*Evidence-Centered Classroom Assessment – Activity Scope*

 **Activity Name:** *Figurative language Finder*

 **Description:** *Students receive a set of 3 1-page passages embedded with examples of figurative language.*

**Target Competencies/Objectives/Standards:** *CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

 **Prompt:** “Can you find the examples of figurative language in this passage?”

 **Other Stimulus Material:** *A passage with at least 5 examples of figurative language.*

 **Expected Work Product***: All three passages with the figurative language examples highlighted and properly categorized. On an additional page completed interpretations of the figurative language examples and students’ own figurative language examples.*

 **Relevant Evidence Rules:** *Complete activity with 80% accuracy as assessed by* Activity Rubric

**Task Features:**

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| **Manipulable Feature***Time of lesson, challenge of items* | **Possible Values***Grade level, # of digits* | **Affects Height/Depth of Competency***DOK 1-4* | **Affects Which Competencies***Comprehension, reasoning* | **Affects Discrimination *C****hallenges unrelated to skill* | **Affects Difficulty***Easier, moderate, challenging* |
| Accelerated Reading Level of each passage. | 4th grade, 5th grade or 6th grade comprehension level. | The higher the reading level the deeper the student should be able to go on the DOK. | Comprehension | Passage topic should be something familiar to the students. | The lower the reading level the easier it should be to interpret the figurative language in the passage. |
| Types of figurative language examples  | Similes, metaphors and/or hyperbole. | Students may be able to go to level 4 on the DOK with some types of figurative language than others. | Understanding, recall | Examples should be types of figurative language already seen in class. | One type of figurative language may be easier to interpret than others. |
| Order of Activity | After modeled lesson on figurative language, or as an assessment at the end of the week. | The earlier in the lesson the students may only able to get to level 1 in the DOK and identify the figurative language examples. | Self-Efficacy  | Activity should be in format familiar to students. | The later in the lesson the easier the activity should be for the students. |
| Groups size | Individually, 3 student small group, whole class. | Doing the activity in whole group can allow the students to get to DOK level 4. | Independence | The peers that students work with should be cooperative | Doing the activity with more students should make it easier. |

**Links to other skills:**

**Related Standards and Objectives:**