opportunity to earn the skills and a work ethic that come with a job. It's important for their future, and for America's. That's why I proposed a summer jobs program for youth in the American Jobs Act—a plan that Congress failed to pass. America's youth can't wait for Congress to act. This is an all-hands-on-deck moment. That's why today, we're launching **SummerJobs+**, a joint initiative that challenges business leaders and communities to join my Administration in providing hundreds of thousands of summer jobs for America's youth," said President Obama.

"While young people who are currently disconnected from school or work are not contributing to our economy, we see these young people as 'Opportunity Youth'—because of the untapped potential they bring to the Nation. Today, the White House challenged all sectors to go all-in and work together in creating pathways to youth employment. Summer jobs are an important step—and to stay on the path to success, Opportunity Youth need social supports and access to relevant education, mentoring, and training. This spring, the White House Council for Community Solutions will participate in community discussions nationwide to learn from best efforts by youth, families, government, business, educators, and nonprofits to connect young people to meaningful career opportunities," said Patty Stonesifer, Chair of the White House Council for Community Solutions (WHCCS).

A new analysis released today by the WHCCS showed that in 2011 alone, taxpayers shouldered more than \$93 billion in direct costs and lost tax revenue to support young adults disconnected from school and work. Over the lifetime of these young people, taxpayers will assume a \$1.6 trillion burden to meet the increased needs and lost revenue from this group.

Businesses, non-profits, and government can accept the president's call-to-action by directly hiring youth as well as providing corporate mentorship experiences, internships, and other opportunities that connect young people to jobs. There are three key ways organizations can engage:

- **Learn and Earn:** Provide youth jobs for the summer of 2012 in the form of paid internships and/or permanent positions that provide on-the-job training. Of the roughly 180,000 job commitments announced today more than 70,000 are Learn and Earn commitments

- **Life Skills:** Provide youth work-related soft skills, such as communication, time management, and teamwork, through coursework and/or experience. This includes resume writing or interview workshops and mentorship programs.
- **Work Skills:** Provide youth insight into the world of work to prepare for employment. This includes job shadow days and internships. More information about this initiative can be found at [dol.gov/summer jobs](http://dol.gov/summer-jobs).

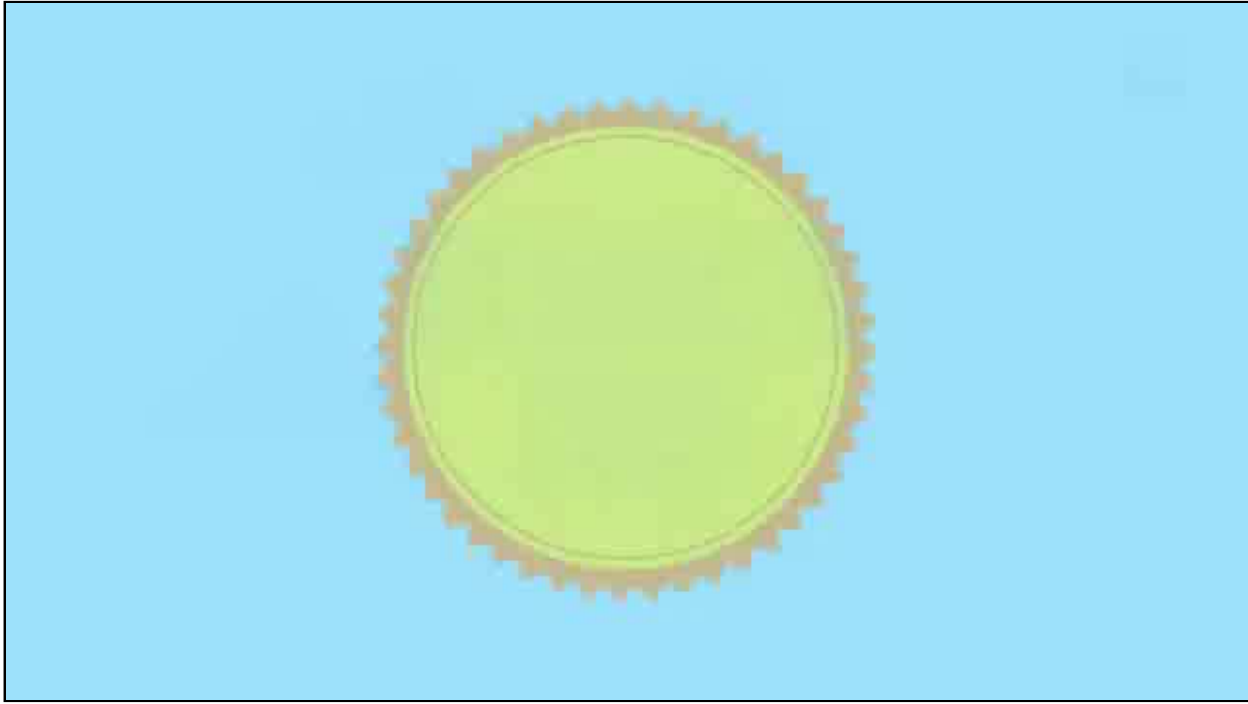
As the nation continues to recover from the deepest recession since the Great Depression, American youth are struggling to get the work experience they need for jobs of the future. The Department of Labor's Bureau of Labor Statistics (Current Population Survey) provides the following statistics:

- 48.8 percent of youth between the ages of 16 through 24 were employed in July, the month when youth employment usually peaks. This is significantly lower than the 59.2 percent of youth who were employed five years ago and 63.3 percent of youth who were employed ten years ago.
- Minority youth had an especially difficult time finding employment this past summer. Only 34.6 percent of African American youth and 42.9 percent of Hispanic youth had a job this past July.

Several prominent corporations have already committed to taking part in the **SummerJobs+** initiative.

The following is a short video in which the actor Omar Epps discusses his first job.

Double click in the box to watch the video:



If you are unable to view the video, follow this link: <http://www.whitehouse.gov/photos-and-video/video/2012/05/11/my-first-job-omar-epps>.

On Saturday, June 25, 1938, President Franklin D. Roosevelt signed a landmark law in the Nation’s social and economic development—Fair Labor Standards Act of 1938 (FLSA). In its final form, the act applied to industries whose combined employment represented about one-fifth of the labor force. In these industries, it banned oppressive child labor and set the minimum hourly wage at 25 cents and the maximum work week at 44 hours. (from *the U.S. Department of Labor, Office of the Assistant Secretary for Administration and Management*)

The following is a direct excerpt from the FLSA that defines the term “oppressive child labor.”

### Definitions

“Oppressive child labor” means a condition of employment under which

**(1)** any employee under the age of sixteen years is employed by an employer (other than a parent or a person standing in place of a parent employing his own child or a child in his custody under the age of sixteen years in an occupation other than manufacturing or mining or an occupation found by the Secretary of Labor to be particularly hazardous for the employment of children between the ages of sixteen and eighteen years or detrimental to their health or well-being) in any occupation, or

**(2)** any employee between the ages of sixteen and eighteen years is employed by an employer in any occupation which the Secretary of Labor shall find and by order declare to be particularly hazardous for the employment of children between such ages or detrimental to their health or well-being; but oppressive child labor shall not be deemed to exist by virtue of the employment in any occupation of any person with respect to whom the employer shall have on file an unexpired certificate issued and held pursuant to regulations of the Secretary of Labor certifying that such person is above the oppressive child-labor age. The Secretary of Labor shall provide by regulation or by order that the employment of mining shall not be deemed to constitute oppressive child labor if and to the extent that the Secretary of Labor determines that such employment is confined to periods which will not interfere with their schooling and to conditions which will not interfere with their health and well-being.

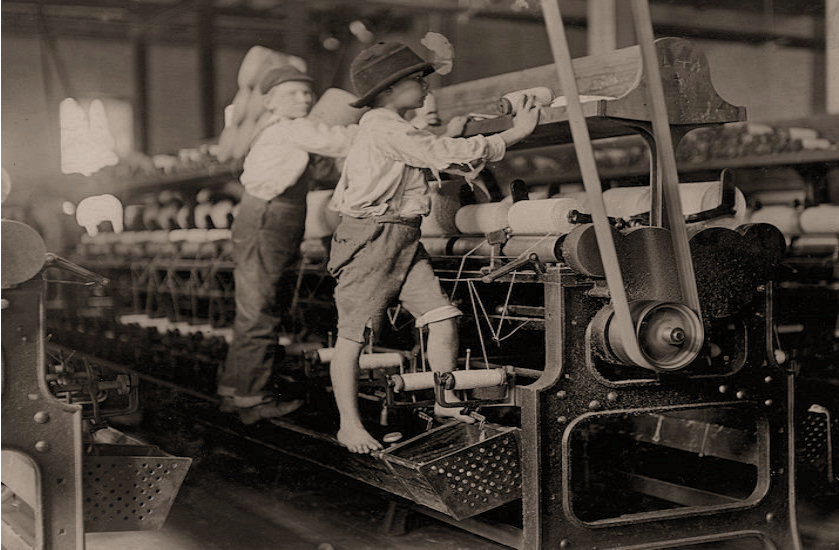
In the above definition of “oppressive child labor,” the FLSA mentions the need for employers to have certificates on file that prove employees are above the oppressive child-labor age or allow children under such ages to perform these jobs as allowed by the Secretary of Labor. The following excerpt outlines the rules surrounding these certificates.

### Employment under special certificates:

**Students:** The Secretary, to the extent necessary in order to prevent curtailment of opportunities for employment, shall by special certificate issued under a regulation or order provide for the employment in retail or service establishments.

A special certificate shall provide that the student or students for whom it is issued shall, except during vacation periods, be employed on a part-time basis and not in excess of twenty hours.

By 1910, over 2 million children were employed in industrial jobs. Businesses hired children because they worked for lower wages than adults, and their small fingers allowed them to efficiently work the machinery. These children worked long hours and suffered various illnesses and health risks. This photograph, taken in 1909, shows two young boys employed at a Cotton Mill.



“Bibb Mill No. 1, Macon Georgia” photographed by Lewis Hine 1909 from *The National Archives*

<b>UIN:</b>	E210001	<b>Subject:</b>	ELA	<b>Grade:</b>	10	<b>Item Type:</b>	MC		
<b>CCSS:</b>	RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).							
<b>MC Key:</b>		<b>Item Name:</b>	White House Press Release Vocab: Initiative	<b># Art Pieces:</b>	0	<b>Est. Difficulty:</b>	M	<b>DOK</b>	2
<b>Points:</b>	2	<b>Accommodations:</b>		<b>Scoring Method:</b>	HS				
<b>Passage Title(s):</b>	White House Press Release: Employment Opportunities for Youth								
<b>Source info:</b>	<a href="http://www.whitehouse.gov/the-press-office/2012/01/05/we-cant-wait-white-house-announces-federal-and-private-sector-commitment">http://www.whitehouse.gov/the-press-office/2012/01/05/we-cant-wait-white-house-announces-federal-and-private-sector-commitment</a>								

The White House Press Release uses the words *shouldered* and *burden* in paragraph 4:

A new analysis released today by the WHCCS showed that in 2011 alone, taxpayers **shouldered** more than \$93 billion in direct costs and lost tax revenue to support young adults disconnected from school and work. Over the lifetime of these young people, taxpayers will assume a \$1.6 trillion **burden** to meet the increased needs and lost revenue from this group.

How do these words contribute to the meaning of the paragraph?



<b>UIN:</b>	E210002	<b>Subject:</b>	ELA	<b>Grade:</b>	10	<b>Item Type:</b>	MC/SA		
<b>CCSS:</b>	SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.							
<b>MC Key:</b>		<b>Item Name:</b>	Categorize Omar Epps First Job	<b># Art Pieces:</b>	0	<b>Est. Difficulty:</b>	M	<b>DOK</b>	D
<b>Points:</b>	1 + 2	<b>Accommodations:</b>		<b>Scoring Method:</b>		Mixed			
<b>Passage Title(s):</b>	Video: Omar Epps “My First Job”								
<b>Source info:</b>	<a href="http://www.whitehouse.gov/photos-and-video/video/2012/05/11/my-first-job-omar-epps">http://www.whitehouse.gov/photos-and-video/video/2012/05/11/my-first-job-omar-epps</a>								

**Part A**

In which category outlined in the press release did Omar Epps’ first job **most** help him?

- A. Learn and Earn
- B. Life Skills
- C. Work Skills

**Part B**

Paraphrase **two** quotes from the video that support your answer in part A. Type your answers in the box.

1. Omar Epps says

2. Omar Epps says

<b>UIN:</b>	E210003	<b>Subject:</b>	ELA	<b>Grade:</b>	10	<b>Item Type:</b>	MC		
<b>CCSS:</b>	RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.							
<b>MC Key:</b>		<b>Item Name:</b>	Fair Labor Standards Act Analysis	<b># Art Pieces:</b>	0	<b>Est. Difficulty:</b>	M	<b>DOK</b>	4
<b>Points:</b>	2	<b>Accommodations:</b>		<b>Scoring Method:</b>	AS				
<b>Passage Title(s):</b>	U.S. Department of Labor and Fair Labor Standards Act								
<b>Source info:</b>	<a href="http://www.dol.gov/whd/regs/statutes/FairLaborStandAct.pdf">www.dol.gov/whd/regs/statutes/FairLaborStandAct.pdf</a> <a href="http://www.dol.gov/whd/flsa/">www.dol.gov/whd/flsa/</a>								

The SummerJobs+ initiative encourages employers to hire students between the ages of sixteen and twenty-four while the excerpts from the Fair Labor Standards Act (FLSA) indicate that employment of those younger than age eighteen is limited. Explain how employers can answer the SummerJobs+ initiative and still comply with the FLSA rules.

<b>UIN:</b>	E210004	<b>Subject:</b>	ELA	<b>Grade:</b>	10	<b>Item Type:</b>	SA		
<b>CCSS:</b>	RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasize in each account.							
<b>MC Key:</b>		<b>Item Name:</b>	Synthesize Factory Photograph and FLSA	<b># Art Pieces:</b>	0	<b>Est. Difficulty:</b>	M	<b>DOK</b>	4
<b>Points:</b>	2	<b>Accommodations:</b>				<b>Scoring Method:</b>	HS		
<b>Passage Title(s):</b>	Photograph: Bibb Mill No. 1 Fair Labor and Standards Act								
<b>Source info:</b>	<a href="http://www.archives.gov/exhibits/twww/assets/html/6.3.html">http://www.archives.gov/exhibits/twww/assets/html/6.3.html</a>								

How did the law in 1938 benefit young factory workers, such as those in the photograph? Explain which details shown in the photograph would be changed or prevented by the enactment of the law.

<b>UIN:</b>	E210005	<b>Subject</b>	ELA	<b>Grade:</b>	10	<b>Item Type:</b>	WP		
<b>CCSS:</b>	RI.9-10.5 W.9-10.2a-f L.9-10.1a-b L.9-10.2a-c	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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.							
<b>MC Key:</b>		<b>Item Name:</b>	WP: Labor Differences	<b># Art Pieces:</b>	0	<b>Est. Difficulty:</b>	H	<b>DOK</b>	3
<b>Points:</b>	4	<b>Accommodations:</b>				<b>Scoring Method:</b>	HS		
<b>Passage Title(s):</b>	<ul style="list-style-type: none"> <li>White House Press Release: Employment Opportunities for Youth</li> <li>Video: Omar Epps “My First Job”</li> <li>Fair Labor Standards Act</li> </ul>								
<b>Source info:</b>	<ul style="list-style-type: none"> <li><a href="http://www.whitehouse.gov/the-press-office/2012/01/05/we-cant-wait-white-house-announces-federal-and-private-sector-commitment">http://www.whitehouse.gov/the-press-office/2012/01/05/we-cant-wait-white-house-announces-federal-and-private-sector-commitment</a></li> <li><a href="http://www.whitehouse.gov/photos-and-video/video/2012/05/11/my-first-job-omar-epps">http://www.whitehouse.gov/photos-and-video/video/2012/05/11/my-first-job-omar-epps</a></li> <li><a href="http://www.dol.gov/whd/regs/statutes/FairLaborStandAct.pdf">www.dol.gov/whd/regs/statutes/FairLaborStandAct.pdf</a></li> <li><a href="http://www.dol.gov/whd/flsa/">www.dol.gov/whd/flsa/</a></li> </ul>								

The White House press release, Omar Epps’ “My First Job” video, and the excerpt from the Fair Labor Standards Act (FLSA) show differing perspectives in employment for children and teenagers in the United States. In a well-developed, multiparagraph composition, explain how each source develops its perspective. Be sure to use evidence from the sources to support your answer and follow the conventions of standard English.

# Sample Constructed-Response Item Rubrics

## Grade 10

These are the rubrics and sample responses for the constructed-response **Common Core State Standards Sample EAGLE Items** for Grade 10. These items require a teacher/scorer to handscore 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 1

### Exemplary Response

These words add to the paragraph by showing the weight of the problem. “Shouldered” and “burden” both tell the reader that youth unemployment is harmful to taxpayers. By using these words, the author illustrates how taxpayers carry or bear the cost of unemployed youth.

or

“Shouldered” and “burden” are strong words. When someone shoulders something, or carries a burden, they feel the weight and responsibility of that thing. These words illustrate that youth not having jobs is a heavy issue that affects taxpayers greatly.

or

any other valid response

### Scoring Rubric

Score	Description
2	The response is complete and correct. The student explains how the words <i>shouldered</i> and <i>burden</i> contribute to the meaning of the paragraph.
1	The response is not complete or is only partially correct. The student does not fully explain how the words <i>shouldered</i> and <i>burden</i> contribute to the meaning of the paragraph, 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 2B**

Exemplary Response

Omar Epps says

1. His first job helped him learn to deal with other people.
2. It taught him the value of work.

or

1. His first job taught him about money.
2. It allowed him to help his mother.

or

any other valid response

Scoring Rubric

<b>Score</b>	<b>Description</b>
2	The response is complete and correct. The student paraphrases two quotes from the video that support the answer chosen in part A.
1	The response is not complete or is only partially correct. The student does not fully paraphrase two quotes from the video that support the answer chosen in part A, or includes minor errors in the interpretation or representation of the video.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.



**Item 3**

Exemplary Response

The FLSA rules primarily focus on “oppressive child labor,” which it defines as “hazardous for the employment of children between such ages or detrimental to their health or well-being.” Employers can answer the SummerJobs+ initiative by giving young people safe and appropriate work.

or

The FLSA rules say that employers can give jobs to young people if they are not dangerous or harmful. It also says that students cannot work over 20 hours per week. If employers follow these rules, they can respond to the SummerJobs+ initiative without a problem.

or

any other valid response

Scoring Rubric

<b>Score</b>	<b>Description</b>
2	The response is complete and correct. The student explains how employers can answer the SummerJobs+ initiative and still comply with the FLSA rules.
1	The response is not complete or is only partially correct. The student does not fully explain how employers can answer the SummerJobs+ initiative and still comply with the FLSA rules, 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

The picture shows two young boys who are around the age of 6 or 7. They are standing barefooted on top of factory machines that have moveable metal rollers and belts. The law of 1938 stopped small children from working, and even young adults were prohibited from working on dangerous jobs like those in cotton mills.

or

The new law made it impossible to hire children so young, like the ones shown in the photograph. The law protects young people from working in hazardous places and around dangerous machinery as shown in the picture.

or

any other valid response

Scoring Rubric

<b>Score</b>	<b>Description</b>
2	The response is complete and correct. The student explains how the law in 1938 benefitted young factory workers, such as those in the photograph. The student also explains which details shown in the photograph would be changed or prevented by the enactment of the law.
1	The response is not complete or is only partially correct. The student does not fully explain how the law in 1938 benefitted young factory workers, such as those in the photograph, or the student does not fully explain which details shown in the photograph would be changed or prevented by the enactment of the law. The response may include 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 5

### Exemplary Response

The three sources, the White House press release, Omar Epps' video, and the Fair Labor Standards Act, have different perspectives about employment for children and young people. The Fair Labor Standards were created in 1938 to protect children from dangerous and harmful jobs. In comparison, the White House press release and Omar Epps' video both seek to encourage businesses to hire young people because not doing so hurts the economy.

First, if we consider the Fair Labor Standards Act, it is clear that this document reflects another time period. As the photograph shows, children were working in terrible conditions. In the early 1900s, over 2 million children worked long hours at industrial jobs for very low wages. The FLSA addresses these issues by making it illegal to hire children under 16. In addition, employers cannot hire students for more than 20 hours per week or make them work in "hazardous" conditions.

Over 70 years later, the situation has changed. The White House, in its press release, is actually encouraging businesses to hire young people because "young people face record unemployment, and we need to do everything we can to make sure they've got the opportunity to earn the skills and a work ethic that come with a job." Today, we generally believe that young people working is a good thing because it teaches them job skills and financial knowledge. Therefore, President Obama is encouraging businesses to give youth internships and jobs. The press release also points out that youth unemployment causes a disconnect from work and school. This problem costs taxpayers billions, making it a big issue.

Omar Epps provides support to the White House press release because he tells the story of his first job. In the video, he talks about the financial skills and sense of responsibility he learned from working as a pizza delivery boy in Brooklyn. He even was able to help his mother sometimes. Through Omar Epps' story, the viewer gets a sense of the value of having young people work, a much different perspective than the Fair Labor Standards Act.

To conclude, the three sources show differing perspectives about youth employment. In 1938, the president was worried about the horrible conditions of child workers. However, in 2012, the president is concerned about young people not having jobs. Today, the economy is bad, and young people have a hard time finding work. Therefore, it's different from 1938 when children were being employed to do hard labor. The sources show different perspectives because they come from different times.

or

any other valid response

### Scoring Rubric

Score	Description
4	<p>The response is complete and correct.</p> <ul style="list-style-type: none"><li>• In a well-developed, multiparagraph composition, the student explains how each source develops its perspective.</li><li>• The student uses details from the three sources to support the response.</li><li>• Errors in the conventions of standard English are minimal.</li></ul>

3	<p>The response shows a general understanding, but is incomplete.</p> <ul style="list-style-type: none"> <li>• The student does not fully explain how each source develops its perspective, OR uses details from only two sources in support of the response.</li> <li>• Minor errors in the conventions of standard English may be present, but do not impair readability.</li> </ul>
2	<p>The response shows partial understanding, but is incomplete or incorrect in an important element.</p> <ul style="list-style-type: none"> <li>• The student only partially explains how each source develops its perspective, OR uses details from only one source in support of the response.</li> <li>• Many errors in the conventions of standard English are present and may somewhat inhibit understanding.</li> </ul>
1	<p>The response shows minimal understanding and is significantly incomplete or incorrect in important elements.</p> <ul style="list-style-type: none"> <li>• The student only minimally explains how each source develops its perspective, 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.</li> </ul>
0	<p>The student's response is incorrect, irrelevant, too brief to evaluate, or blank.</p>