

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	<p>Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely paraphrase or quote words directly from the text.</p> <p>Note: in RL Target 4, students supply both the inference/conclusion AND the evidence.</p> <p>All items are text-dependent. No item is answerable without reading the text.</p> <p>All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).</p>
Standards	<p>RL-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>NOTE: <u>Underlined content from the Common Core State Standards shows what each assessment target might assess.</u></p>
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	<p>Stimuli are texts of literary fiction. Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p>

	<p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion.</p> <p>The answer choices will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Which [detail/sentence/line] from the passage best supports [provide inference or conclusion based on the passage]? [Provide inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage best supports this [inference/conclusion] OR best shows [provide the inference/conclusion]? The reader can [infer/conclude] [provide inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage best supports this [inference/conclusion] OR best shows [provide the inference/conclusion]? The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the passage]. Which [detail/sentence/line] from the passage best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage best supports this [inference/conclusion] OR best shows [provide the inference/conclusion]? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Which [detail/sentence/line] from [title text #1] best shows that [provide inference or conclusion based on both passages] is true of both passages? NOTE: This stem is only used with two literary passages.

	<ul style="list-style-type: none">Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence/line] from [title text #1] best supports the same idea? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two correct answers. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Choose two [details/sentences/lines] from the passage that best support the [inference/conclusion] that [provide inference or conclusion based on the passage]. • Which [details/sentences/lines] from the passage best support [provide inference or conclusion based on the passage]? Choose two answers. • [Provide inference or conclusion based on the passage]. Which [details/sentences/lines] from the passage best support this [inference/conclusion] OR best show [provide idea in the inference or conclusion]? Choose two answers. • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [details/sentences/lines] from the passage best support this [inference/conclusion] OR best show [provide the inference or conclusion]? Choose two answers. • The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the passage]. Which [details/sentences/lines] from the passage best support this [inference/conclusion] OR best show [provide the inference/conclusion]? Choose two answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Which [details/sentences/lines] from the passage best support this [inference/conclusion] OR best show [provide the inference or conclusion]? Choose two answers.

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Which [details/sentences/lines] from [text #1 name] best show that [provide inference or conclusion based on the two passages] is true of both passages? Choose two answers. <p>NOTE: This stem can only be used with two literary passages.</p> <ul style="list-style-type: none"> Based on the information in [title text #2], [provide inference or conclusion based on passage #2]. Which [details/sentences/lines] from [text #1 name] best support the same idea? Choose two answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will indicate [one/two] options.</p> <p>The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that provide support for the given inference or conclusion. If there is more than one correct response, then the item stem will state the number of correct responses. The distractors will be other selectable sections of text that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Click the [detail/sentence/set of sentences/line/paragraph] that best supports [provide inference or conclusion based on the passage]. [excerpted selectable text] Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support [provide inference or conclusion based on the passage]. [excerpted selectable text] [Provide inference or conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide idea in the inference or conclusion]. [excerpted selectable text] [Provide inference or conclusion based on the passage]. Click [one/two] details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide idea in the inference or conclusion]. [excerpted selectable text]

	<ul style="list-style-type: none"> • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide idea in the inference or conclusion]. [excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide idea in the inference or conclusion]. [excerpted selectable text] • The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide the inference/conclusion]. [excerpted selectable text] The [author/narrator] [infers/concludes] that [inference/conclusion based on the passage]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide the inference/conclusion]. [excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide the inference/conclusion]. [excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide the inference or conclusion]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Both [title passage #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences/line] in the paragraph from [title text #1] that best supports [provide inference or conclusion]. Next, click on the [detail/sentence/set of sentences/line] in the paragraph from [title text #2] that also supports [provide inference or conclusion]. [excerpted selectable text] NOTE: This stem can only be used with two literary passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/line/paragraph] from [title passage #1] that best supports the same idea. [excerpted selectable text]
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	<ul style="list-style-type: none"> Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that best support the same idea? <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p> <p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that selectable text is a whole, continuous section of text</p> <div data-bbox="540 762 1442 1180"> <p>The reader can infer that Alice prefers warm weather over cold weather. Click on the line from the text best support this inference.</p> <p>[Ashley was sitting in the car rubbing her hands together as the deep white billowy smoke escaped from the exhaust pipe.] [I was certain the car would be warmed up, at least slightly, by the time I got in.] [I was sorely mistaken in my assumption.] [It was still just as ice-cold inside the car as it was outside in the snow.] [It actually seemed colder in the car because the heater was only thrusting cold air out of the vents.] [I looked at my sister and gave out a loud, forced shiver.] [I was shaking uncontrollably and couldn't stop my teeth from clicking against each other.] ["Beautiful weather for a drive, eh?" I said with a shaky grin.] [I think I finally knew what she meant when she said it was time to "find the sun."]</p> </div>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 2. CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	
Clarifications	<p>Items may assess a theme or central idea/main idea in the text. Items will not ask students to summarize the entire text; students will summarize a key event(s) or idea(s).</p> <p>Items may assess the key details in the text that support a theme or central idea/main idea.</p> <p>All items should require students to cite specific textual evidence to support ideas drawn from the text(s).</p>
Standards	<p>RL-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RL-2 <u>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	<p>DOK 2, 3</p> <p>Short Text (Constructed Response) will always be DOK 3.</p>
Stimuli/Passages	<p>Texts will contain one or more themes, central ideas, main ideas, and/or key events.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence.

English Language Arts Specification: Grade 4 Claim 1 Target 2



Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)
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Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to 1) determine a theme or central idea/main idea, 2) identify a key event or idea that supports a theme or central idea/main idea, 3) identify a statement summarizing the key event(s) or idea(s) in a portion of the text, or 4) identify a key event or idea that is missing from a text summary.</p> <p>The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea/main idea of a text using supporting evidence 2. The student will summarize key events or ideas in a text using supporting evidence.. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which sentence best [tells/shows/describes] the [theme/main idea] of the passage? • Which sentence best [tells/shows/describes] the [theme/main idea] of the [story/poem] told by the [narrator/speaker]? • Which sentence best [tells/shows/describes] the [author's/character's name's] message about [provide a theme/main idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the [theme/main idea] of the [sentence(s)/line(s)/paragraph(s)]? • Which [sentence(s)/line(s)/paragraph(s)] from the passage best [tell(s)/show(s)/describe(s)] the [theme/main idea]? • Read the [paragraph(s)]. [excerpt from text] Which sentence best summarizes the [provide paragraph(s)]? • Which sentence best summarizes the [provide heading/section] text? • Which sentence best summarizes what happens after [provide plot]? • Read this summary. [summary of a section of the text; one key event/idea is missing] Which [key event/idea] is missing from the summary? <p>Note: The correct answer should be a pivotal key event or idea.</p> <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • What [theme/main idea] can be found in both [title text #1] and [title text #2]? <p>NOTE: This stem can only be used with two literary passages.</p>

	<ul style="list-style-type: none">• What [theme/main idea] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2	<p>Task Description:</p> <p>The item stem will prompt the student to 1) identify a theme or central idea/main idea, or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five to six options of similar structure. Of the options, there will be two correct answers. The correct answers will be relatively short statements that identify the theme or central ideas/main ideas presented in the text or statements that should be included in the text summary. The distractors will be relatively short statements that do not belong because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key text details. The distractors will not contain details of such insignificance that the options are implausible.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Choose two sentences that best [tell(s)/show(s)/describe(s)] the [theme(s)/main idea(s)] presented in the passage. • Choose two sentences that should be included in a summary of the text. <p>Scoring Rules: All correct responses: 1 point; All other responses: 0 points</p>

Task Models	
Task Model 3 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 2	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will pose a question that requires the student to determine a theme or central idea/main idea of the text. The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a theme or central idea/main idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>The item stem of PART B will prompt the selection of a detail from the text that provides evidence for the identification the student made in PART A.</p> <p>The answer choices of PART B will present four options. The correct answer will be a text detail that supports the theme or central idea/main idea identified in Part A. The distractors will be text details that provide plausible support for the distractors in PART A.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. <p>Lead-In: The following question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which sentence best [tells/shows/describes] the [theme/main idea] of the text? • Which sentence best [tells/shows/describes] the [author's/character's] [message/main idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Which [theme/main idea] is [told/shown/described] in the [sentence(s)/line(s)/paragraph(s)]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/detail(s)] from the passage [best support(s)/is (are) an example of] your answer in part A?

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none">• What [theme/main idea] can be found in both [title text #1] and [title text #2]? <p>NOTE: This stem can only be used with two literary passages.</p> <ul style="list-style-type: none">• What [theme/main idea] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none">• Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] best [support(s)/is (are) an example of] your answer in part A?• Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? <p>NOTE: This stem can only be used with two literary passages.</p> <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to 1) select the detail(s) that reveal a theme or central idea/main idea or 2) identify a section of the text that contains a key idea or event that is missing from a summary of the text. The item stem will indicate [one/two] options.</p> <p>The answer choices will be selectable lines, sentences, or paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal theme(s) or central idea(s)/main idea(s) of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Click on [one/two] [sentence(s)/line(s)/set of lines/paragraph(s)] that best [tell(s)/show(s)/describe(s)] the [theme/main idea] of [the passage/section of the passage]. Select [one/two] answers. [excerpted selectable text] • Read this summary of [the passage/section of the passage]. [summary of a section of the text; one key detail/event is missing] A [key event/detail] is missing from the summary. Click on the [sentence(s)/line(s)/set of lines/paragraph(s)] that include(s) the missing [event/detail]. Select [one/two] answers. Note: The correct answer(s) should be a pivotal key idea or event. • Click on the [one/two] [key details/events] that should be included in a summary of the passage. Note: The correct answer(s) should be a pivotal key idea or event. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p> <p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</p>

Note: Selectable text is a whole, continuous section of text.

Click on **two** sentences that **best** identify the main idea of the passage.

[Wait a minute, did I just say I could open my eyes and see palm trees?] [Yes, I did.] [I really opened my eyes, and I really saw palm trees.] [The smells and sounds were not a dream at all.] [I sat up and glanced at Ashley's face with a look of bewilderment and confusion.] ["We're here!" she said, as she smiled uncontrollably.] ["Surprise, little sis! I told you we were going to find the sun!"] [I could barely contain my emotions.] [Not only was I just waking up from a wonderful sleep, but I woke up in a place better than my dream.] [I peeked out of my now wide open window and saw a sign I was not expecting to see.] [It read, "Welcome to the Sunshine State!"]

[It was at that moment that she asked me if I was ready for my next surprise.] ["OF COURSE!" I exclaimed.] [She handed me a torn envelope with an orange and blue return address.] [My dream became reality.]

Task Models	
Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3	<p>Task Description:</p> <p>The item stem will prompt the student to 1) determine a theme or central idea/main idea of the text and support their response with evidence from the text or 2) summarize key events from a section of the text.</p> <p>Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text.</p> <p>Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Determine the [theme/main idea] of the passage. Explain the [theme/main idea] and support your answer using key details from the passage. • What is the [theme/main idea] of the passage? Use key details from the passage to support and explain your answer. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the [author's/narrator's] main idea in the [sentence(s)/line(s)/paragraph(s)]? Use key details from the passage to support and explain your answer. • Summarize the first paragraph. Use key [details/events] from the passage in your summary. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Summarize the [sentence(s)/line(s)/paragraph(s)]. Use key [details/events] from the passage in your summary. • Summarize what happens [after/during] [provide text event]. Use key [details/events] from the passage in your summary. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What [theme/main idea] can be found in both [title text #1] and [title text #2]? Use key details from both passage to support and explain your answer. NOTE: This stem can only be used with two literary passages. • What [theme/main idea] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? Use key [details/events] from [title text #1] to support and explain your answer.

Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.

Rubric Template:

Score	Rationale
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens after or during a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/main idea or summary with clearly relevant information based on the text
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens after or during a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the theme/central idea/main idea or summary with vague/limited information based on the text
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens after or during a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/main idea or summary, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/main idea or summary, but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Example
2	<p>A response:</p> <ul style="list-style-type: none"> - Gives sufficient evidence of the ability to determine the central idea/main idea as the shift in Alice's attitude toward the trip (or other relevant explanations with text support) - Includes specific examples/details that make clear reference to the text <p>Examples may include (but are not limited to) Alice's decision to</p> <p>--- Enjoy the ride</p>	<p>The central idea/main idea in the paragraph is that the more Alice stopped worrying about where she was going, the more she enjoyed the experience. She started living in the moment. She said she decided to "just sit back, relax, and enjoy the ride," noting that the ride "became a lot more enjoyable the further south" the sisters drove. She was even able to fall asleep.</p>

		<ul style="list-style-type: none"> --- Forget the letter she received --- Look at the scenery --- Listen to music and sleep - Adequately explains the central idea/main idea with clearly relevant information based on the text 	
	1	<p>A response:</p> <ul style="list-style-type: none"> - Gives limited evidence of the ability to determine the central idea/main idea as the shift in Alice's attitude toward the trip (or other relevant explanations with text support) - Includes vague/limited examples/details that make reference to the text. <p>Responses may include those listed in the 2-point response.</p> <ul style="list-style-type: none"> - Explains the central idea/main idea with vague/limited information based on the text 	The central idea/main idea is that Alice relaxed more as the drive went on. She was even able to fall asleep.
	0	<p>A response:</p> <ul style="list-style-type: none"> - Gives no evidence of the ability to determine the central idea/main idea <p>OR</p> <ul style="list-style-type: none"> - Gives the central idea/main idea, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> - Gives the central idea/main idea, but includes no explanation or no relevant information from the text 	The central idea/main idea is that Alice doesn't know where they are going.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	
Clarifications	<p>Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be one to two grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be on or below grade level.</p> <p>The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RL-4 <u>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</u></p> <p>c. <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u></p> <p>L-5c <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 1, DOK 2
Stimuli/Passages	Each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on

	<p>academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary.</p> <p>Formating note: In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What is the meaning of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely mean? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] Which [word(s)/phrase] best state(s) the meaning of [<u>targeted word</u>/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]

	<p>What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] show the reader?</p> <ul style="list-style-type: none"> Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word</u> underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [<u>targeted word</u>]? Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] Pick the [word/phrase] that best defines [<u>targeted word</u>/"targeted phrase"] as it is used in the sentence(s). Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the author tell the reader with the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Read the dictionary entry. [(<i>part of speech</i>) 1. [provide definition] Which [word/phrase] best matches the dictionary entry? Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word</u> underlined] What does the [root/affix] in the word [<u>targeted word</u>] mean? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"] from [text #2]? First, read the [sentence(s)/line(s)] from [title text #1]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]
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	<p>Which [word/phrase] best matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as it is used in both passages?</p> <p>NOTE: This stem is only used with two literary passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose two answers.</p> <p>Formatting note: In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be two correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] mostly mean? Choose two answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] show the reader? Choose two answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Choose two answers.

	<ul style="list-style-type: none"> Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose two answers. Read the [sentence(s)/line(s)] from the passage. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose two answers. First, read the sentence(s) from [title text #1]. [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Now read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Which [words/phrases] best matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in both passages? Choose two answers. <p>NOTE: This stem is only used with two literary passages.</p> <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition.</p> <p>Formating note: When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only one correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the dictionary entry. [(part of speech) 1. [provide definition] Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that most closely matches the definition of that word. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that best shows that [idea/meaning]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s)/line(s) from text, with <u>targeted word/phrase</u> underlined]

	<p>Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/“targeted phrase”]. [excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #1]. [Directly quoted sentence or line from text, with <u>targeted word/phrase</u> underlined] <p>Click on the <u>underlined</u> [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/“targeted phrase”]. [excerpted selectable text #2]</p> <p>NOTE: This stem is only used with two literary passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only. Note: Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 10px;"> <p>First, read the dictionary entry.</p> <p>(v) gather together or acquire an increasing number or quantity of; heap up</p> <p>Click on the <u>underlined</u> word in the paragraph that most closely matches the definition provided.</p> <p>The snow on the side of the road was really starting to <u>accumulate</u>. The grass was now a pure, <u>sparkling</u> white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly <u>negotiated</u> the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our <u>destination</u> was, but I had to quickly admit that it wasn't my first <u>suspicion</u> as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely <u>stumped</u> as to which mysterious locale my sister was <u>whisking</u> us off to.</p> </div>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 4: REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	
Clarifications	<p>Items require students to analyze a text (or texts) by making inferences or drawing conclusions about characters, setting, events, point of view, or themes, etc. Additionally, students will apply key evidence from the text(s) to support and explain their inference(s)/conclusion(s).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RL-3 <u>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</u></p> <p>RL-6 <u>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</u></p> <p>RL-9 <u>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 3
Stimuli/Passages	<p>Each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p>

	<p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
Task Model 1 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 3	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will pose a question about the details that support the inference made OR conclusion drawn in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to draw the conclusion OR make the inference.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which of these inferences about [provide character's name/setting/plot/author's point of view/theme/topic/etc.] is supported by the passage? • What inference can be made about [provide character's name/setting/plot/author's point of view/theme/topic/etc.]?

	<ul style="list-style-type: none"> • What inference can be made about the narrator's feelings toward [provide character's name or setting/plot/etc.]? • What inference can be made about [character name]'s relationship with [character name]? • Which of these conclusions about [provide character's name/setting/plot/author's point of view/theme/topic/etc.] is supported by the passage? • What conclusion can be drawn about [provide character's name/setting/plot/author's point of view/theme/topic/etc.]? • What conclusion can be drawn about the narrator's feelings toward [provide character's name/setting/plot/etc.]? • What conclusion can be drawn about [character's name]'s relationship with [character's name]? • What did the author most likely mean by including [provide character's name/plot/other reference/etc.] in the passage? • Read the [sentence(s)/line(s)/set(s) of lines/paragraph(s)]. [excerpted text] What did the author most likely mean by including [provide character's name/setting/plot/other reference/etc.] in the passage? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage best support(s) your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage best supports the [inference made/conclusion drawn] in part A? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide character's name/setting/plot/theme/topic/character-narrator point of view] in [title text #1]? • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide character's name/setting/plot/theme/topic/character-narrator point of view.] in [title text #1]?
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	<p>PART B:</p> <ul style="list-style-type: none">• Which [sentence(s)/line(s)/set of lines/paragraph(s)] from [text #1 name] best support(s) your answer in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 2 Item Type: Hot Text, select text (ST) DOK: 3	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will prompt the selection of details from the text that support the inference made OR conclusion drawn in PART A. The part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion.</p> <p>The answer choices of PART B will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use EBSR (Task Model 1).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Click on the statement that best provides an inference that can be made about the narrator's feelings toward [provide character's name/setting/plot/etc.]. • Click on the statement that best provides an inference that can be made about [character name]'s relationship with [character's name]. • Click on the statement that best provides an inference about [provide character's name/setting/plot/author's point of view/theme/topic/etc.] that is supported by the passage. • Click on the statement that best provides a conclusion that can be drawn about [provide character's name/setting/plot/author's point of view/theme/topic/etc.].

- Click on the statement that **best** provides a conclusion that can be drawn about the narrator's feelings toward [provide character's name/setting/plot/etc.].
- Click on the statement that **best** provides a conclusion that can be drawn about [character name]'s relationship with [character's name].
- Click on the statement that **best** describes what the author meant by including [provide character's name/plot/other reference/etc.] in the passage.

Appropriate Stems for PART B:

- Click the [sentence(s)/line(s)/set of lines/paragraph(s)] from the passage that **best** support(s) your answer in part A. Choose **one** answer.
[excerpted selectable text]
- Click the [sentence(s)/line(s)/set of lines/paragraph(s)] from the passage that **best** supports the [inference made/conclusion drawn] in part A. Choose **one** answer.
[excerpted selectable text]

Appropriate Stems for Dual-Text Stimuli Only:

PART A:

- Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2].
[excerpt from text]
Based on this information, [what inference can be made/what can a reader infer] about [provide character's name/setting/plot/theme/topic/character-narrator point of view/etc.] in [title text #1]?
- Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2].
[excerpt from text]
Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide character's name/setting/plot/theme/topic/character-narrator point of view/etc.] in [title text #1]?

PART B:

- Click on the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #1] that **best** support(s) your answer in part A.

Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note that the selectable text of Part A mirrors a single-response multiple choice item and of Part B is a whole, continuous section of text.

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the statement that **best** provides an inference about Ashley that is supported by the text.

- A. [Ashley considers Alice to be unreliable.]
- B. [Ashley expects Alice to be apprehensive about the trip.]
- C. [Ashley is unsure about how her sister will react to her surprises.]
- D. [Ashley is excited about her sister enrolling in the same university she attends.]

Part B

Click on the sentence from the text that **best** supports your answer in part A.

["Alice, let's go! We're behind schedule."] [GOODNESS GRACIOUS you take forever sometimes, you know that?" my sister screeched as she tore down the stairs with the agility of a cat and dashed toward the parking lot.] [The newly fallen snow was starting to accumulate on the balcony of our second-story apartment, and I could see through the window that the hood of our car was already a shimmering white blanket.] [It was the first day of my high school's winter break, and my sister was back in town from college in Florida to spend some time with me.] [She said she had a surprise for me, but wouldn't make me privy to anything other than a few cryptic phrases and the occasional "You're gonna to love my surprise, bestie!"]

Task Models	
Task Model 3 Item Type: Short Text, constructed response (WR) DOK: 3	<p>Task Description: The item will prompt the student to make an inference OR draw a conclusion about characters, setting, events, point of view, themes, topics) about the text AND support that analysis with details from the text. The item stem will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text.</p> <p>Short text items require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Note: Constructed Response (Short Text) items will be written to long literary passages.</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What inference can be made about [provide character's name/setting/plot/author's point of view/theme/topic]? Use key details from the passage to support and explain your answer. • What inference can be made about the narrator's feelings toward [provide character's name/setting/plot]? Use key details from the passage to support and explain your answer. • What inference can be made about [character name]'s relationship with [character name]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about [provide character's name/setting/plot/author's point of view/theme/topic]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about the narrator's feelings toward [provide character's name/setting/plot]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about [character name]'s relationship with [character's name]? Use key details from the passage to support and explain your answer.

Appropriate Stems for Dual-Text Stimuli Only:

- Read the sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2].
[excerpt from text]
Based on this information, [what inference can be made/what can a reader infer] about [provide character's name/setting/plot/theme/topic/character-narrator point of view/etc.] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].
- Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2].
[excerpt from text]
Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide character's name/setting/plot/theme/topic/character-narrator point of view/etc.] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].

Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.

Rubric Template:

Score	Rationale
2	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/draw a conclusion OR <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text OR <ul style="list-style-type: none"> • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: — Ashley commenting on Alice's tendency to be late — Ashley surprising Alice with the trip's destination — Ashley calling Alice "bestie" — Alice accepting Ashley's "abstract" personality and trusting her despite it — Alice deciding to relax and enjoy the ride — Alice wanting to go to the same college Ashley attends - Adequately explains inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her "bestie" and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's "abstract" personality and trusts her enough to "sit back, relax, and enjoy the ride," even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 5: ANALYSIS WITHIN OR ACROSS TEXTS Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.	
Clarifications	<p>Item will focus on the analysis of the relationship and/or development of literary elements or author's point of view within one text or between two texts.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RL-3 <u>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</u></p> <p>RL-6 <u>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 3, DOK 4
Stimuli/Passages	<p>Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p>

English Language Arts Specification: Grade 4 Claim 1 Target 5



	The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will describe and explain the relationships among literary elements (character, setting, event) within one text. 2. The student will compare/contrast the narrator or characters' point of view within one text. 3. The student will describe and explain the relationships among literary elements (character, setting, event) across different texts. 4. The student will compare/contrast the narrator or characters' point of view across different texts.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: <u>Multiple Choice, single correct response (MC)</u> DOK: 3, 4	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR compare/contrast the narrator or character's point of view within one text or across two texts. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes literary elements or the narrator or character's point of view within a single text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will describe and explain the relationships among literary elements (character, setting, event) within one text. 2. The student will compare/contrast the narrator or characters' point of view within one text. 3. The student will describe and explain the relationships among literary elements (character, setting, event) across different texts. 4. The student will compare/contrast the narrator or characters' point of view across different texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How do(es) [provide name of character/the setting/event, etc.] [build/change] over the course of the passage? • Which sentence best describes how the relationship between [the narrator/character's name] and [character's name] changes over the course of the passage? • How does the author build the relationship between [the narrator/provide character's name] and [provide character's name]? • What does the [provide name of character/the setting/event, etc.] show about the relationship between [provide characters' names/the narrator] and [provide character's name] in the passage? • What does the [provide name of character/the setting/event, etc.] tell the reader about the relationship(s) between [provide characters' names/the narrator] and [provide character's name]? • How does the relationship between [the narrator/provide character's name] and [character's name] [build/change] in the passage?

	<ul style="list-style-type: none"> • What does the [first paragraph/introduction] show the reader about [the narrator/provide character's name] in the passage? • Read the paragraph. [excerpt from the passage] What does the paragraph show the reader about the [narrator/provide character's name] [of/in] the passage? • How is [provide character's name] different after [provide plot]? • How does the author build the idea that [provide targeted idea] over the course of the passage? • How do(es) the point(s) of view of [provide character's name] [build/change] after [provide event]? • How does [provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • How is the building of [the narrator/provide character's name] in [title text #1] like [provide character's name] in [title text #2]? • How does [the narrator/provide character's name]'s point of view in [title text #1] differ from [provide character's name]'s point of view in [title text #2]? • How do the authors of both passages build the relationships between the main characters? • How does the building of the [plot/story] in [title text #1] [compare/contrast] to the building of the [plot/story] in [title text #2]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand the [narrator/provide name of character/the setting/provide event, etc.] in [title text #1]? • Which sentence is correct about the [narrator/provide name of character/the setting/provide event, etc.] in both [insert names of passages]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2</p> <p>Item Type: <u>Multiple Choice, multiple correct response (MS)</u></p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the development of literary elements or point of view within one text or across two texts OR compare/contrast the narrator or character's point of view within one text or across two texts. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The item stem will prompt the student to choose two answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two correct answers. The correct answer will be a clearly discernible and correct statement that analyzes literary elements or compare/contrast the narrator or character's point of view within a single text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will describe and explain the relationships among literary elements (character, setting, event) within one text. 2. The student will compare/contrast the narrator or characters' point of view within one text. 3. The student will describe and explain the relationships among literary elements (character, setting, event) across different texts. 4. The student will compare/contrast the narrator or characters' point of view across different texts. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • How do [provide name of character/the setting/provide event, etc.] [build/change] over the course of the passage? Choose two answers. • Which sentence best describes how the relationship between [the narrator/provide character's name] and [provide character's name] changes over the course of the passage? Choose two answers. • How does the author build the relationship between [the narrator/provide character's name] and [character's name]? Choose two answers. • What does the [narrator/provide name of character/the setting/provide event, etc.] show about the relationship between [the narrator/provide characters' names] and [provide character's name] in the passage? Choose two answers. • What does the [narrator/provide name of character/the setting/provide event, etc.] tell the reader about the relationship(s) between [the narrator/provide characters' names] and [provide character's name]? Choose two answers.

- How does the relationship between [the narrator/provide character's name] and [provide character's name] [build/change] in the passage? Choose **two** answers.
- What does the [first paragraph/introduction] show the reader about [the narrator/provide character's name] in the passage? Choose **two** answers.
- Read the paragraph.
[excerpt from the passage]
What does the paragraph show the reader about the [narrator/provide character's name] [of/in] the passage? Choose **two** answers.
- How is [the narrator/provide character's name] different after [provide plot]? Choose **two** answers.
- How does the author build the idea that [provide targeted idea] over the course of the passage? Choose **two** answers.
- How do(es) the point(s) of view of [provide character's name(s)] [build/change] after [provide event]? Choose **two** answers.
- How does [the narrator/provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli Only:

- How is the building of [provide character's name(s)] in [title text #1] like [provide character's name] in [title text #2]? Choose **two** answers.
- How does [provide character's name]'s point of view in [title text #1] differ from [provide character's name]'s point of view in [title text #2]? Choose **two** answers.
- How do the authors of **both** passages build the relationships between the main characters? Choose **two** answers.
- How does the building of the [plot/story] in [title text #1] [compare/contrast] to the building of the [plot/story] in [title text #2]? Choose **two** answers.
- Read the [sentence/paragraph] from [title text #2].
[excerpt from passage]
How does that information help the reader understand the [provide name of character/the setting/provide event, etc.] in [title text #1]? Choose **two** answers.
- Which sentence is correct about the [provide name of character/the setting/provide event, etc.] in **both** [insert names of passages]? Choose **two** answers.

Scoring Rules:

All correct responses: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 Item Type: <u>Evidence-based Select Response, two-part multiple choice response (EBSR)</u> DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR compare/contrast the narrator or character's point of view within one text or across two texts.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly analyzes the development of literary elements within one text or across two texts OR compares/contrasts the narrator or character's point of view within one text or across two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view between texts or within a single text, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answers will be the line or lines that support the analysis made. The distractors will be a line or lines taken directly from the text or texts that 1) support a misrepresentation of the relationship or point of view within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will describe and explain the relationships among literary elements (character, setting, event) within one text. 2. The student will compare/contrast the narrator or characters' point of view within one text. 3. The student will describe and explain the relationships among literary elements (character, setting, event) across different texts. 4. The student will compare/contrast the narrator or characters' point of view across different texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p>

	<p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • How do [provide name of character/the setting/provide event, etc.] [build/change] over the course of the passage? • Which sentence best describes how the relationship between [the narrator/provide character's name] and [provide character's name] changes over the course of the passage? • How does the author build the relationship between [the narrator/provide character's name] and [provide character's name]? • What does the [provide name of character/the setting/provide event, etc.] show about the relationship between [the narrator/provide characters' names] and [provide character's name] in the passage? • What does the [provide name of character/the setting/provide event, etc.] tell the reader about the relationship(s) between [the narrator/provide characters' names and [provide character's name]? • How does the relationship between [the narrator/provide character's name] and [provide character's name] build in the passage? • What does the [first paragraph/introduction] show the reader about [the narrator/provide character's name] in the passage? • Read the paragraph. [excerpt from the passage] What does the paragraph show the reader about the [narrator/provide character's name] [of/in] the passage? • How is [the narrator/provide character's name] different after [provide plot]? • How does the author [build/show] the idea that [provide targeted idea] over the course of the passage? • How do(es) the point(s) of view of [the narrator/provide character's name(s)] [build/change] after [provide event]? • How does [the narrator/provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)] from the passage(s) best support(s) your answer in part A? • Which [sentence(s)/paragraph(s)] from the passage(s) best shows the connection made in part A? <p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • How is the building of [provide character's name(s)] in [title text #1] like [provide character's name] in [title text #2]? • How does [provide character's name]'s point of view in [title text #1] differ from [provide character's name]'s point of view in [title text #2]?
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	<ul style="list-style-type: none"> • How do the authors of both passages build the relationships between the main characters? • How does the building of the [plot/story] in [title text #1] [compare/contrast] to the building of the [plot/story] in [title text #2]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand the [narrator/provide name of character/the setting/provide event, etc.] in [title text #1]? • Which sentence is correct about the [narrator/provide name of character/the setting/provide event, etc.] in both [insert names of passages]? <p>PART B:</p> <ul style="list-style-type: none"> • Which sentence(s) from [title text #1] best support(s) your answer in part A? • Which sentence(s) from [title text #1] best shows the connection made in part A? • Which [pair/set] of sentences from the passages best support(s) your answer in part A? • Which [pair/set] of sentences from the passages best shows the connection made in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 4 Item Type: <u>Hot Text select text (ST)</u> DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR compare/contrast the narrator or character's point of view within one text or across two texts.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly analyzes the development of literary elements within one text or across two texts OR compares/contrasts the narrator or character's point of view within one text or across two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view between texts or within a single text, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The distractors will be a line or lines that 1) support a misrepresentation of the relationship or author's point of view within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts or between the texts.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will describe and explain the relationships among literary elements (character, setting, event) within one text. 2. The student will compare/contrast the narrator or characters' point of view within one text. 3. The student will describe and explain the relationships among literary elements (character, setting, event) across different texts. 4. The student will compare/contrast the narrator or characters' point of view across different texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p>

	<p>Appropriate Stems for Part A:</p> <ul style="list-style-type: none"> • Click on the sentence that best describes how the [provide name of character/the setting/provide event, etc.] [builds/changes] over the course of the passage. • Click on the sentence that best describes how the relationship between [the narrator/provide character's name] and [provide character's name] changes over the course of the passage. • Click on the sentence that best describes how the author builds the relationship between [the narrator/provide character's name] and [provide character's name]. • Click on the sentence that best describes what the use of [provide name of character/the setting/provide event, etc.] shows about the relationship between [the narrator/provide characters' names] and [provide character's name/provide events in the passage]. • Click on the sentence that best describes what the [provide name of character/the setting/provide event, etc.] tells the reader about the relationship(s) between [the narrator/provide characters' names] and [provide character's name]. • Click on the sentence that best describes how the relationship between [the narrator/provide character's name] and [provide character's name] [builds/changes] in the passage. • Click on the sentence that best describes what the [first paragraph/introduction] tells the reader about [the narrator/provide character's name] [of/in] the passage. • Read the paragraph. [excerpt from the passage] Click on the sentence that best describes what the paragraph tells the reader about the [narrator/provide character's name] in the passage. • Click on the sentence that best describes how [provide character's name] is different after [provide plot]. • Click on the sentence that best describes how the point(s) of view of [provide character's name(s)] changes after [provide event]. • Click on the sentence that best describes how [the narrator/provide character's name]'s point of view is different than [provide character's name]'s point of view [before/after] [provide event]. • Click on the sentence that best describes how the author builds the idea that [provide targeted idea] over the course of the passage. <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Click on the [sentence/line/set of lines/paragraph] from the passage best shows/support(s) your answer in part A. Choose one answer. [excerpted selectable text]
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	<ul style="list-style-type: none"> Click on the [sentence/line/set of lines/paragraph] from the passage that best shows/support(s) the connection made in part A. Choose one answer. [excerpted selectable text] <p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> Click on the sentence that best describes how the building of [provide character's name] in [title text #1] is like [provide character's name] in [title text #2]. Click on the sentence that best describes how [provide character's name]'s point of view in [title text #1] is different than [provide character's name]'s point of view in [title text #2]. Click on the sentence that best describes how the authors of both passages build the relationships between the main characters. Click on the sentence that best describes how the building of the [story/plot] in [title text #1] [compares/contrasts] to the building of [the story/plot] in [title text #2]. Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] <p>Click on the sentence that best describes how that information helps the reader understand [the narrator/provide name of character/the setting/provide event, etc.] in [text #1 name].</p> <ul style="list-style-type: none"> Click on the sentence that is correct about the [narrator/provide name of character/the setting/provide event, etc.] in both [insert names of passages]. <p>PART B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of passage] that best support(s) your answer in part A. Choose one answer. [insert selectable text] Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of passage] that best support(s) the [connection/relationship] made in part A. Choose one answer. [insert selectable text] <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Format Example:

Note: The selectable text of Part A mirrors a single-response multiple choice item and Part B is a whole, continuous section of text. **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.**

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the sentence that **best** describes what Alice's statements tell the reader about her.

- A. [She is nervous and worried about the trip with her sister but wants to make her sister happy.]
- B. [She is nervous and worried about the acceptance letter and doesn't want to leave without receiving it.]
- C. [She is nervous and worried about the acceptance letter but believes her sister has her best interest in mind.]
- D. [She is nervous and worried about the trip with her sister and doesn't think her sister cares about it as much as she does.]

Part B

Click on the **two** sentences from the text that **best** support your answer in part A.

["I'm COMING!" I shouted, knowing I was nowhere near being actually ready, let alone already on my way.] [Besides, how do you prepare for a trip when you're not even sure of your destination?] [I wasn't exactly sure what to bring, but I knew I needed my iPod and my favorite pillow.] [It was cold outside, so I knew I'd need some warm clothing.] [Would I need to bring lighter apparel too?] [Would it be warm where we're going?] [I really didn't even want to venture out of the nice warm apartment and trek through the loathsome slush today anyway.] [I had applied to my sister's college and was waiting eagerly for the nerve-racking response letter which was already overdue.] [The only thing my sister Ashley said was, "We're going to drive until we find the sun."] [Seemed a bit abstract to me, but she's my big sister.] [And while she refuses to let me know our destination, I still trust her.] [So off I go, even though my mind is on that dreadful letter.]

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 6: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.	
Clarifications	<p>Item require students to analyze the structure or features of a passage. This could refer to an author's decisions about the structure of the passage (for example, a series of flashbacks or the use of chronological order). This could also refer to the author's decision about structures (for example, dialogue, opening, closure, or setting). Students must consider how these impact structure, meaning, or presentation. Students may also be required to apply reasoning to justify that analysis by identifying supporting evidence within the passage. Items should go beyond asking students to identify the way in which a passage is structured.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RL-5 <u>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 2, DOK 3
Stimuli/Passages	<p>Texts may be of low to high complexity at grade level. Texts must be rich with external text structures (i.e., flashbacks, chronology, general poem structure) and internal structures (i.e., introduction, conclusion, structure of dialogue, setting, or events) in order to support meaningful analysis.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p>

	<p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none">1. The student will determine how the overall structure of a text impacts its meaning.2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2, 3	<p>Task Description:</p> <p>The item stem will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding text structure or features.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the use of [provide text structure/format/feature/etc.] help the [reader's understanding of/reader understand] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? • What is the most likely reason the author [used/included] [provide of text structure/format/feature/etc.] in the passage? • The author [used/included] [provide text structure/format/feature/etc.]. What is the most likely reason the author wrote the passage this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this [change/add to/affect] [provide element affected by structure, such as main idea, characters, setting, dialogue or plot etc.]? • How does the [first paragraph/first stanza/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the passage. [excerpt from text] Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the passage?

	<ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/stanza(s) of the passage]. [excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)/stanza(s)] and the one(s) that came [before it/after it] important to the passage? • Read the [sentence(s)/paragraph(s)/stanza(s) of the passage]. [excerpt from text] Choose the sentence that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/dialogue/setting/event/flashback/etc.)]? • Why is using [provide text structure] important to understanding [provide character's name/the main idea/the purpose/the author or character's point of view/the introduction/series of events/the conclusion/etc.] in the passage? • What does the author do by [using/beginning with/ending with/including] [provide structure] in the passage? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3	<p>Task Description:</p> <p>The item stem will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding text structure or features. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two correct answers. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the use of [provide text structure/format/feature/etc.] help the [reader's understanding of/reader understand] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? Choose two answers. • What are the most likely reasons the author [used/included] [provide text structure/format/feature/etc.] in the passage? Choose two answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the most likely reasons why the author wrote the passage this way? Choose two answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this [change/add to/affect] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? Choose two answers. • How does the [first paragraph/first stanza/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.] Choose two answers. • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? Choose two answers. • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the passage. [excerpt from text that contains a structural element] Which of these best describes why the author [began with/ended with/used] [this/these]

	<p>[sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the passage? Choose two answers.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)/stanza(s)] and the one(s) that came [before it/after it] important to the passage? Choose two answers. • Read the sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text that contains a structural element] Choose the sentences that best explain why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. Choose two answers. • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/dialogue/setting/event/flashback/etc.)]? Choose two answers. • Why is using [provide text structure] important to understanding [provide character name/the main idea/the purpose/the author or character's point of view/the introduction/series of events/the conclusion/etc.) in the passage? Choose two answers. • What does the author do by [using/beginning/ending/including] [provide structure] in the passage? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Choose two answers. • How might have the information in [title text #2] change the way [title text #1] was written? Choose two answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.	
Clarifications	<p>Items should NOT ask students to identify the type of figurative language that is being used but rather interpret its meaning and impact on the text (i.e., “Which of the following is an example of a simile?” vs. “What impact does the phrase “xxx” have on the passage?”).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL-4 <u>Determine the meaning of words and phrases as they are used in a text</u>, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context</u></p> <p>L-5b <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	<p>Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.

Evidence Required	<ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 Item Type: <u>Multiple Choice, single correct response (MC)</u> DOK: 2, 3	<p>Task Description:</p> <p>The item stem will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentence best describes what the [provide figurative language] in the [sentence(s)/line(s)/paragraph(s)] add to meaning of the passage? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [character's name] feelings about [insert idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]

	<p>Why did the author most likely use the phrase <u>[targeted word/“targeted phrase”]</u>?</p> <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] <u>[targeted word/“targeted phrase”]</u> tell the reader about [character’s name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] <u>[targeted word/“targeted phrase”]</u>? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the line from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [line/sentence] from [title text #2], what does the [word/phrase] <u>[targeted word/“targeted phrase”]</u> tell the reader about [character’s name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the sentence(s)/line(s)/paragraph(s) from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] <u>[targeted word/“targeted phrase”]</u>? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3	<p>Task Description: The item stem will prompt the selection of two statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose two answers. The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentences best describe what the [provide figurative language] in the [sentence(s)/line(s)/paragraph(s)] add to the meaning of the passage? Choose two answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest about [character's name/the narrator/the setting/the passage]? Choose two answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] affect the reader's understanding of the meaning of the passage? Choose two answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [character's name] feelings about [insert idea]? Choose two answers.

- Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose **two** answers.
- Read the [sentence(s)/line(s)/paragraph(s)].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined].
Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli Only:

- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage]? Choose **two** answers.
- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers.
- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text]
Now read the sentence(s)/line(s)/paragraph(s) from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage]? Choose **two** answers.
- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text]
Now read the sentence(s)/line(s)/paragraph(s) from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers.

Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	<p>Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely quote words directly from the text.</p> <p>Note: in RI Target 11, students supply both the inference/conclusion AND the evidence.</p> <p>All items are text-dependent. No item is answerable without reading the text.</p> <p>All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	<p>Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p>

	<p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion.</p> <p>The answer choices will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Which [detail/sentence] from the passage best supports [provide inference or conclusion based on the passage]? [Provide inference or conclusion based on the passage]. Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference or conclusion]? The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? The author [infers/concludes] that [provide inference/conclusion based on the passage]. Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? Read this [inference/conclusion]. [Provide inference or conclusion based on the passage] Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference or conclusion]? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Which [detail/sentence] from [title text #1] best shows that [provide inference or conclusion based on the two passages] is true of both passages? NOTE: This stem is only used with two informational passages.

	<ul style="list-style-type: none"> Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports the same idea? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two correct answers. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Choose two [details/sentences] from the passage that best support the [inference/conclusion] that [provide inference or conclusion based on the passage]. • Which [details/sentences] from the passage best support [provide inference or conclusion based on the passage]? Choose two answers. • [Provide inference or conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference or conclusion]? Choose two answers. • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference/conclusion]? Choose two answers. • The author [infers/concludes] that [provide inference/conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference/conclusion]? Choose two answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference/conclusion]? Choose two answers.

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Which [details/sentences/lines] from [title text #1] best show that [provide inference or conclusion based on both passages] is true of both passages? Choose two answers. <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"> Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports that [provide inference or conclusion]? Choose two answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will indicate [one/two] options.</p> <p>The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that provide support for the given inference or conclusion. If there is more than one correct response, then the item stem will state the number of correct responses. The distractors will be other selectable sections of text that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Click the [detail/sentence/set of sentences/paragraph] that best supports [provide inference or conclusion based on the passage]. [excerpted selectable text] • Click [one/two] [details/sentences/sets of sentences/paragraphs] that best support [provide inference or conclusion based on the passage]. [excerpted selectable text] • [Provide inference or conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion]. [excerpted selectable text] • [Provide inference or conclusion based on the passage]. Click [one/two] [details/sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion]. [excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph]

	<p>that best supports this [conclusion/inference] OR best shows [provide conclusion/inference]. [excerpted selectable text]</p> <ul style="list-style-type: none"> • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click [one/two] [details/sentences/set of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference/conclusion]. [excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference/conclusion]. [excerpted selectable text] • The author [infers/concludes] that [inference/conclusion based on the passage]. Click [one/two] [sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [idea in the inference/conclusion]. [excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Click the [one/two] [details/sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion]. [excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences] in the paragraph from [title text #1] that best supports this [inference/conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports this [inference/conclusion]. [excerpted selectable text] NOTE: This stem can only be used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/paragraph] from [title text #1] that best supports the same [inference/conclusion]. [excerpted selectable text] • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that best support the same [inference/conclusion]?
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	<p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that selectable text is a whole, continuous section of text.</p> <div data-bbox="539 592 1442 982"> <p>The reader can conclude that other Atari video games were even more successful than Pong. Click the two sentences that best support this conclusion.</p> <p>[Warner saw potential in expanding <i>Pong</i> and developed the Atari 2600, a system considered to be the father of all gaming systems.] [The company released nine game cartridges including classic titles like Indy 500 and Video Olympics]. [By 1980, Atari was the fastest-growing company in the United States, totaling more than \$415 million in sales per year.] [The video game industry was in full force, strengthened by the enormous success of the games Space Invaders and Asteroids.]</p> </div>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 9. CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	
Clarifications	<p>Items may assess a main idea in the text. Items will not ask students to summarize the entire text; students will summarize a main idea or a key detail.</p> <p>Items may assess the key details in the text that support a main idea.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-2 <u>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	<p>DOK 2, 3</p> <p>Short Text (Constructed Response) will always be DOK 3.</p>
Stimuli/Passages	<p>Texts will develop a main idea, key events, and/or procedure(s).</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence.

Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)
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Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to 1) determine a main idea, 2) identify a key detail that supports a main idea, 3) identify a statement summarizing the key details, or 4) identify a key detail that is missing from a text summary.</p> <p>The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which sentence best [tells/shows/describes] the main idea of the passage? • Which sentence best [tells/shows/describes] the main problem in the passage? • Which sentence best [tells/shows/describes] the [author's message/main idea] in [provide section of the passage]? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] What is the main idea of the [sentence(s)/paragraph(s)]? • Which [sentence/detail] from the passage best [tells/shows/describes] the main idea? • Read the [sentences/paragraph(s)]. [excerpt from text] Which sentence best summarizes [the sentences/paragraph(s)]? • Which sentence is the best summary of what happens [when/after/during] [provide text event/procedure]? • Read this summary. [provide text summary of key events/ideas procedure; one key event/idea/detail is missing] Which [key event/idea/detail] is missing from the summary? • Which sentence best summarizes the passage? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What main idea can be found in both [title text #1] and [title text#2]? NOTE: This stem can only be used with two informational passages. • What main idea from [title text #1 name] is made clear by the description of [provide idea/event] in [title text #2]?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2	<p>Task Description:</p> <p>The item stem will prompt the student to 1) identify main ideas, or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt the student to choose two options.</p> <p>The answer choices will present five to six options of similar structure. Of the options, there will be two correct answers. The correct answers will be relatively short statements that identify the main ideas presented in the text or statements that should be included in the text summary. The distractors will be relatively short statements that do not belong because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key text details. The distractors will not contain details of such insignificance that the options are implausible.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Choose two sentences that best [show/tell/describe] the main idea(s) presented in the passage. • Choose two sentences that should be included in a summary of the passage. <p>Scoring Rules: All correct selections: 1 point; All other responses: 0 points</p>

Task Models	
Task Model 3 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 2	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will pose a question that requires the student to determine a main idea in a text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a main idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>The item stem of PART B will prompt the selection of detail(s) from the text that provide evidence for the identification the student made in PART A.</p> <p>The answer choices of PART B will present four options. The correct answer will be a text detail that supports the main idea identified in Part A. The distractors will be text details that provide plausible support for the distractors in PART A.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a main idea in a text using supporting evidence. <p>Lead-In: The following question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which sentence best [tells/shows/describes] the main idea of the passage? • Which sentence best [tells/shows/describes] the main problem in the passage? • Which sentence best [tells/shows/describes] the [author's message/main idea] in [provide section of the passage]? • Read the [sentence(s)/paragraph(s)] from the passage. [excerpt from text] What is the main idea of the [sentence(s)/paragraph(s)]? • Which sentence [tells/shows/describes] what happens in the passage? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/detail(s)] from the passage best [support(s)/is (are) an example of] your answer in part A?

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> What main idea can be found in both [title text #1] and [title text#2]? NOTE: This stem can only be used with two informational passages. What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none"> Which [sentence(s)/paragraph(s)] from [title text #1] best [supports/is an example of] your answer in part A? Which [sentence(s)/paragraph(s)] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? NOTE: This stem can only be used with two informational passages. <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to 1) select key detail(s) that identifies a main idea or 2) identify a section of the text that contains a key detail or main idea that is missing from a summary of the text. The item stem will prompt the student to choose [one/two] options.</p> <p>The answer choices will be selectable sentences, or paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal a main idea of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Click on [one/two] [sentence(s)/paragraph(s)] that best [show/tell/describe] the main idea of the passage. Choose [one/two] answers. [excerpted selectable text] • Read this summary of the passage. [Provide summary of a section of the passage; one key event/idea is missing] A [key event/detail] is missing from the summary. Click on the [sentence(s)/line(s)/set of lines/paragraph(s)] that include(s) the missing [event/detail]. Choose [one/two] answers. Note: Options should only include key events/ideas that are pivotal to the text. • Click the [one/two] [key details/events] that should be included in a summary of the passage. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example:</p>

	<p>The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note: Selectable text is a whole, continuous section of text.</p> <div data-bbox="516 304 1411 336"> <p>Click on one sentence of text that best identifies the main idea of the text.</p> </div> <p>Collapse</p> <p>[Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without <i>Pong</i>, though.] [A simple game of electronic tennis started a revolution in entertainment.]</p>
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Task Models	
Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3	<p>Task Description:</p> <p>The item stem will prompt the student to 1) determine a main idea of the text and support their response with evidence from the text or 2) summarize key details from a section of the text.</p> <p>Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text.</p> <p>Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What is the main idea of the passage? Explain the main idea and support your answer using key details from the passage. • What is the main idea of the passage? Use key details from the passage to support and explain your answer. • Read the paragraph from the passage. [excerpt from text] What is the main idea in this paragraph? Use key details from the passage to support and explain your answer. • In the passage, the author writes [provide text excerpt]. Use key details from the passage to support and explain your answer. • Summarize the [first paragraph/introduction]. Use key details from the passage to support and explain your answer. • Summarize what happens [after/during] [provide text event]. Use key [details/events] from the passage in your summary. • Summarize what happens in [provide section/heading]. Use key [details/events] from the passage in your summary. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What main idea can be found in both [title text #1] and [title text#2]? Use key details from both passages to support and explain your answer. <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"> • What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? Use key details from [title text #1] to support and explain your answer. <p>Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.</p> <p>Rubric Template:</p>

Score	Rationale
2	<u>A response:</u> <ul style="list-style-type: none"> Gives sufficient evidence of the ability to determine a main idea, or to summarize using key details. Includes specific examples/details that make clear reference to the text Adequately explains the main idea or summary with clearly relevant information based on the text
1	<u>A response:</u> <ul style="list-style-type: none"> Gives limited evidence of the ability to determine a main idea or to summarize using key details. Includes vague/limited examples/details that make reference to the text Provides a limited explanation of the main idea or summary with vague/limited information based on the text
0	<u>A response:</u> <ul style="list-style-type: none"> Gives no evidence of the ability to determine a main idea or to summarize using key details. OR <ul style="list-style-type: none"> Gives a main idea, but includes no examples or no examples/details that make reference to the text OR <ul style="list-style-type: none"> Gives a main idea, but includes no explanation or no relevant information from the text

Format Example:
The Rubric Example includes a sample short text rubric from a grade 11 item.
This is an example of a customized item specific rubric.

Score	Rationale	Example
2	A response: -Gives sufficient evidence of the ability to determine the main idea or to explain the support for a central idea -Includes specific examples that make clear reference to the text. Examples can include, but are not limited to —prevalence of games on smartphones and other modern technology —the way games have changed over the years —how different <i>Pong</i> is from modern technology —how popular modern technology is now - Adequately explains the central idea or explanation with clearly relevant information based on the text	The main idea of the article is that mentioning smartphones and the popularity of modern technology reminds people how far games have come and how much they have changed over the years. This comparison between today's games and the simple game of <i>Pong</i> makes it seem even more special.
1	A response: -Gives limited of the ability to determine the main idea or to explain the support for a central	The main idea of the article is to show how people today are surrounded by games but people in the past were not.

		<ul style="list-style-type: none"> - Includes vague/limited examples/details that make reference to the text - Examples can include those identified in two-point rationale. - Explains the central idea or explanation with vague/limited information based on the text 	
	0	<p>A response:</p> <ul style="list-style-type: none"> - Gives no evidence of the ability to determine the main idea, or to explain the support for a central idea <p>OR</p> <ul style="list-style-type: none"> - Gives the main idea or explanation, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> - Gives the main idea or explanation, but includes no explanation or no relevant information from the text 	<p>The main idea is that <i>Pong</i> wasn't as good as games now.</p>

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 10: WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**

Clarifications

Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level.

The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications.

All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).

Standards

RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.

L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

NOTE: Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	<p>Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
<p>Task Model 1</p> <p>Item Type: Multiple Choice, single correct response (MC)</p> <p>DOK: 1, 2</p>	<p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary.</p> <p>Formating note: in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use synonym or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What is the meaning of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely mean? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Which [word(s)/phrase] best state(s) the meaning of [<u>targeted word</u>/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

	<p>What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader?</p> <ul style="list-style-type: none"> Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word/phrase</u>] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely tell the reader about [provide idea/event/topic/etc.] in the passage? Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word</u> underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [<u>targeted word</u>]? Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Pick the [word/phrase] that best defines [<u>targeted word</u>/"targeted phrase"] as it is used in the sentence(s). Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Read the dictionary entry. [(<i>part of speech</i>) 1. [definition] Which [word/phrase] from the passage best matches the dictionary entry? Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word</u> underlined] What does the [root/affix] in the word [<u>targeted word</u>] mean? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Now read the sentence(s) from [title text #2].
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	<p>[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>Which [word/phrase] best matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in both passages? NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose two answers.</p> <p>Formatting note: In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be two correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely mean? Choose two answers. • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose two answers. • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely tell the reader about [provide idea/event/etc.] in the passage? Choose two answers. • Read the sentence(s).

	<p>[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose two answers.</p> <ul style="list-style-type: none"> Read the sentence(s). <p>[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose two answers.</p> <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #2]. <p>[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose two answers.</p> <ul style="list-style-type: none"> First, read the sentence(s) from [title text #1]. <p>[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>Now read the sentence(s) from [title text #2].</p> <p>[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>Which [words/phrases] best matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in both passages? Choose two answers.</p> <p>NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition.</p> <p>Formating note: When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only one correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the dictionary entry. [(part of speech) 1. [definition] Click on the <u>underlined</u> word in the [sentence(s)/set(s) of sentences/paragraph(s)] that most closely matches the definition of that word. [excerpted selectable text] • The author uses a word that means [definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that best shows that [idea/meaning]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

	<p>Click on the <u>underlined</u> [word/phrase] in the sentence(s)/set(s) of sentences/paragraph(s) from [title text #1] that means the same thing as [targeted word/“targeted phrase”].</p> <p>[excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #1]. <p>[Directly excerpted sentence or line from text, with <u>targeted word/phrase</u> underlined]</p> <p>Click on the <u>underlined</u> [word/phrase] in the sentences/paragraph from [title text #2] that means the same thing as [targeted word/“targeted phrase”].</p> <p>[excerpted selectable text #2] NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules:</p> <p>Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</p> <p>Note: Selectable text is a whole, continuous section of text.</p> <div data-bbox="548 968 1459 1633" style="border: 1px solid black; padding: 10px;"> <p>Read the dictionary entry</p> <p>(v) gather together or acquire an increasing number or quantity of; heap up</p> <p>Click on the <u>underlined</u> word in the paragraph that most closely matches the definition provided.</p> <p>The snow on the side of the road was really starting to <u>accumulate</u>. The grass was now a pure, <u>sparkling</u> white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly <u>negotiated</u> the narrow on-ramp to the interstate. I couldn’t help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven’t seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn’t quite sure what our <u>destination</u> was, but I had to quickly admit that it wasn’t my first <u>suspicion</u> as I read the sign that said, “Thank You for Visiting Delaware, Come Back Soon!” and then just as quickly, “Welcome to Maryland, Buckle-Up and Please Drive Safely.” Now I was completely <u>stumped</u> as to which mysterious locale my sister was <u>whisking</u> us off to.</p> </div>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	
Clarifications	<p>Items require students to analyze a text (or texts) by making inferences or drawing conclusions about relationships between events, procedures, ideas, or concepts; author's line of reasoning, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-3 <u>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</u></p> <p>RI-6 <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p>RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>RI-8 <u>Explain how an author uses reasons and evidence to support particular points in a text.</u></p> <p>RI-9 <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 3
Stimuli/Passages	<p>Each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can

	<p>be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
Task Model 1 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 3	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will pose a question about the details that support the inference made OR conclusion drawn in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to draw the conclusion OR make the inference.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. <p>Lead-in: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which of these inferences about the [provide example of author's use of information/point of view/purpose] is supported by the passage? • What inference can be made about the [provide example of author's use of information/purpose]?

	<ul style="list-style-type: none"> • What inference can be made about the author's opinion of [provide idea/concept in the text]? • Which of these conclusions about the [provide example of author's use of information/point of view/purpose] is supported by the passage? • What conclusion can be drawn about the [provide example of author's use of information/purpose]? • What conclusion can be drawn about the author's opinion of [provide idea/concept in the text]? • What did the author most likely mean by using [provide target detail]? • Read the [sentence(s)/paragraph(s)]. [excerpted text] What did the author most likely mean by using [provide target detail] in the text? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which the [sentence(s)/paragraph(s)] from the passage best support(s) your answer in part A? • Which the [sentence(s)/paragraph(s)] from the passage best show(s) the [inference made/conclusion drawn] in part A? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide example of the author's use of information/point of view/purpose] in [title text #1]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide example of the author's use of information/point of view/purpose] in [title text #1]? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)] from [title text #1] best support(s) your answer in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 2 Item Type: Hot Text, select text (ST) DOK: 3	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will prompt the selection of details from the text that support the inference made OR conclusion drawn in PART A. The part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion.</p> <p>The answer choices of PART B will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. <p>Lead-in: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Click on the sentence that gives the best inference about the [provide example of author's use of information/point of view/purpose] that is supported by the passage. • Click on the sentence that gives the best inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the sentence that gives the best conclusion that can be drawn about the [provide example author's use of information/point of view/purpose] that is supported by the passage. • Click on the sentence that gives the best conclusion that can be drawn about the author's opinion of [provide idea/concept in the text].

	<ul style="list-style-type: none"> Click on the sentence that best describes what the author most likely meant by using [provide target detail] in the text. <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> Click the [sentence(s)/paragraph(s)] from the passage that best support(s) your answer in part A. Choose one answer. [excerpt from text] <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide example of the author's use of information/point of view/purpose] in [text #1 name]? Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide example of the author's use of information/point of view/purpose] in [title text #1]? <p>PART B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/paragraph(s)] from [text #1 name] that best support(s) your answer in part A. <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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	<p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that the selectable text of Part A mirrors a single-response multiple choice item and of Part B is a whole, continuous section of text.</p> <div data-bbox="539 575 1446 1394" style="border: 1px solid black; padding: 10px;"> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p>Part A</p> <p>Click on the sentence that best provides a conclusion that can be drawn about ideas in the text.</p> <p>A. [<i>Pong</i> suffered disappointments after each accomplishment it made in the gaming industry.]</p> <p>B. [<i>Pong</i> developed from a simple idea into a complex game that attracted people from all areas.]</p> <p>C. [<i>Pong</i> helped drive the success of the most profitable company to first produce gaming systems.]</p> <p>D. [<i>Pong</i> was the start of a popular gaming industry that was not able to maintain its triumphant achievements.]</p> <p>Part B</p> <p>Click on the sentence from the text that best supports your answer in part A.</p> <p>[Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without <i>Pong</i>, though.] [A simple game of electronic tennis started a revolution in entertainment.]</p> </div>
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Task Models	
Task Model 3 Item Type: Short Text, constructed response (WR) DOK: 3	<p>Task Description: The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The item stem will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text.</p> <p>Short text items require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Note: Constructed Response (Short Text) items will be written to long informational passages.</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What inference can be made about the [provide example of author's use of information/point of view/purpose]? Use key details from the passage to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about the [author's use of information/point of view/purpose]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key details from the passage to support and explain your answer. • What did the author most likely mean by using [provide target detail] in the text? Use key details from the passage to support and explain your answer. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide example of the author's use of

information/point of view/purpose] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].

- Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [excerpt from text]

Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide example of the author's use of information/point of view/purpose] in [text #1 name]? Support and explain your answer with key details from [title text #1/both passages].

Scoring Notes:

Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion• Includes specific examples/details that make clear reference to the text• Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: <ul style="list-style-type: none">• Gives limited evidence of the ability to make an inference/draw a conclusion• Includes vague/limited examples/details that make reference to the text• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: <ul style="list-style-type: none">• Gives no evidence of the ability to make an inference/draw a conclusion OR <ul style="list-style-type: none">• Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text OR <ul style="list-style-type: none">• Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: <ul style="list-style-type: none">- Gives sufficient evidence of the	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows

		ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: — Ashley commenting on Alice's tendency to be late — Ashley surprising Alice with the trip's destination — Ashley calling Alice "bestie" — Alice accepting Ashley's "abstract" personality and trusting her despite it — Alice deciding to relax and enjoy the ride — Alice wanting to go to the same college Ashley attends - Adequately explains inference with clearly relevant information based on the text	how much her sister wants to get into the same college she attends. Alice accepts her sister's "abstract" personality and trusts her enough to "sit back, relax, and enjoy the ride," even though she doesn't know where they are going.
	1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
	0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 12: ANALYSIS WITHIN OR ACROSS TEXTS: Interpret how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.	
Clarifications	<p>Item will focus on the analysis of information or author's point of view within one text or between two texts.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-3 <u>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</u></p> <p>RI-6 <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	<p>Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p>

	The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) within a text. 2. The student will compare or contrast the author's point of view within a text. 3. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) across two texts. 4. The student will compare or contrast the author's point of view across two texts.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 3, 4	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author's point of view. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes information or reveals the author's point of view within a text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison. Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) within a text. 2. The student will compare or contrast the author's point of view within a text. 3. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) across two texts. 4. The student will compare or contrast the author's point of view across two texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the author's use of [provide events/procedures/ideas/concepts/etc.] add to the building of information in the passage? • How do [provide events/procedures/ideas/concepts/etc.] develop in the passage? • What do(es) [provide events/procedures/ideas/concepts/etc.] show about [the development/provide idea/content]? • How do(es) the [provide events/procedures/ideas/concepts/etc.] change the passage? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)] add to the building of information in the passage? • What does the information in the [first paragraph/introduction] of the passage tell the reader about the author's point of view? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] What does the information in the passage tell the reader about the author's point of view?

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] is [similar/different] in both passages? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? • How do the authors of both passages develop the relationships between [provide events/procedures/ideas/concepts/etc.]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] in both [insert names of texts] are similar? • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] in [title text #1] differ from [provide events/procedures/ideas/concepts/etc.] in [title text #2]? • Both authors include information about [provide events/procedures/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view? • How is [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]? • How is the author's point of view in [title text #1] the same as the author's point of view in [title text #2]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how conflicting information within a text or across two texts reveals the author's point of view. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The item stem will prompt the student to choose two answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two correct answers. The correct answers will be clearly discernible and correct statements that analyze information or reveal author's point of view within a text or between two texts. Correct answers should comprise no more than 50% of total possible answer choices. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) within a text. 2. The student will compare or contrast the author's point of view within a text. 3. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) across two texts. 4. The student will compare or contrast the author's point of view across two texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the author's use of [provide events/procedures/ideas/concepts/etc.] add to the building of the passage? Choose two answers. • How do [provide events/procedures/ideas/concepts/etc.] develop over the course of the passage? Choose two answers. • What do(es) [provide events/procedures/ideas/concepts/etc.] show about [the development/provide idea/content]? Choose two answers. • How does [provide events/procedures/ideas/concepts/etc.] change the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)] add to the building of the passage? Choose two answers. • What does the [first paragraph/introduction] of the [text name] tell the reader about the author's point of view? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [excerpt from text] What does the information in the passage tell the reader about the author's point of view? Choose two answers.

	<p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] [is/are] [similar/different] in both passages? Choose two answers. • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? Choose two answers. • How do the authors of both passages develop the relationships between [provide events/procedures/ideas/concepts/etc.] Choose two answers. • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individual's name's/events/ideas/concepts/etc.] in [title text #1]? Choose two answers. • Which statement is correct about [provide events/procedures/ideas/concepts/etc.] in both [insert names of texts]? Choose two answers. • How do(es) the development(s) of [provide events/procedures/ideas/concepts/etc.] in [title text #1] remind the reader of [provide events/procedures/ideas/concepts/etc.] in [title text #2]? Choose two answers. • How is/are [provide events/procedures/ideas/concepts/etc.] in [title text #1] different than [provide events/procedures/ideas/concepts/etc.] in [title text #2]? Choose two answers. • Both authors include information about [provide events/procedures/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view? Choose two answers. • How is/are [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]? Choose two answers. • How does the author's points of view in [title text #1] [compare/contrast] to the development of the author's point of view in [title text #2]? Choose two answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 3 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to analyze the interaction of information within a text or across two texts OR how conflicting information within a text or across two texts reveals the author's point of view.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts OR reveals the author's point of view. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the analysis made in Part A. The distractors will be a line or lines taken directly from the text that 1) support a misrepresentation of the relationship or author's point of view within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts .</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) within a text. 2. The student will compare or contrast the author's point of view within a text. 3. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) across two texts. 4. The student will compare or contrast the author's point of view across two texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • How does the author's use of [provide events/procedures/ideas/concepts/etc.] add to the development of the passage? • How do [provide events/procedures/ideas/concepts/etc.] develop over the course of the passage?

	<ul style="list-style-type: none"> • What does [provide events/procedures/ideas/concepts/etc.] show about [the development/provide idea/content]? • How does the introduction of [provide events/procedures/ideas/concepts/etc.] change the passage? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)] add to the development of the passage? • What does the information in the [first paragraph/introduction] of the passage tell the reader about the author's point of view? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] What does the information presented in the passage tell the reader about the author's point of view? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)] from the passage(s) best support(s) your answer in part A? • Which [sentence(s)/paragraph(s)] from the passage(s) best shows the connection made in part A? <p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] is [similar/different] in both passages? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? • How do the authors of both passages develop the relationships between [provide events/procedures/ideas/concepts/etc.]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] in both [insert names of texts] are similar? • Which statement best describes how [provide events/procedures/ideas/concepts/etc.] in [title text #1] differ from [provide events/procedures/ideas/concepts/etc.] in [title text #2]? • Both authors include information about [provide events/procedures/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view?
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	<ul style="list-style-type: none"> • How is [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]? • How is the author's point of view in [title text #1] the same as the author's point of view in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none"> • Which sentence(s) from [title text #1] best support(s) your answer in part A? • Which sentence(s) from [title text #1] best shows the connection made in part A? • Which [pair/set] of sentences from the passages best support(s) your answer in part A? • Which [pair/set] of sentences from the passages best shows the connection made in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to analyze the interaction of information within a text or across two texts OR how conflicting information within a text or across two texts reveals the author's point of view.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly analyzes information within a text or between two texts OR reveals the author's point of view. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answers. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The distractors will be a line or lines that 1) support a misrepresentation of the relationship or author's point of view within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts or between the texts.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) within a text. 2. The student will compare or contrast the author's point of view within a text. 3. The student will interpret how information is presented (e.g., events, procedures, ideas, concepts) across two texts. 4. The student will compare or contrast the author's point of view across two texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for Part A:</p> <ul style="list-style-type: none"> • Click on the statement that best describes how [provide events/procedures/ideas/concepts/etc.] develop through the passage.

	<p>[excerpted selectable text]</p> <ul style="list-style-type: none"> Click on the statement that best describes what [provide events/procedures/ideas/concepts/etc.] shows about [the development/provide idea/content]. <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> Click on the statement that best describes how [provide events/procedures/ideas/concepts/etc.] change through the passage? <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> Click on the statement that best describes how the author's use of [provide events/procedures/ideas/concepts/etc.] adds to the building of information in the passage. <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> Click on the statement that best describes what the information in the [first paragraph/introduction] of the passage tell the reader about the author's point of view. <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> Click on the statement that best describes what the information presented in these [sentences/paragraphs] tell the reader about the author's point of view. <p>[excerpted selectable text]</p> <p>Appropriate Stems for Part B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/paragraph(s)] from the passage that best support(s) your answer in part A. Choose one answer. Click on [sentence(s)/paragraph(s)] from the passage that best shows the connection made in part A. Choose one answer. <p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> Which statement best describes how [provide events/procedures/ideas/concepts/etc.] is [similar/different] in both passages? Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? How do the authors of both passages develop the relationships between [provide events/procedures/ideas/concepts/etc.]? Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide events/procedures/ideas/concepts/etc.] in [title text #1]? Which statement best describes how [provide events/procedures/ideas/concepts/etc.] in both [insert names of texts] are similar?
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- Which statement **best** describes how [provide events/procedures/ideas/concepts/etc.] in [title text #1] differ from [provide events/procedures/ideas/concepts/etc.] in [title text #2]?
- Both authors include information about [provide events/procedures/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view?
- How is [author's name]'s point of view in [title text #1] different than [author's name]'s point of view in [title text #2]?
- How is the author's point of view in [title text #1] the same as the author's point of view in [title text #2]?

PART B:

- Click on the sentence from [title text #1] that **best** supports your answer in part A. Choose **one** answer.
[insert selectable text]
- Click on the sentence from [title text #1] **best** shows the connection made in part A. Choose **one** answer.
[insert selectable text]
- Click on the sentence from [title text #1] and the sentence from [title text #2] that **best** supports your answer in part A. Choose **one** answer.
[insert selectable text title text #1]
[insert selectable text title text #2]
NOTE: This stem can only be used with two **informational** passages.
- Click on the sentence from [title #1] and the sentence from [title text #2] that **best** shows the [connection/relationship] made in part A. Choose **one** answer.
[insert selectable text title text #1]
[insert selectable text title text #2]
NOTE: This stem can only be used with two **informational** passages.

Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Format Example:

Note: The selectable text of Part A mirrors a single-response multiple choice item and Part B is a whole, continuous section of text. **The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.**

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the statement that **best** describes what the information in the first paragraph of *Pong* reveals about the author's point of view.

	<p>A. [The author appreciates advancements in technology.]</p> <p>B. [The author celebrates the revolutionary nature of <i>Pong</i>.]</p> <p>C. [The author prefers old style games like Pong over current video games.]</p> <p>D. [The author questions the connection of current technology to technology of the past.]</p> <p>Part B</p> <p>Click on the sentence from the text that best supports your answer in part A. Select one option.</p> <p>[On any smartphone you pick up, you will find some kind of video game.] [People have access to games so sophisticated that there are worldwide competitions to determine the best players.] [Game design is so advanced that the graphics look almost real.] [Long before any of this, however, people played a low-tech game that sported paddles made of short lines on the edges of the screen, a dotted centerline to mark opposing sides, and a square dot designed to act like a ball.] [That game was <i>Pong</i>.]</p>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.	
Clarifications	<p>Item require students to analyze the structure or features of a text. This could refer to an author's decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author's decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures impact meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should go beyond asking students to identify the way in which a text is structured.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-5 <u>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u></p> <p>RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 2, DOK 3
Stimuli/Passages	<p>Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in</p>

English Language Arts Specification: Grade 4 Claim 1 Target 13

	<p>writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2,3	<p>Task Description:</p> <p>The item stem will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What does the [provide text structure/format/feature/etc.] do to the meaning of the passage OR do to help the reader's understanding of [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? • What is the most likely reason the author [used/included] [provide text structure/format/feature/etc.] in the passage? • The author [used/included] [provide text structure/format/feature]. What is the most likely reason the author wrote the passage this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • How does the [first paragraph/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s) etc.] from the passage. [excerpt from text] Which of these best describes why the author [began with/ended with/used] this/these [sentence(s)/heading(s)/question(s)/quotation(s)/chart(s)/graph(s) diagram(s) etc.] in the passage? • Read the [sentence(s)/paragraph(s)].

	<p>[excerpt from text]</p> <p>Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the one(s) that came [before it/after it] important to the passage?</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. <p>[excerpt from text]</p> <p>Choose the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)].</p> <ul style="list-style-type: none"> • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/section/event/feature/etc.)]? • Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the passage? • How does [using/beginning/ending/including] affect the meaning of the passage? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 2,3</p>	<p>Task Description:</p> <p>The item stem will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding the text structure or features. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two correct answers. The correct answers will be clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ul style="list-style-type: none"> • The student will determine how the overall structure of a text impacts its meaning. • The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What does the [provide text structure/format/feature/etc.] do to the meaning of the passage OR do to help the reader's understanding of [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Choose two answers. • What are the most likely reasons the author [used/included] [provide text structure/format/feature/etc.] in the passage? Choose two answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the most likely reasons why the author wrote the passage this way? Choose two answers. • The author [used/included] [provide structure/format/feature/etc.]. How does this [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Choose two answers. • How does the [first paragraph/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [excerpt from text]

	<p>Which of these best describes why the author [began with/ended with/used] this/these [sentence(s)/heading(s)/question(s)/quotation(s)/chart(s)/graph(s) diagram(s)/etc.] in the passage? Choose two answers.</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)]. [excerpt from text] Why is the difference between this/these [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the passage? Choose two answers. Read the [sentence(s)/paragraph(s)]. [excerpt from text] Choose the statement that best explains why the author chose to include this paragraph. Choose two answers. Why did the author choose to [begin/end] the passage with [provide structure (paragraph/section/event/feature/etc.)]? Choose two answers. Why is using [provide text structure] important to understanding [the author's point of view/specific information/events/etc.] in the passage? Choose two answers. How does [using/beginning/ending/including] affect the meaning of the passage? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> The author used [provide structure/format/feature/etc.] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Choose two answers. How might have the information in [[title text #2] affected the way [title text #1] is written? Choose two answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 14: LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).	
Clarifications	<p>Items should NOT ask students to identify the type of figurative language that is being used but rather demonstrate its meaning and impact on meaning (i.e., “Which of the following is an example of a simile?” vs. “What impact does the phrase “xxx” have in the passage?”).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u></p> <p>L-5b <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	<p>Each text must include the use of figurative language and literary devices that have a discernible impact on meaning.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for the set of items and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written to both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>

English Language Arts Specification: Grade 4 Claim 1 Target 14



Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility concerns.
Evidence Required	<ol style="list-style-type: none"> 1. The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2, 3	<p>Task Description:</p> <p>The item stem will prompt the selection of a statement that requires the student to demonstrate figurative language or literary devices and analyze their impact on meaning.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the passage. The distractors will be statements that may be plausible to students who 1) misinterpret details in the passage, 2) misinterpret the figurative meaning of words or phrases in the passage, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the passage.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell about [the author/author's point of view/the events/the information/etc.] in the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentence best describes what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] affect the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [the author's/quoted person's] [feelings/opinion] about [provide idea]?

	<ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about the [the author/author's point of view/the events/the information/etc.]? Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [the author/author's point of view/the events/the information/etc.]? Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3	<p>Task Description: The item stem will prompt the selection of two statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose two answers. The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell about [the author/author's point of view/the events/the information/etc.] in the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentence best describe what the [provide figurative language] in the sentence(s)/paragraph(s) adds to meaning of the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>underlined word or phrase</u>] affect the reader's understanding of the meaning of the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]

	<p>How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [the author's/quoted person's] [feelings/opinion] about [insert idea]? Choose two answers.</p> <ul style="list-style-type: none"> Why did the author most likely use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose two answers. Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? Choose two answers. Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Choose two answers. Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? Choose two answers. Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s) paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Choose two answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.

Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Clarifications

Target 1a

- Items for this target must have a setup that states audience, purpose (narrative), and context/task.
- Elaboration items focus on the student's ability to compose a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative.
- Organization items focus on the student's ability to compose a text by providing beginnings, transitions, and/or endings appropriate for a narrative.

Target 1b

- **Note:** This target asks students to **revise**, not edit, which is Target 9.
- Items for this target focus on revision **at the sentence or paragraph level**. Items asking for students to replace or add words/phrases are Target 8.
- **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), and context/task.
- Elaboration items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task.
- Organization items focus on the student's ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose and task).

Standards

Target 1a

W-3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W-3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W-3c Use a variety of transitional words and phrases to manage the sequence of events.

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<p>W-3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>Target 1b</p> <p>W-3a <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>W-3b <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>W-3c <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>W-3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p>
Depth of Knowledge	<p>Target 1a DOK 3</p> <p>Target 1b DOK 2</p>
Stimuli/Passages	<ul style="list-style-type: none"> • Stimuli for this target will be brief narrative texts (one to three paragraphs—150-200 words). • Appropriate stimuli for this grade could include a student's short story, a narrative of a family trip, a narrative of an experience with a friend, a narrative of an event at school. • The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is an informative text.
Stimuli/Text Complexity	<ul style="list-style-type: none"> • The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing. • The stimulus should be written as if it is part of a larger piece of writing. • For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.
Accessibility Concerns	<p>Students will be required to read brief narrative texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who</p>

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<p>Target 1a</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to develop well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events <p>Target 1b</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally* using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events identifying details that should be deleted because they are inconsistent with the rest of a narrative*

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p>
Allowable Item Types	<p>Target 1a: Written Response</p> <p>Target 1b: Multiple Choice, single correct response: Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
<p>Task Model 1</p> <p>Target 1a Write Brief Texts</p> <p>Item Type: Written Response</p> <p>DOK 3</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a narrative. Complexity may be low to high within a grade level. Text should be a model of good writing. Text should range between 150 and 200 words.</p> <p>Task Description: The stem will direct the student to compose one to three narrative paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing the narrative with a sequence of events that unfolds naturally using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [story] for [the teacher, the class, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> Write the beginning* of a story that shows what is going on at the start of the story and/or explains who the characters are. In one to two paragraphs, write an ending* for the story that solves [or finishes the story by solving] the problem in the story. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.] <p>* Be sure that stimulus clearly <i>needs</i> a beginning/ending.</p> <p>(Elaboration)</p>

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<p>A student is writing a [story] for [the teacher, the class, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> The student wants to make the story more exciting [or interesting, etc.]. Add dialogue [and/or description] to the <u>underlined</u> part of the story to show [what happens during that part of the story/what happens between two characters or events, etc.]. *Note: Stem must always indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc., or by asking students to complete a paragraph/section that has been started (and underlined) for them. Continue the story and include meaningful dialogue and description to tell what happens [when____/at the (underlined) part when _____, etc.] In one or two paragraphs, continue the story by [adding details about _____, describing _____, etc.] to the [underlined part when...]. [Note: When the item is asking writers to “finish the story” by developing/continuing and concluding the action—including “solving the problem”—the item is properly coded “elaboration.” If the task asks the student to simply end the story, the item would not qualify as elaboration, but rather as organization.] Write dialogue between character X and Y to develop the <u>underlined</u> part about _____ [or when _____, etc.; should be <u>underlined</u>* text]. [See *Note.] <p>Rubric/Scoring Rules: <u>2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration).</u></p> <p>Rubric Templates</p> <p>Organization—Opening</p> <p>2 points The response:</p> <ul style="list-style-type: none"> provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose adequately connects to or sets up the body of the narrative <p>1 point The response:</p> <ul style="list-style-type: none"> provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters provides a limited and/or awkward connection to the body of the narrative <p>0 points The response:</p>
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English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<ul style="list-style-type: none"> provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters provides no connection to the body of the narrative <p>Organization—Ending</p> <p>2 points The response:</p> <ul style="list-style-type: none"> provides an adequate ending to the narrative that provides a sense of closure provides an adequate connection that follows from the events or experiences in the narrative <p>1 point The response:</p> <ul style="list-style-type: none"> provides an awkward or partial ending to the narrative that may provide a limited sense of closure provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative <p>0 points The response:</p> <ul style="list-style-type: none"> provides an unclear or incomplete ending to the narrative that provides little or no closure provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details <p>Elaboration</p> <p>2 points The response:</p> <ul style="list-style-type: none"> provides appropriate and mainly specific descriptive details and/or dialogue provides adequate development of experiences, characters, setting, action, and/or events uses adequate sensory, concrete, and/or figurative language is mostly “shown” <p>1 point The response:</p> <ul style="list-style-type: none"> provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related provides limited development of experiences, characters, setting, action, and/or events uses limited sensory, concrete, and/or figurative language is somewhat “told” <p>0 points The response:</p> <ul style="list-style-type: none"> includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative provides minimal, if any, development of experiences, characters, setting, action, and/or events uses little or no sensory, concrete, and/or figurative language
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	<ul style="list-style-type: none"> is mostly “told”
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Task Models	
Task Model 2 Target 1b Revise Brief Texts Item Type: Multiple Choice, single response DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development (elaboration) or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally* using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization)</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve its organization. Read the</p>

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	<p>draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> • [Embed short narrative with a missing or inappropriate beginning]. Choose the best beginning sentence to [introduce the (setting, characters, problem, etc.) or replace the first sentence] . • [Embed short narrative with a missing or inappropriate ending] Choose the best ending sentence for the ____ [or the best sentence to replace the last sentence in the ____]. • Choose the best sentence to connect sentences [____ and ____] [or to show readers how ____ and ____ are connected, or how time changes, etc.]. Note: The text to be connected should be <u>underlined</u> and may consist of two events, situations, settings, etc., that need to be logically connected. <p>(Elaboration)</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ____ and ____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> • Choose the best sentence to add detail [before/after the <u>underlined</u> sentence or <u>underlined</u> part when ____] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • Choose the best descriptive sentence[s] [or lines of dialogue] to replace [or to be added after] [<u>underlined</u> text] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Which of the following sentences best replaces [<u>underlined</u> text] [or would be best to come before/after <u>underlined</u> text, etc.] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]? <p>Scoring Rules: One correct response = 1 point, other= 0 points</p>
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Task Models	
Task Model 3 Target 1b Revise Brief Texts Item Type: Multiple Choice, multiple correct responses DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified aspect of the text’s development or organization.</p> <p>Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <p>[Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration)</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> Choose the two best sentences to add detail [before/after the <u>underlined</u> sentence or <u>underlined</u> part when _____, etc.] to show [or explain] who the

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	<p>main character is [or what is happening when _____, how the character feels when _____, etc.]</p> <ul style="list-style-type: none"> Choose the two best descriptive sentences [or pieces of dialogue] to replace <u>underlined</u> text] [or to come before/after <u>underlined</u> text, etc.]. The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc. Choose two of the following sentences that would best replace _____ <u>underlined</u> sentence or section] [or could be added after the <u>underlined</u> text]? <p>Note for all task model 3 stems: For this task model at this grade level, students choose two answer choices to support one <u>underlined</u> detail or part of the story.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points</p>
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Task Models	
Task Model 4 Target 1b Revise Brief Texts Item Type: Hot text, select text DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally* using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization)</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> Click on the [one or two] sentence(s) [if appropriate, specify the range of possibilities, such as “from paragraph #2 or #3,” or “from the _____ part of the story, etc.] that does (do) not belong in the story (or underlined part of

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	<p>the story) because it does (they do) not follow the order of events in the rest of the story [or are out of order]. Note: This stem can <i>only</i> focus on time order, not inconsistent/irrelevant details, which are elaboration.</p> <ul style="list-style-type: none"> For the <u>underlined</u> pair of words [transition word pairs embedded in text such as and/but; then/also; finally/at last – correct word must be clearly better than wrong answer], click on the [word/words] that best [connects the events or shows how time changes, etc.]. Note: For grade 4, embed no more than one pair. Note also that the <u>underlined</u> pair can consist of a single word (e.g., "finally") or short phrase (e.g., "at last"). The focus of this item is “transition” or relationship words, not descriptive or precise word choices, which are assessed under Target 8. The first sentence of the story is not the best beginning. Click on one sentence in the [paragraph, story, etc.] that would be the best beginning for this [story]. <p>(Elaboration)</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when _____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> [Embed within stimulus four to five underlined sections containing dialogue] Click on the underlined line of dialogue that does not fit with the way the character is described in the rest of the story [or go along with/match the other details in the story]. Dialogue detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate. Click on the descriptive sentence that does not match the way the setting [or other detail] is described in the rest of the [narrative] [or go along with/match the other details in the story]. Note: This item <i>only</i> focuses on irrelevant/ inconsistent/contradictory details, not chronology, which is organization. Descriptive detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate. <p>Scoring Rules: All correct = 1 point; other = 0 point</p>
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Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.

Target 3a. WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

Target# 3b. REVISE BRIEF TEXTS: Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

Clarifications	Target 3a <ul style="list-style-type: none"> • Note: Informational text provides information appropriate for the subject/audience. Explanatory text provides explanations via thoughtful analysis/synthesis appropriate for the subject/audience. • Items for this target must have a setup that establishes audience, purpose (informational), and context/task. • No item stems should promote formulaic writing. • Organization items focus on the student's ability to compose a brief text (one to three paragraphs) by providing introductions, topic sentences, transitions, and/or conclusions appropriate for an informational text. • Elaboration/evidence items focus on the student's ability to compose a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or development strategies that are appropriate for an informational text. • Note: Supporting evidence includes surveys, expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence. • Student notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed, or otherwise formatted to discourage wholesale copying. They should not be complete sentences.) A heading should be provided with the statement: <i>The student has taken the following notes from a trustworthy source:</i> • Style should be appropriate for audience, purpose, and task. • Formatting (CCSS W-2a) will not be a focus of these items. Target 3b <ul style="list-style-type: none"> • Note: Informational text provides information appropriate for the subject/audience. Explanatory text provides explanations via thoughtful analysis/synthesis appropriate for the subject/audience. • Note: This target asks students to revise, <i>not</i> edit (Target 9). • No item stems should promote formulaic writing. • Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. Note: Items for this target focus on revision at the sentence or paragraph level, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • Items for this target must have a setup that establishes audience, purpose (informational), and context/task.
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English Language Arts Specification: Grade 4 Claim 2 Targets 3a and 3b

	<ul style="list-style-type: none"> • Organization items focus on the student's ability to revise a brief text by providing introductory/topic sentences, transitions, and conclusions (appropriate for audience, purpose (informational), and task). • Elaboration/evidence items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose (informational), and task. • Note: Supporting evidence includes surveys, expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • Formatting (CCSS W-2a) will not be a focus of these items.
Standards	<p>Target 3a</p> <p>W-2a. <u>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>W-2b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>W-2c. <u>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</u></p> <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-2e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>W-8 Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Target 3b</p> <p>W-2a. <u>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>W-2b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>W-2c. <u>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</u></p> <p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-2e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>L-3a <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p>
Depth of Knowledge	<p>Target 3a</p> <p>DOK 3</p> <p>Target 3b</p>

English Language Arts Specification: Grade 4 Claim 2 Targets 3a and 3b

	DOK 2
Stimuli/Passages	<ul style="list-style-type: none"> Stimuli for this target will be brief informational texts (one-to-three paragraphs, ranging between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length).
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.) A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing. For organization items, when asking for introductions [beginnings] or conclusions [endings], be sure that the stimulus clearly lacks an effective introduction or conclusion. Stimuli should reflect a variety of informational forms (essay, research and/or news report, article, etc.) For 3a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source. <p>Guidelines for Student Notes:</p> <ul style="list-style-type: none"> The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses. While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus. Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should NOT be: <ul style="list-style-type: none"> written as full sentences. (They must be sparse enough so that students must elaborate by using their own words.) presented in any particular order. grammatically parallel. Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read:

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The student has taken the following notes from a trustworthy source:

- Students should **not** be expected to include all notes in their responses.
- Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have already been paraphrased.
- There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.
- Students will need to select the appropriate details/evidence to include. While not being purposely irrelevant or misleading, not all notes will necessarily serve the student’s purpose for the task. For example, while an overall stimulus written for older students might be about both a given problem (e.g., invasive species) and its solution, the task might call for the student to address only a solution. Therefore, not all the notes will be applicable to the task.
- Guidelines for notes that provide evidence:
 - Avoid giving reasons as notes (which the students can just copy into their responses).
 - Examples of types of notes that may be provided include:
 - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
 - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
 - citations/information from credible publications
 - statistics

Sample grade 5 informational item with student notes:

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

The student has taken the following notes from a trustworthy source:

NOTES	
Exercise – <ul style="list-style-type: none">• school nurse: “most important factor in weight control”• doesn’t have to be formal club/team• 30 minutes day – at least! NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet)	<ul style="list-style-type: none">- <i>The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate.</i>- <i>As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, not grammatically parallel</i>- <i>The notes provide some evidence in the form of facts and statistics that are well within a 5th</i>

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	<table border="1" data-bbox="548 190 1850 285"> <tr> <td data-bbox="548 190 1289 285"> Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories </td><td data-bbox="1289 190 1850 285"> <i>grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).</i> </td></tr> </table> <p>Choose relevant facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.</p>	Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories	<i>grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).</i>
Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories	<i>grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).</i>		
Accessibility Concerns	<p>Students will be required to read brief informational texts (one-to-three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech to text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>		
Evidence Required	<p>Target 3a Write Brief Texts</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to organize informational text by <ol style="list-style-type: none"> stating a focus (main idea) writing in body paragraphs using transition words and phrases to link ideas including a conclusion that is appropriate to the audience and related to the information or explanation presented (Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by <ol style="list-style-type: none"> developing and elaborating the focus (main idea) using supporting evidence using precise language and domain-specific vocabulary to inform or explain <p>Target 3b Revise Brief Texts</p> <ol style="list-style-type: none"> (Organization) The student will revise informational text by identifying improved organizational elements such as: <ol style="list-style-type: none"> stating a focus (main idea) writing in body paragraphs* using transition words and phrases to link ideas including a conclusion that is appropriate to the audience and related to the information or explanation presented (Elaboration) The student will revise complex informational text by identifying the best use of elaboration techniques such as: <ol style="list-style-type: none"> developing and elaborating the focus (main idea) using supporting evidence using precise language and domain specific vocabulary to inform or explain 		

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	<p>c. deleting details that do not support the main idea*</p> <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p>
Allowable Item Types	<p>Target 3a: Written Response</p> <p>Target 1b: Multiple Choice, single correct response; Multiple Choice, multiple correct responses; Hot Text, selected response; Hot Text, reorder text</p>

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models

Task Model 1
Target 3a Write Brief
Texts
Item Type: Written
Response
DOK 3

Note: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.

Stimulus: Text should be at grade level and content appropriate, as if written by a student. Text will be information that the student will use in composing a response. Complexity may be low to high within a grade level. Text should be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Forms/audiences should be familiar to students or explained in context (e.g., science fair, a contest where science projects are displayed and judged.) Stimulus should range between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length.

Student notes should

- be boxed
- be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying)
- not be complete sentences
- not be grammatically parallel

A heading preceding the notes should read: *The student has taken the following notes from a trustworthy source:* [it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items]

Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.

Task Description: The stem will direct the student to develop informational/explanatory text, using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate.

Target Evidence Statements:

1. **(Organization)** The student will use information provided in a stimulus to **organize** informational text by
 - a. stating a focus (main idea)
 - b. writing in body paragraphs
 - c. using transition words and phrases to link ideas
 - d. including a conclusion that is appropriate to the audience and related to the information or explanation presented
2. **(Elaboration)** The student will select from information/evidence provided in order to **develop** or **elaborate** on a section of informational text by applying elaboration techniques such as
 - a. developing and elaborating the focus (main idea) using supporting evidence
 - b. using precise language and domain-specific vocabulary to inform or explain

Appropriate Stems:

Note: all stimuli/stems should indicate that students are revising a **draft** for a specified reason.

(Organization)

A student is writing a [report, letter, or article] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text]

- The introduction* of the student's paper does not say what it is about. Write an introductory paragraph that clearly states and explains the main idea of the paper.
- In one or two paragraphs, write a conclusion* that is clearly related to the information presented in the [report, letter, or article, etc.].

*Be sure that the stimulus clearly *needs* an introduction/conclusion.

(Elaboration)

A student is writing a [report, letter, article] for the [teacher, class project, principal, etc.] about _____. _____. Read the draft of the _____ and complete the task that follows. [Insert text.] **Note:** Stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or similar fictitious, but factually accurate, source. For items written to this type of stimulus, students should either quote directly from the source (assuming they've already been paraphrased) or integrate information using their own words when referencing the sources. They do not need to cite sources.

- The student wants to add more supporting information for the [report, etc.]. Using appropriate information from the student notes, write one [or two] paragraphs* that develop(s) [or adds facts, examples, and/or details (depending on info in student notes) to] the main idea (or other specified idea/subtopic) in the [report, letter, article, etc.]. **Note:** stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc., or by asking students to complete a paragraph that has been started (and underlined) for them.
- Using appropriate information from the student notes, write one or two paragraphs* further developing [a specific underlined idea, etc.] in [the report, article, etc.]

* Questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter (or article, etc.); rather, the additional paragraph(s) should elaborate on existing information. For example, if an introductory paragraph is given, there should also be at least one other paragraph (or the beginning of a paragraph) for the student to add to, elaborate on, or develop. For elaboration items, students should never be required to "conclude" a piece of writing.

Rubric/ Scoring Rules:

2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. **Note: MUST use rubric template document for appropriate rubric**

(organization: introductions, conclusions: elaboration).

Organization—Introduction

2 points

The response:

- introduces an adequate statement of the main idea/controlling idea that reflects the body of writing as a whole
- provides adequate information to put the main idea/controlling idea into context
- does more than list points/reasons to support the main idea/controlling idea—not formulaic
- connects smoothly to the body paragraph

1 point

The response:

- provides a partial or limited main idea/controlling idea
- provides a main idea/controlling idea that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to put the main idea/controlling idea into context
- may list supporting points/reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points

The response:

- provides no main idea/controlling idea or provides a main idea/controlling idea that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to put the main idea/controlling idea into context
- provides no connection to the body paragraph

Organization—Conclusion

2 points

The response:

- provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen)
- does more than restate or summarize the points/reasons—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

1 point

The response:

- provides a limited conclusion that is partially related to the information in the body of writing as a whole
- lists, restates, or summarizes the points/reasons—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

0 points

The response:

	<ul style="list-style-type: none"> • provides no conclusion or a conclusion that is minimally related to the information in the body of writing • may restate random and/or incorrect details from the preceding information • provides no connections or progression of ideas <p>Elaboration</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes • does more than list supporting details or ideas • adequately elaborates ideas/reasons using precise words/language <p>1 point The response:</p> <ul style="list-style-type: none"> • provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes • lists supporting details or ideas with limited elaboration/evidence • partially elaborates ideas/reasons using general words/language <p>0 points The response:</p> <ul style="list-style-type: none"> • provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes • provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text • provides no appropriate elaboration and/or may use poor word choice for audience and purpose
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Task Models	
Task Model 2 Target 3b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2	<p>Note: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (grade-appropriate essay, research and/or news report, article, etc.). Text should not exceed 150 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified and <u>underlined</u> aspect of the text's evidence/ elaboration or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will revise informational text by identifying improved organizational elements such as <ol style="list-style-type: none"> a. stating a focus (main idea) b. writing in body paragraphs* c. using transition words and phrases to link ideas d. including a conclusion that is appropriate to the audience and related to the information or explanation presented 2. (Elaboration) The student will revise complex informational text by identifying the best use of elaboration techniques such as <ol style="list-style-type: none"> a. developing and elaborating the focus (main idea) using supporting evidence b. using precise language and domain-specific vocabulary to inform or explain c. deleting details that do not support the main idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason (e.g., to introduce a topic, to conclude the report, to add supporting information, etc.).</p> <p>(Organization)</p> <p>A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • [Embed short narrative with a missing introduction] Choose the sentence that best introduces the main idea of the [report, article, etc.].

	<ul style="list-style-type: none"> • [Embed short narrative with an ineffective/inappropriate introduction] The [report, letter, article] does not have a clear introduction. Choose the sentence that best replaces the first sentence]. • [Embed short narrative with an ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence that is more clearly related to/appropriate for the information presented in the [report, etc.]. • [Embed short stimulus with a missing conclusion] The [report, letter, article] does not have an ending. Choose the sentence that best concludes the writing. <p>(Elaboration) A student is writing a [book report, report on a class (or other) project, description of a place visited on a field trip, etc.] for [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • The [report, letter, article] needs more supporting information [or facts or examples]. Choose the sentence that gives the best information to [be added before/after – or to replace] the underlined sentence to support [the topic/idea, etc.] Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc. • Choose the sentence that best develops [provides examples, details, or other information] for [<u>underlined</u> idea]. • Choose the sentence that would add the best information to support [<u>main</u> idea/topic] in [or before/after] the [underlined sentence/etc.]. <p>Scoring Rules: Correct response = 1 point; other = 0 points.</p>
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Task Models	
Task Model 3 Target 3b Revise Brief Texts Item Type: Multiple Choice, multiple correct responses DOK 2	<p>Note: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p>Stimulus: Text should be at grade level. Text should be a model of good writing. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified <u>underlined</u> aspect of the text’s development or organization. Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: [Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will revise complex informational text by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> developing and elaborating the focus (main idea) using supporting evidence using precise language and domain-specific vocabulary to inform or explain. deleting details that do not support the main idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems: Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration) A student is writing a [report, letter, or article] for [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> Choose two sentences that provide the best support [examples, definition of terms, etc.] for [the one <u>underlined main</u> idea of the paper]. Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs

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	<p>1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> Choose two sentences that would help the writer develop [or support] [the <u>underlined</u> topic or main or controlling idea from the draft]. <p>Note for all: For this task model at this grade level, students choose two answer choices to support one <u>underlined</u> reason, main idea, point, etc.</p> <p>Scoring Rules: All responses correct = 1 point; other = 0 points.</p>
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Task Models	
Task Model 4 Target 3b Revise Brief Texts Item Type: Hot Text, select text DOK 2	<p>Note: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will revise informational text by identifying improved organizational elements such as <ul style="list-style-type: none"> stating a focus (main idea) writing in body paragraphs* using transition words and phrases to link ideas including a conclusion that is appropriate to the audience and related to the information or explanation presented (Elaboration) The student will revise complex informational text by identifying the best use of elaboration techniques such as <ul style="list-style-type: none"> developing and elaborating the focus (main idea) using supporting evidence using precise language and domain-specific vocabulary deleting details that do not support the main idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization)</p> <p>A student is writing a [report, letter, or article] for [teacher, class, etc.] about _____. The student wants to revise the draft to improve [organization, transitions, connections, etc.]. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> [Insert paragraph of 5-6 sentences, with the best beginning sentence

	<p>embedded somewhere within the body of the paragraph] The first sentence is not the best beginning for the. Click on one sentence in the [paragraph, etc.] that would be the best introduction for this [topic].</p> <ul style="list-style-type: none"> • [Insert one underlined pair of transition words within stimulus text]. For the <u>underlined</u> pair of words, click on the best word(s) to [make the writer's message clear, connect ideas, etc.] in the student's [report, etc.]. Note: Limit to one pair of words at this grade. Also note that the <u>underlined</u> pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). Note: only transition words/phrases, words that signal relationships, can be assessed outside of target 8. <p>(Elaboration) A student is writing a [report, letter, or article] for [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.] Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the <u>underlined</u> part] between paragraphs 1 and 2," or "after [the <u>underlined</u> part] at the end of paragraph 3," etc.</p> <ul style="list-style-type: none"> • [Embed paragraph with one sentence that is irrelevant or does not support the main idea] Click on one sentence that does not belong in the paper because it does not support [the <u>underlined</u> main idea]. <p>Scoring Rules: All responses correct = 1 point; other = 0 points.</p>
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Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.	
<p>Target 6a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p> <p>Target 6b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</p>	
Clarifications	<p>Target 6a</p> <ul style="list-style-type: none"> • Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • No item stems should promote formulaic writing • Style should be appropriate for audience, purpose, and task. • Elaboration/evidence items focus on the student's ability to compose a brief text (one to three paragraphs) for a specific purpose by providing supporting reasons to support an opinion that are appropriate for an opinion text. • Supporting evidence includes surveys (formal or informal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence. • Organization items focus on the student's ability to compose a brief text (one to three paragraphs) by providing an opinion and supporting reasons, and conclusions appropriate for an argument. • Student Notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. They should not be complete sentences). A heading should be provided with the statement: <i>The student has taken the following notes from a trustworthy source:</i> <p>Target 6b</p> <ul style="list-style-type: none"> • Note: This target asks students to revise, <i>not</i> edit, which is Target 9. • Note: Items for this target focus on revision at the sentence or paragraph level, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • Elaboration/evidence items focus on the student's ability to revise a brief text by identifying appropriate reasons to support opinions. • Supporting evidence includes surveys (formal and informal), expert and/or research information, etc. Personal examples

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	<p>and anecdotal information can be used but should not substitute for authoritative evidence.</p> <ul style="list-style-type: none"> Organization items focus on the student's ability to revise a brief text by providing opinion and supporting reasons, transitions to connect reasons to opinions, and conclusions appropriate for an argument.
Standards	<p>Target 6a</p> <p>W-1a <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>W-1b <u>Provide reasons that are supported by facts and details.</u></p> <p>W-1c <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>W-1d <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p>W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Target 6b</p> <p>W-1a <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>W-1b <u>Provide reasons that are supported by facts and details.</u></p> <p>W-1c <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>W-1d <u>Provide a concluding statement or section related to the opinion presented.</u></p>
Depth of Knowledge	<p>Target 6a DOK 3</p> <p>Target 6b DOK 2</p>
Stimuli/Passages	<ul style="list-style-type: none"> Stimuli for this target will be brief opinion texts (one to three paragraphs), ranging between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length). Note: While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Appeal to emotion is inappropriate in argument.
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured.

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- The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)
- The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.).
- The stimulus should be written as if it were part of a larger piece of writing.
- For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.
- Stimuli should reflect a variety of opinion forms such as grade-appropriate essay, editorial (not letter to editor), etc.
- For 6a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.

Guidelines for Student Notes:

- The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.
- While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus.
- Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should **NOT** be:
 - written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
 - presented in any particular order.
 - grammatically parallel.
- Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: *The student has taken the following notes from a trustworthy source:*
- Students should **not** be expected to include all notes in their responses.
- Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have already been paraphrased.
- There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.

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- Students will need to select the appropriate details/evidence to include. While not being purposely irrelevant or misleading, not all notes will necessarily serve the student’s purpose for the task. For example, while an overall stimulus written for older students might be about both a given problem (e.g., invasive species) and its solution, the task might call for the student to address only a solution. Therefore, not all the notes will be applicable to the task.
- Guidelines for notes that provide evidence:
 - Avoid giving reasons as notes (which the students can just copy into their responses).
 - Examples of types of notes that may be provided include:
 - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
 - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
 - citations/information from credible publications
 - statistics

Sample grade 5 informational item with student notes:

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

The student has taken the following notes from a trustworthy source:

NOTES	
<p>Exercise –</p> <ul style="list-style-type: none"> • school nurse: “most important factor in weight control” • doesn’t have to be formal club/team • 30 minutes day – at least! <p>NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet) Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories</p>	<p>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate.</p> <p>- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel.</p> <p>- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader’s experience (school nurse as expert, accessible information from the food pyramid, etc.).</p>

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	Choose relevant facts and details from the student's notes to develop a paragraph beginning with the <u>underlined</u> sentence.
Accessibility Concerns	Students will be required to read brief opinion texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech to text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<p>Target 6a Write Brief Texts</p> <p>1. (Organization) The student will use information provided in a stimulus to organize opinion text by</p> <ul style="list-style-type: none"> a. providing an opening that states an opinion about a topic b. providing an opening that establishes a context c. organizing supporting evidence/reasons and elaboration d. using transition words and phrases to connect opinions to evidence/reasons and elaboration e. developing an appropriate conclusion related to the opinion presented <p>2 (Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by</p> <ul style="list-style-type: none"> a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided) <p>Target 6b Revise Brief Texts</p> <p>1 (Organization) The student will revise opinion text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> a. providing an opening that states an opinion about a topic a. providing an opening that establishes a context b. organizing supporting evidence/reasons and elaboration* c. using transition words and phrases to connect opinions to evidence/reasons and elaboration d. developing an appropriate conclusion related to the opinion presented <p>2 (Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the opinion with supporting evidence/reasons and elaboration b. deleting details that do not support the opinion* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p>
Allowable Item Types	<p>Target 6a: Written Response</p> <p>Target 6b: Multiple Choice, single correct response; Multiple Choice, multiple selected response; Hot Text, selected response; Hot Text, reorder text</p>

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
Task Model 1 Target 6a Write Brief Texts Item Type: Written Response DOK 3	<p>Note: Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p>Stimulus: Text should be grade level and content appropriate, as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a response. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (grade-appropriate essay, editorials, etc.). Note: While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions.</p> <p>Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p>Forms/audiences should be familiar to students or explained in context (e.g., science fair, a contest where science projects are displayed and judged). Stimulus should range between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length.</p> <p>Student notes should</p> <ol style="list-style-type: none"> be boxed. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. not be complete sentences; not be grammatically parallel. <p>A heading preceding the notes should read: <i>The student has taken the following notes from a trustworthy source:</i> [Note: it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items] Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p>Task Description: The stem will direct the student to develop one or two opinion paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to organize opinion text by <ol style="list-style-type: none"> providing an opening that states an opinion about a topic providing an opening that establishes a context organizing supporting evidence/reasons and elaboration using transition words and phrases to connect opinions to evidence/reasons and elaboration developing an appropriate conclusion* related to the opinion presented.

*Be sure that the stimulus clearly lacks an effective conclusion.

2 (Elaboration) The student will use information provided in a stimulus to **develop or elaborate** on a section of opinion text by

- a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided)

Appropriate Stems: Note: All stimuli/stems should indicate that students are revising a **draft** for a specified reason.

(Organization)

A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text]

- The beginning* of the student's [article, letter, etc.] does not state a clear opinion. Write an opening paragraph that clearly states the opinion and explains what the topic is about.
- The student's draft does not have a conclusion. Write a paragraph that concludes* the [article, letter, etc.] supporting an opinion about_____.

*Be sure the stimulus clearly needs an introduction/conclusion.

(Elaboration)

A student is writing a(n) [opinion article or letter] about_____ for the [teacher, class, principal, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text] **Note:** Stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or similar fictitious, but factually accurate, source. For items written to this type of stimulus, students should either quote directly from the source (assuming they've already been paraphrased) or integrate information using their own words when referencing the sources. They do not need to cite sources.

- The student needs to add more support for the opinion in the [letter, article, etc.]. Add information* (or evidence or reasons, depending on content of student notes) from the student's notes to support [the underlined opinion, etc.]. **Note:** stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined* part] between paragraphs 1 and 2;" or "[the underlined* part] at the end of paragraph 3;" or by asking students to complete a paragraph that has been started (and underlined*) for them.
- The student needs to add more support for the underlined [reason, etc.] in the [letter, article, etc.]. Using information from the student's notes, write one [or two] paragraph(s)* adding evidence/reasons to support the underlined opinion.

* Questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter; rather, the additional paragraph(s) should elaborate on existing information. For example, if an introductory paragraph is given, there should also be at least one other paragraph (or the

	<p>beginning of a paragraph) for the student to add to, develop, or elaborate on. For elaboration items, students should never be required to “conclude” a piece of writing.</p> <p>Rubric/ Scoring Rules: 2, 1, 0 Points: the rubric needs to be item specific for organization and elaboration brief writes. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)</p> <p>Organization—Introduction</p> <p>2 points The response</p> <ul style="list-style-type: none"> establishes an adequate opinion that reflects the body of writing as a whole provides adequate information to frame the opinion about the topic to put it into context does more than list reasons to support opinion—not formulaic connects smoothly to the body paragraph <p>1 point The response</p> <ul style="list-style-type: none"> provides a partial or limited opinion provides an opinion that partially reflects the body of writing as a whole may provide limited and/or extraneous information to frame the opinion about the topic to put it into context may just list supporting reasons—formulaic provides a limited and/or awkward connection to the body paragraph <p>0 points The response</p> <ul style="list-style-type: none"> provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole provides irrelevant or no information to frame to opinion about the topic to put it into context provides no connection to the body paragraph <p>Organization—Conclusion</p> <p>2 points The response</p> <ul style="list-style-type: none"> provides an adequate conclusion that follows from and supports the opinion presented in the body of writing as a whole or provides an answer as to why this opinion is important or what should happen does more than restate or summarize the reasons—not formulaic provides adequate connections and/or progression of ideas to contribute to coherence <p>1 point The response</p> <ul style="list-style-type: none"> provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole lists, restates, or summarizes the reasons—formulaic provides an awkward or partial connection and/or limited progression of ideas
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	<p>0 points The response</p> <ul style="list-style-type: none">• provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole• may restate random and/or incorrect reasons or just restate the opinion• provides no connection or progression of ideas <p>Elaboration</p> <p>2 points The response</p> <ul style="list-style-type: none">• develops adequate supporting reasons/details and/or evidence from the student notes• does more than list supporting reasons or details• adequately elaborates opinion/reasons using precise words/language <p>1 point The response</p> <ul style="list-style-type: none">• provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related• lists supporting reasons/details and/or evidence with limited elaboration• partially elaborates opinion/reasons using general words/language <p>0 points The response</p> <ul style="list-style-type: none">• provides minimal or no supporting reasons/details and/or evidence from the student notes• provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text• provides no appropriate elaboration and/or may use poor word choice for audience and purpose
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Task Models	
Task Model 2 Target 6b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p>Stimulus: Text should be grade level, as if written by a student. Text will be brief—one to three paragraphs. Text should be a model of good writing. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (grade-appropriate essay, editorials, etc.). Note: While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some <u>underlined</u> or otherwise specified aspect of the text's evidence/elaboration or organization. Answer choices will present four options. The correct answer will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will revise opinion text by identifying improved organizational elements such as <ul style="list-style-type: none"> providing an opening that states an opinion about a topic providing an opening that establishes a context organizing supporting evidence/reasons and elaboration* using transition words and phrases to connect opinions to evidence/reasons and elaboration developing an appropriate conclusion related to the opinion presented (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as <ul style="list-style-type: none"> developing the opinion with supporting evidence/reasons and elaboration deleting details that do not support the opinion* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> [Embed short stimulus with a missing introduction] The opinion [letter, etc.] is missing an introduction. Choose the sentence that best states the opinion of the [article, letter, etc.]. [Embed short stimulus with an underlined ineffective/inappropriate

	<p>introduction] The [letter, article, etc.] does not state a clear opinion. Choose the sentence that best replaces the first sentence.</p> <ul style="list-style-type: none"> • [Embed short stimulus with a missing or inappropriate conclusion] Choose the sentence that gives the best conclusion to the student's opinion [article, letter, etc.]. <p>(Elaboration) A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of the ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • Choose the sentence that adds the best evidence/reason to support [the <u>underlined</u> reason/opinion]. Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the <u>underlined</u> part] between paragraphs 1 and 2," or "after [the <u>underlined</u> part] at the end of paragraph 3," etc. • Choose the sentence that best develops [or supports or explains] [the <u>underlined</u> reason/sentence (or <u>underlined</u> text at the end of paragraph 2, etc.)]. <p>Scoring Rules: Correct = 1 point, other = 0 points.</p>
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Task Models	
Task Model 3 Target 6b Revise Brief Texts Item Type: Multiple Choice, multiple correct response DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p>Stimulus: Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (essay, editorials, etc.). Note: While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified <u>underlined</u> aspect of the text’s development or organization. Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: (Note: There are no organization items for this task model.)</p> <p>(Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> developing the opinion with supporting evidence/reasons and elaboration deleting details that do not support the opinion* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems: Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration) A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> Choose two sentences that add the best reasons/pieces of evidence to support [the one <u>underlined</u>* writer’s opinion or idea or reason]. Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u>* part] between paragraphs 1 and 2,” or “after [the <u>underlined</u>* part] at the end of paragraph 3,” etc. Choose the two sentences that would best [develop or support or

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	<p>explain] [the <u>underlined</u>* reason/sentence/evidence (or <u>underlined</u>* <u>text</u> at the end of paragraph 2, etc.)].</p> <p>Note for all: Students choose two answer choices to support one <u>underlined</u> opinion, reason, etc.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
Task Model 4 Target 6b Revise Brief Texts Item Type: Hot text, select text DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p>Stimulus: Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (essay, editorials, etc.). Note: While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will revise opinion text by identifying improved organizational elements such as <ul style="list-style-type: none"> providing an opening that states an opinion about a topic providing an opening that establishes a context organizing supporting evidence/reasons and elaboration* using transition words and phrases to connect opinions to evidence/reasons and elaboration developing an appropriate conclusion related to the opinion presented (Elaboration) The student will revise complex opinion text by identifying best use of elaboration techniques such as <ul style="list-style-type: none"> developing the opinion with supporting evidence/reasons and elaboration deleting details that do not support the opinion* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> [Insert paragraph of 4-5 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not

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	<p>the best beginning for the opinion [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best beginning for this [opinion letter, article, etc.].</p> <ul style="list-style-type: none"> • [Insert one <u>underlined</u> pair of transition words within text]. For the <u>underlined</u> pair of words, click on the best word(s)* to connect the writer's reasons to the opinion, [or supporting information (e.g., examples) to the reason; or make the writer's message clear, etc.] in the student's [letter, etc.]. Note: Limit to one pair of words at this grade. Also note that the <u>underlined</u> pairs can be single words* (e.g., "finally") or short phrases* (e.g., "at last"). <p>(Elaboration) A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • [Embed paragraph, etc. with one sentence that is irrelevant, contradictory, or does not support the opinion] Click on one sentence [in paragraph #] that should be deleted because it does not support the <u>underlined</u> opinion. <p>Scoring Rules: All correct = 1 point, other = 0 points.</p>
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Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 8: LANGUAGE and VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	
Clarifications	<ul style="list-style-type: none"> The more precise, descriptive, effective and/or domain-specific word choices assessed in this target should not be above the assessed grade level. Items for this target DO require an audience/purpose/context setup statement. This is a word/language choice target. This target focuses on word choice and calls for replacing a grade-appropriate word or phrase. It does not test revising/replacing a complete sentence. When the entire sentence or more is revised, the item is aligned to target 1b, 3b, or 6b. If the revision adds new information (e.g., adds evidence or conclusion, or dialogue), it is not aligned to Target 8, it is aligned to target 1b, 3b, or 6b.
Standards	<p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>L-3a <u>Choose words and phrases to convey ideas precisely.</u></p> <p>L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</u></p>
Depth of Knowledge	DOK 1, 2
Stimuli/Passages	<ul style="list-style-type: none"> Stimuli for this target may be brief (three sentences to one or two paragraphs) narrative, informational, or opinion texts in order for students to determine language that is specific to audience and purpose.
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. The stimulus should provide words/phrases to get at evidence statements 1, 2, and 4 as well as evidence statement 3 (vague, imprecise words). However, for evidence statement 3, words/phrases to be replaced should be <i>varied</i> and <i>grade appropriate</i>. At least one of the words/phrases needing replacement should avoid recycling the typical and obvious vague words/phrases used in early grades: <ul style="list-style-type: none"> Words such as good/bad, things/stuff, said/tell, nice, a lot, very, etc., are most appropriate at lower grades; regardless, stimulus should include less typical and obvious words/phrases whenever possible and avoid over-testing the obvious words. As students move toward the secondary level (from grades 6+), in addition to replacing vague, general, and/or overused words (<i>interesting, important, exciting, amazing</i>, etc.), items could ask students to replace weak (linking) verbs with more precise active verbs (<i>"the cheese smelled bad"</i> with <i>"the cheese reeked"</i>) or adjective/adverb strings with more precise single adjective/adverb (<i>"exciting, amazing show"</i> with <i>"remarkable</i>

	<p><i>show</i>”; “<i>lovely little café</i>” with “<i>quaint café</i>”; “<i>ate quickly</i>” with “<i>devoured</i>,” etc.).</p> <ul style="list-style-type: none"> ○ For domain-specific vocabulary (standard L6), the vocabulary must be grade appropriate. However, note that the use of certain content-specific vocabulary can be appropriate at earlier grade levels than indicated by readability indices if that vocabulary is tied to curricula used at those earlier grade levels. In other words, for vocabulary that has different meanings in different contexts, attention must be paid to the grade-level use of that particular word. An example of such a word would be “preserve.” in general the verb “preserve” (a grade 4 word) means to save or to keep. However, in social studies or science it can refer to a place where a natural habitat is protected, or saved. But “preserves” are also jellies and jams that are “saved”—cooked and stored. Other foods can also be “preserved” for future use. • Target 8 assesses Tier 2 words (e.g., not Tier 3 vocabulary exclusive to science, social studies, or a specific content area). See Appendix A (pp. 32–34) of the Common Core State Standards document for additional clarification of Tier 2 vocabulary. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief narrative, informational, or opinion texts (three sentences to one to two short paragraphs). Students with physical impairments may need to use an adapted mouse or a computer with eye scanning capabilities. Students who are visually impaired or blind may need have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech to text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ul style="list-style-type: none"> a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience. b. The student will identify and use the best concrete words and phrases. c. The student will identify and use effective sensory details to convey experiences and events. d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices will present four options of similar structure. The best answer will be a clearly discernible and correct solution to improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience. The student will identify and use the best concrete words and phrases. The student will identify and use effective sensory details to convey experiences and events. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion paper or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newsletter, letter, informational/ opinion paper, etc.] for the [teacher, principal, school, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> The student wants to replace [the <u>underlined</u> word] to make the meaning clearer [or more specific]. Which of the following word(s) would best improve the word choice? The student wants to explain the idea(s) in the _____ better [or more clearly]. Which more specific word [use “words” for short phrase] best replace(s) [the <u>underlined</u> word(s)/phrase]? Read the sentence from the paragraph. Choose the best word [use words for short phrases] to replace [the <u>underlined</u> text] to make the student’s meaning clear. The student wants to make sure that the word choices are appropriate to inform [or to convince] the audience about _____. Which of the following is a more specific way to say what the student means by [the

	<p><u>underlined</u> word(s)]?</p> <ul style="list-style-type: none"> • Read the <u>underlined</u> sentence from the paragraph. Which of the following descriptive words would best replace [the <u>underlined</u> inappropriate or vague sensory detail]? • The student wants to make sure that the words will convince the audience about _____. Choose the word [use “words” for short phrases] that would best replace [the <u>underlined</u> word(s)]. • The student wants to replace [the underlined word(s)] to make the writing more convincing. Choose the best word(s) to support the student’s opinion about _____. <p>Scoring Rules: Correct answer =1 point; other = 0 points.</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about two ways to correct errors in word usage, language or vocabulary to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices will present more four to five options of similar structure. The best answers will be two clearly discernible and accurate solutions to improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience The student will identify and use the best concrete words and phrases. The student will identify and use effective sensory details to convey experiences and events. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. <p>Appropriate Stems:</p> <p>Note: Text included in brackets [] indicates possible alternative wording. Question stems should never include wording in brackets.</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion paper or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newsletter, letter, informational/ opinion paper, etc.] for the [teacher, principal, school, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> The student wants to replace [the <u>underlined</u> word/short phrase] to make the meaning clearer [or more specific]. Which two words would make the best word choices*? Read the sentence from the paragraph. Choose two words to replace [the <u>underlined</u> word or short phrase] ____* to make the meaning of the paragraph clearer. The student wants to make sure that the word choices will inform [or convince] the audience about _____. Choose the best two words to

	<p>replace [the <u>underlined</u> word or short phrase]*.</p> <ul style="list-style-type: none"> • The student wants to revise the writing to be more descriptive. Choose the two words to replace [the <u>underlined</u> word (or “words” for short phrases)] to give the reader the best mental picture of the [story, character, event, etc.].* • The student wants to revise the _____ to make the writing more detailed. To add more description, select the two best words to replace [the <u>underlined</u> word].* <p>*Note for all stems in this task model: For this grade level, items should ask for <u>two</u> choices to replace <u>one</u> underlined word or a short phrase (use “words” if the target language is actually a short phrase, e.g., “not friendly”).</p> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text DOK: 1, 2	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be grade level. Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices for select-text items will present four to five options. All answer choices, distractors as well as correct answer(s), must be <u>underlined</u>. The best answers will be clearly discernible and accurate solutions to improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience The student will identify and use the best concrete words and phrases. The student will identify and use effective sensory details to convey experiences and events. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion paper or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newsletter article, letter, informational/opinion paper, etc.] for the [teacher, principal, school, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> [Embed two underlined pairs of words separated by slash marks.] The student wants to revise the _____ to give the reader more specific [or clearer] information about the topic. For each <u>underlined</u> pair of words, click on the word that gives the most specific information for the audience. [Include in text two <u>underlined</u> pairs of words—one more descriptive or grade-appropriate than the other—separated by slash marks (Word A/Word B).] The student wants to revise the _____ to add more detail [or description] to the writing. For each <u>underlined</u> pair of words, click on the word that gives readers the best picture of the [story, narrative, event, etc.]. <p>Scoring Rules:</p>

	All correct = 1 point; other = 0 points.
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Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	<ul style="list-style-type: none"> Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary. A setup statement (audience, purpose, and context) is not generally necessary for this target. Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. Every item must measure at least one new-to-grade skill. (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess <ul style="list-style-type: none"> a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) IF the skill is appropriately complex for the grade. Examples: <ul style="list-style-type: none"> <i>It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (The skill is grade-appropriate but the stimulus is too far below grade level.)</i> <i>Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)</i> <i>Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school].</i> a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) Use the conventions chart in the CCSS to determine which skills will be repeated and at what grades. An asterisk will indicate that a skill from that chart is being repeated. Items that require students to correct errors must specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.)

- For Grade 4, items that ask students to correct errors should have **no more than two** errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.
- A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.
- Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example,
 - Which of the following [underlined pairs of words or underlined words] uses possessives correctly? **Note:** in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 4 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction.
 - A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense. **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing.
- Errors with sentence structure must be “correctable” with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** “On-and-on” sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., “On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.”) have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having “errors of conventions.”
 - Examples of conventions errors:
 - Comma splice: “It snowed 10 inches today, tomorrow it is going to rain.”
 - Fused sentence: “It snowed 10 inches today tomorrow it is going to rain.”
- Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses

	<p>don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) .</p>
Standards	<p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>L-3b <u>Choose punctuation for effect.</u></p>
Depth of Knowledge	<p>DOK 1 or 2 Note: Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.</p>
Stimuli/Passages	<ul style="list-style-type: none"> Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer, for example, when assessing punctuation for effect. Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic

	sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one- to two-paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words. 	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 12. subject-verb agreement. 13. correct pronoun-antecedent agreement. 	<p>Grade 3</p> <p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	<p>Stimulus:</p> <ul style="list-style-type: none"> Do not include a stimulus if the answer choices repeat the exact text from the stimulus. If a stimulus is used, text should be grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect). The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart. Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as “For dinner we had spaghetti” and “She washed and he dried the dishes”). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) . <p>Task Description: The stem will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.</p> <p>Appropriate Stems</p> <p>See Evidence Required, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill.</p>

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage/capitalization/punctuation/spelling - e.g., errors *could* include one or two errors from a single error category or a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]
- Which of the following sentences has **no** errors in punctuation? [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].
- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?
- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words are labeled “grammar usage errors” not “spelling errors”].

Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.

Scoring Rules:

All correct = 1 point; other = 0 points.

Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response</p> <p>DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> Do not include a stimulus if the answer choices repeat the exact text from the stimulus. If a stimulus is used, text should be grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect). The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart. Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) . Answer choices for multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The correct two answers will be a clearly discernible and correct solution to edit the error or errors in the stimulus. <p>Task Description: The stem will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The correct two answers will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The distractors will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p>

	<p>Appropriate Stems:</p> <p>See Evidence Required, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.</p> <ul style="list-style-type: none">• Choose two sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].• Choose two sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]• Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting two sentences that use the verbs correctly [or have adjectives in the correct order, etc.].• Choose the two sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"]. <p>Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
<p>Task Model 3</p> <p>Item Type: Hot Text, select text</p> <p>DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief – the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect). The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart. Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). Errors – particularly with commas – must be clear. For example, short introductory phrases/clauses don’t always need commas after them; likewise, very short independent clauses may not necessitate a comma (such as “For dinner we had spaghetti” and “She washed and he dried the dishes”). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) **. <p>Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible “errors” in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice: multiple correct response (Model 2).</p> <p>Appropriate Stems:</p> <p>See Evidence Required, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of</p>

	<p>items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.</p> <ul style="list-style-type: none"> • [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the one sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be “Edit the paragraph (or sentences) for grammar usage by highlighting the one sentence with no grammar error(s).” • Read the following paragraph and the directions that follow. [Insert 3-4 sentences, with 5-6 underlined <u>word(s)</u>, each followed by an underlined <u>punctuation mark</u>, as possible answers**]. Click to highlight the one <u>underlined</u> section that has a punctuation error (or has no punctuation errors/uses punctuation correctly). [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher said we had to finish our math first]. • [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the one <u>underlined</u> word that is not spelled correctly [or is spelled correctly]. Note: Frequently confused words are labeled “grammar usage errors” not “spelling errors”]. • [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they’re/their, your/you’re).] For each underlined pair, click on the word that is used correctly. • [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly. • A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the one sentence that does [or does not] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] Note: punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**. <p>Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to</p>
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	<p>no more than two categories of errors.</p> <p>Scoring Rules:</p> <p>All correct = 1 point; other = 0 points.</p>
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Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Interpret and use information delivered orally.	
Clarifications	<p>All items are text-dependent. No item is answerable without listening to the presentation.</p> <p>As much as possible, items should allude to content presented in the stimulus, or if necessary, content may be paraphrased. Items may contain direct excerpts from the script of the presentation when necessary to assess the skill. As much as possible, when excerpts are used, they are used in the item stem rather than as answer options. The purpose of using excerpts in items is to examine the excerpt within the context of the stimulus, and not to examine the excerpt as isolated content.</p> <p>Items do not assess minor details.</p> <p>Students should only need to listen to the presentation once in order to respond to items.</p> <p>Items should use the word “speaker” when the stimulus is commissioned. Items should use the word “author” or the author’s name when the stimulus is permissionable or public domain.</p>
Standards	<p>SL-2 <u>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p> <p>SL-3 <u>Identify the reasons and evidence a speaker provides to support particular points.</u></p>
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	<p>Stimuli are audio presentations* that may include images. Presentations are one minute in length.</p> <p>The presentation must have a main idea and supporting details. The presentation may make points and support them with reasons. The presentation may contain an opinion with reasons and supporting information. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions.</p> <p>*Stimuli may include the following: biographies and autobiographies; history, social studies, science, and the arts; technical texts</p> <p>All stimuli will include a short audio introduction to provide background context for students before they listen to the presentation.</p> <p>Appropriate Introduction for Commissioned Stimuli: In the following presentation you will hear a speaker talk about [topic].</p> <p>Appropriate Introduction for Permissionable and Public Domain Stimuli: The following presentation is from [source—include date if necessary]. In this piece, [author] describes [topic].</p>
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.

Accessibility Concerns	Students will be required to listen to grade-level spoken texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students with hearing impairments may need for the spoken information to be signed or provided in closed captioning. Students who are visually impaired or blind may need have visual media described to them. Students with auditory processing may need to have the listening information repeated. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ol style="list-style-type: none">1. The student will identify or interpret the purpose, central idea, or key points of a presentation.2. The student will identify the use of supporting evidence in a presentation.3. The student will draw and/or support a conclusion based on content in a presentation.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses; Matching Tables

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2, 3	<p>Task Description:</p> <p>For each of the evidence statements, the answer choices will present four options of similar structure. The correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What is the most likely purpose of the presentation? • What does the author hope the listener will learn from the presentation? • What is the most likely reason the author made the presentation? • What is the presentation mostly about? • What is the main idea of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] What does the sentence mean? • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? • [question that requires the student to determine or interpret a key point in the presentation]? • According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a purpose, central idea, or key point of the presentation]? <p>Description for Evidence Statement 2:</p> <p>The item stem will pose a question that requires the student to 1) identify evidence from the presentation that supports an idea in the presentation or 2) identify the idea that is supported by specific evidence from the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which detail from the presentation explains/supports/is an example of [idea in the presentation]? • Which idea in the presentation does [detail in presentation] support?

	<p>Description for Evidence Statement 3—Option 1:</p> <p>The item stem will pose a question that requires the student to select a conclusion or inference that is supported by content in the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none">• Which idea/statement/conclusion is supported by the presentation?• Based on the presentation, which statement best describes [topic in presentation]?• [question about content in the presentation that requires the student to draw a conclusion based on the presentation]? <p>Description for Evidence Statement 3—Option 2:</p> <p>The item stem will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none">• Which detail from the presentation best supports the idea/conclusion that [conclusion based on the presentation]?• [conclusion based on the presentation]. Which detail from the presentation best supports this idea/statement/conclusion? <p>Scoring Rules:</p> <p>Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2, 3	<p>Task Description:</p> <p>For each of the evidence statements, the answer choices will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>The item stem will either state the number of correct responses or state “Pick all that are correct.”</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What are the most likely purposes of the presentation? Pick [number] choices. • What does the author hope the listener will learn from the presentation? Pick [number] choices. • What are the most likely reasons the author made the presentation? Pick [number] choices. • What are the [number] main ideas of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] What does the sentence mean? Pick [number] choices. • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? Pick [number] choices. • [question that requires the student to determine or interpret key point(s) in the presentation]? Pick [number] choices. • According to the presentation, [question that requires the student to identify explicitly stated details relating to purpose, central idea, or key point(s) of the presentation]? Pick [number] choices. <p>Description for Evidence Statement 2:</p> <p>The item stem will pose a question that requires the student to 1) identify</p>

	<p>evidence from the presentation that supports an idea in the presentation or 2) identify the ideas that are supported by specific evidence from the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Choose [number] details from the presentation that explain/support/are examples of [idea in the presentation]. Choose [number] ideas in the presentation that [detail in presentation] supports. <p>Description for Evidence Statement 3—Option 1: The item stem will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Choose [number] ideas/statements/conclusions that are supported by the presentation. Based on the presentation, which [number] statements best describe [topic in presentation]? [question about content in the presentation that requires the student to draw conclusions based on the presentation]? <p>Description for Evidence Statement 3—Option 2: The item stem will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Choose the [number] details from the presentation that best support the idea/conclusion that [conclusion based on the presentation]? [conclusion based on the presentation]. Choose the [number] details from the presentation that best support this idea/statement/conclusion? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 3 Item Type: Two-part multiple choice, with evidence responses DOK: 2, 3	<p>Task Description:</p> <p>The item has two parts: part A and part B.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>The item stem of PART B will pose a question that elicits evidence for PART A. Typically, the question will ask the student to choose the text detail that best supports the answer in PART A. If there are no supporting text details, then the question may instead ask the student to choose the option that 1) applies or builds on the response in PART A or 2) is a detail that supports a concept related to the concept tested in PART A.</p> <p>The answer choices of PART B will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in PART A directly determines which answer choice will be selected in PART B. Thus, some or all answer choices in PART B should provide plausible support for more than one answer choice in PART A.</p> <p>Note on PART B for all Evidence Statements: If the required evidence cannot be put in one correct answer, then PART B may contain two correct answers. If PART B has two correct answers, then it must have five or six options instead of four options.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Lead-in for all Items:</p> <ul style="list-style-type: none"> The following question has two parts. First, answer part A. Then, answer part B. <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> The student will identify or interpret the purpose, central idea, or key points of a presentation. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem of PART A will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> What is the most likely purpose of the presentation? What does the author hope the listener will learn from the presentation? What is the most likely reason the author made the presentation? What is the presentation mostly about?

	<ul style="list-style-type: none"> • What is the main idea of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the sentence]? • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? • [question that requires the student to determine or interpret a key point in the presentation]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail from the presentation best supports your answer in part A? • Which sentence/words/detail from the presentation best supports [concept related to that tested in part A]? <p>Description for Evidence Statement 3: The item stem of PART A will pose a question that requires the student to select a conclusion or inference supported by content in the presentation.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which idea/statement/conclusion is supported by the presentation? • Based on the presentation, which statement best describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion based on the presentation]? <p>Appropriate Stem for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail from the presentation best supports your answer in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 4 Item Type: Matching Tables DOK: 1, 2, 3	<p>Task Description: The student will mark the cells in a table that meet certain criteria.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for all Evidence Statements:</p> <p>The item stem will describe the task the student must perform to complete the table. The item stem may include a description of the purpose of the table. The item stem may include a question, a statement, and/or other information that is necessary to set the task for the student.</p> <p>The table will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to purposes, ideas, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence.</p> <p>The correct answer choices will fit clearly into one or more categories in the table. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Complete the chart to show [description of chart purpose]. Click in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. • [description of chart purpose]. Complete the chart by clicking in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. • [question that the completed chart will answer]? Click in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	
Clarifications	Clarifications for the Item Writer: <ul style="list-style-type: none"> Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea, or analysis. All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-6 <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</u></p> <p>RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>RI-9 <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	All Claim 4 stimuli are discrete and written by the item writer. Most Claim 4 stimuli are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 4 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or firsthand and secondhand account sources. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student's ability to discern quantitative data, as in a math item. Although the item writer is creating the research source and visual stimuli, the information should be

	based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with correct acknowledgement to the author. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For firsthand accounts, a brief explanation of the type of source and author will need to be provided to indicate the type of source. (e.g., Source 1: Diary Entry by _____, a person who saw the event.) Be consistent within the item. If a title and author information is included for one source, then all sources within the same item should include titles and author information. The stimulus should be one or two short excerpts—not more than 150 words for the elementary grade band.
Stimuli/Text Complexity	Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.
Accessibility Concerns	Students will be required to read brief text stimuli and use a mouse. Students will be required to read/ interpret graphics. These graphics may include: charts, graphs, diagrams, timelines, or interactive elements on Web Pages from the Internet. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ol style="list-style-type: none"> 1. The student will locate information from a text source to support a central idea or subtopic related to research. 2. The student will interpret information from a text source to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

Task Models	
Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T2.A: Informational Text from a Source This stimulus will be an informational source on a central idea that can be broken into subtopics. The source should contain some general information on the central idea, but should have clear subtopics. Avoid using author's opinion.</p> <p>Task Description: The test taker will be presented with a central idea and a source. The item stem will pose a question asking the test taker to choose a subtopic into which the information from the source can be placed. The answer choices will present four possible subtopics related to the topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. Avoid using outline type precursors (i.e., I. __, II. __, etc.). If needed, use common listings students will understand (i.e., Part A. ____, Part B. ____, etc.). To avoid outliers, be sure the answer choices are all the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). The correct answer choice will be a subtopic that relates to the overall topic and clearly relates to the main idea of the source text provided in the stimulus. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a part of the report that is a subtopic that makes sense with the central idea, but the information does not clearly fit into the category, and/or 2) a part of a report that contains wording from the stimulus, but the information does not clearly fit into the category. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: A student is writing a report about <topic>. Read the sentences from a source and the directions that follow. Stimulus: G4.T2.A: Informational Text from a Source Stems: <ul style="list-style-type: none"> The parts of the student's report are listed below. Where in the report should the student use the information from the source?

	<ul style="list-style-type: none"> o The parts of the student's report are listed below. In which part of the student's report would the facts from the source best fit? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T2.B: No Stimulus</p> <p>Stimulus: G4.T2.C: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: <to inform> Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to select a sentence that supports a central idea, subtopic, or research question. The answer choices will present four sentences from a source. Avoid using author's opinion. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest. The correct answer choice should be a sentence that clearly support(s) the central idea/subtopic/research question. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/research question and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/research question. Rationales should state the justification for why the plausible distractor is incorrect.</p>

	<p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none Stimulus: G4.T2.B: No Stimulus Stems: <ul style="list-style-type: none"> ○ A student is writing a research report about <topic or central idea>. Which sentence has information that the student can use in [his/her] report? ○ A student is writing a research report about <topic or central idea>. Which sentence has information that the student can use in a paragraph about <subtopic>? • Lead-in: A student made a plan for a research report. Read the plan and the directions that follow. Stimulus: G4.T2.C: Research Report Plan Stems: <ul style="list-style-type: none"> ○ The student found a source for the research report. Which sentence from the source has information that answers the research question? ○ The student found a source for the research report. Which sentence from the source has information that best answers the research question? <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 3 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-6, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T2.D: Secondhand Account This stimulus should be one source that is a secondhand account of an event or topic.</p> <p>Task Description: The test taker will select a sentence from a firsthand account to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to select a sentence that: 1) proves that the information in the stimulus is true, or 2) shows how the second source (answer choices) is different from the first source in the stimulus. The answer choices should be four sentences from a firsthand account on the</p>

	<p>same topic or event of the stimulus. Avoid using author's opinion. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest.</p> <p>The correct answer choice should be one sentence that proves that the stimulus is true or shows a different idea than the stimulus.</p> <p>Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/purpose, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/purpose.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. The student found a source. Read the source and the directions that follow. Stimulus: G4.T2.D: Secondhand Account Stems: <ul style="list-style-type: none"> ○ The student found another source with information from a person who [saw <event>/lived during <topic>]. Which sentence proves that the information in Source 1 is true? ○ The student found another source with information from a person who [saw <event>/lived during <topic>]. Which sentence has information that shows a different idea from Source 1? <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T2.A: Informational Text from a Source This stimulus will be an informational source on a central idea that can be broken into subtopics. The source should contain some general information on the central idea, but should have clear subtopics. Avoid using an author's opinion.</p>

	<p>Task Description: The test taker will be presented with a central idea and a source. The item stem will pose a question asking the test taker to choose subtopics into which the information from the source can be placed.</p> <p>The answer choices will present six subtopics related to the topic; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options.</p> <p>To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. Avoid using outline type precursors (i.e., I. __, II. __, etc.). If needed, use common listings students will understand (i.e., Part A. ____, Part B. ____, etc.). To avoid outliers, be sure the answer choices are all the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long).</p> <p>The correct answer choices will be two subtopics that relate to the overall topic and clearly relate to the main ideas of the source text provided in the stimulus. If there are too many defensible options (check every possibility), do not use this item type, use multiple-choice.</p> <p>Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a part of the report that is a subtopic that makes sense with the central idea, but the information does not clearly fit into the category, and/or 2) a part of a report that contains wording from the stimulus, but the information does not clearly fit into the category.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read the sentences from the source and the directions that follow. Stimulus: G4.T2.A: Informational Text from a Source Stems: <ul style="list-style-type: none"> ○ The parts of a student's report are listed below. Choose two parts of the report where information from the source should be placed. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be</p>

informational for this model. The types of stimuli that are allowable for this model are listed below.

Stimulus: G4.T2.B: No Stimulus

Stimulus: G4.T2.C: Research Report Plan

This stimulus should be a research report plan that a student has made, following this example:

Research Report Plan

Topic: <topic>

Audience: <audience>

Purpose: <to inform>

Research Question: <should reflect the central idea of report>

Task Description:

The test taker will select two or more sentences to support central ideas/subtopics or select information for a given purpose. The **item stem** will ask the test taker to choose two sentences that support a central idea, subtopic, or research question.

The **answer choices** will present six sentences from a source; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Avoid using author's opinion. To avoid clueing, the options should contain either no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest.

The **correct answer choices** should be two sentences that clearly support the central idea/subtopic/research question.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/research question, 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/research question.

Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.

Target Evidence Statement:

The student will locate information from a text source to support a central idea or subtopic related to research.

Appropriate Stems:

- **Lead-in:** none

Stimulus: G4.T2.B: No Stimulus

Stems:

- A student is writing a research report about <topic or central idea>. Choose **two** sentences that have information that the

	<p>student can use in the report.</p> <ul style="list-style-type: none"> ○ A student is writing a research report about <topic or central idea>. Choose two sentences that have information that the student can use in a paragraph about <subtopic>. <ul style="list-style-type: none"> • Lead-in: A student made a plan for a research report. Read the plan and the directions that follow. Stimulus: G4.T2.C: Research Report Plan Stems: <ul style="list-style-type: none"> ○ The student found a source for the research report. Choose two sentences that answer the research question. ○ The student found a source for the research report. Choose two sentences that best answer the research question. <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 6 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-6, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T2.D: Secondhand Account This stimulus should be one source that is a secondhand account of an event or topic.</p> <p>Task Description: The test taker will locate sentences from a firsthand account to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to choose sentences that: 1) prove(s) that the information in the stimulus is true, or 2) show(s) how the information in the answer choices is different from the information in the stimulus. The answer choices should be six sentences from a firsthand account on the same topic or event of the stimulus; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Avoid using author's opinion. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest. The correct answer choices should be two sentences that either prove that the stimulus is true or show a different idea from the stimulus. Distractors should be plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a</p>

	<p>sentence that is an interesting fact, but does not support the central idea/subtopic/purpose, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/purpose.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. The student found a source. Read Source 1 and the directions that follow. Stimulus: G4.T2.D: Secondhand Account Stems: <ul style="list-style-type: none"> ○ The student found another source with information from a person who [saw <event>/lived during <topic>]. Choose two sentences that prove that the information in Source 1 is true. ○ The student found another source with information from a person who [saw <event>/lived during <topic>]. Choose two sentences that show (a) different idea(s) from Source 1. <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 7 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T2.B: No Stimulus</p> <p>Stimulus: G4.T2.C: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div data-bbox="526 1516 1021 1759" style="border: 1px solid black; padding: 10px;"> <p><u>Research Report Plan</u></p> <p>Topic: <topic></p> <p>Audience: <audience></p> <p>Purpose: <to inform></p> <p>Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask</p>

	<p>the test taker to click on sentences that support a central idea, subtopic, or research question.</p> <p>The delimited text should be a paragraph from one or more sources. Avoid paragraphs that show an author's opinion. Also, avoid using transitional sentences that might be selected. There should be a total of six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The types of delimited text that are allowable for this model are informational text from one or two sources. The correct answer choice(s) should be one or two sentence(s) that clearly support(s) the central idea/subtopic/research question. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/research question, 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/research question.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none Stimulus: G4.T2.B: No Stimulus Stems: <ul style="list-style-type: none"> ○ A student is writing a research report about <topic or central idea>. The student found a source. Read the source. Click on [one/two] sentence(s) that [has/have] information that the student can use in the report. ○ A student is writing a research report about <topic or central idea>. The student found two sources. Read both sources. Click on one sentence from each source that has information that the student can use in the report. ○ A student is writing a research report about <topic or central idea>. The student found a source. Read the source. Click on [one/two] sentence(s) that [has/have] information that the student can use in a paragraph about <subtopic>. • Lead-in: A student made a plan for a research report. Read the plan and the directions that follow. Stimulus: G4.T2.C: Research Report Plan
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	<p>Stems:</p> <ul style="list-style-type: none"> ○ The student found a source for the research report. Read the source. Click on [one/two] sentence(s) that has/have information that answer(s) the research question. ○ The student found two sources for the research report. Read both sources. Click on the sentences that have information that answers the research question. Click on one sentence from each source that has information that the student can use. (Two sources on the same general topic are in the delimited text field.) ○ The student found a source for the research report. Read the source. Click on [one/two] sentence(s) that has/have information that best answer(s) the research question. <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 8 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-6, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T2.D: Secondhand Account This stimulus should be one source that is a secondhand account of an event or topic. (Delimited text will be a firsthand account.)</p> <p>Task Description: The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to click on sentences that: 1) prove(s) that the information in the stimulus is true, or 2) show(s) how the second source (delimited text) is different from the first source in the stimulus. The delimited text should be a paragraph from one or more sources. Avoid paragraphs that show an author's opinion. Also, avoid using transitional sentences that might be selected. There should be a total of six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The type of delimited text that is allowable for this model is a firsthand account on the same topic or event of the stimulus.</p> <p>The correct answer choice(s) should be one or two sentences that either prove that the stimulus is true or show how the second source is different. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are</p>

	<p>plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/purpose, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/purpose.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> ○ Lead-in: A student is writing a research report about <topic>. The student found a source. Read Source 1 and the directions that follow. <p>Stimulus: G4.T2.D: Secondhand Account</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ The student found another source with information from a person who [saw <event>/lived during <topic>]. Read Source 2. Click on [one/two] sentence(s) that support(s) the information in Source 1. ○ The student found another source with information from a person who [saw <event>/lived during <topic>]. Read Source 2. Click on [one/two] sentence(s) that [has/have] information that show(s) (a) different idea(s) from Source 1. <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 9 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-7, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T2.E: Chart/Table/Timeline This stimulus should be a chart/table/timeline that has information that can be supported by one or more sentences in the delimited text.</p> <p>Task Description: The test taker will identify how information gathered from a chart/table/timeline can be supported by information in one or more paragraphs from a source. The item stem will pose a question asking the test taker to click on the sentence(s) in a source that support(s) the information in the chart/table/timeline. The delimited text should be one or more paragraphs from an informational text</p>

	<p>source. Avoid paragraphs that show an author's opinion. Also, avoid using transitional sentences that might be selected. There should be a total of six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The delimited text should be on the same topic as the visual in the stimulus.</p> <p>The Correct answer choice(s) should be one or two sentences that support the information in the stimulus. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the information in the stimulus, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the information in the stimulus.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statements: The student will interpret information from a text source to support a given purpose related to research tasks. The student will interpret information from a visual source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. [He/she] found a [chart/table/timeline]. Read the [chart/table/timeline] and the directions that follow. Stimulus: G4.T2.E: Chart/Table/Timeline Stems: <ul style="list-style-type: none"> ○ The student found a second source. Read the second source below. Then, click on [one/two] sentence(s) from the second source that support(s) the information in the [chart/table/timeline]. ○ The student found a second source. Read the second source below. Then, click on [one/two] sentence(s) from the second source that best support(s) the information in the [chart/table/timeline]. <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
Task Model 10 Item Type: Matching Tables DOK Level 2	CAT Primary Standard Alignment: W-8 CAT Secondary Standard Alignment: RI-1, W-9 Stimulus: There is no stimulus for this model. The label for the type of stimulus that is

allowable for this model is listed below.

Stimulus: G4.T2.B : No Stimulus

Task Description:

The test taker will sort explicit evidence into categories to support subtopics/main ideas of a research report. The **item stem** will ask the test taker to click on a box to show in which part of a research paper the information belongs.

The **interaction image** will be a table with four columns and four rows. The interaction image should follow this pattern:

	Main Idea/Subtopic A: <subtopic from student report>	Main Idea/Subtopic B: <subtopic from student report>	Main Idea/Subtopic C: <subtopic from student report>
Note 1: <informational sentence>			
Note 2: <informational sentence>			
Note 3: <informational sentence>			

The notes on the table should be informational sentences about the topic. The columns should reflect different main ideas or subtopics that would be in a research report. An example of this would be: Subtopic A: Where the Animal Lives Subtopic B: What the Animal Eats, etc. To avoid clueing, do not use the same wording in the note as is used in the research report category. The student should not be able to match the note to the category based on simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table.

Rationales should state the justification for why the plausible distractor is incorrect.

Clarifications: Matching tables have no more than three correct answers at this grade level. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

Target Evidence Statements:

The student will locate information from a text source to support a central idea or subtopic related to research.

Appropriate Stems:

- **Lead-in:** none

Stimulus: G4.T2.B: No Stimulus

Stem:

- A student is writing a research report about <topic>. The

	<p>student took notes and thought of three [main ideas/subtopics] for [his/her] report. Click on the box to show the [main idea/subtopic] that each note supports.</p> <ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. The student took notes and thought of three [main ideas/subtopics] for [his/her] report. Click on the box to show the [main ideas/subtopics] that each note best supports. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 3: ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
Clarifications	<p>Clarifications for the Item Writer:</p> <ul style="list-style-type: none"> Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea or analysis. All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.
Standards	<p>RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>W-8 Recall relevant information from experiences or <u>gather relevant information from print and digital sources;</u> take notes and categorize information, and provide a list of sources.</p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	<p>All Claim 4 stimuli are discrete and written by the item writer. Most Claim 4 stimuli are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 4 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or firsthand and secondhand account sources. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student's ability to discern quantitative data, as in a math item. Although the item writer is creating the research source and visual stimuli, the information should be based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with correct acknowledgement to the author. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For firsthand accounts, a brief explanation of the type of source and author will need to be provided to indicate the type of source. (e.g., Source 1: Diary Entry by _____, a person who saw the event.) Be consistent within the item. If a title and author information is included for one source, then all sources within the same item should include titles and author information. The stimulus</p>

	should be one or two short excerpts—not more than 150 words for the elementary grade band.
Stimuli/Text Complexity	Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.
Accessibility Concerns	Students will be required to read brief text stimuli and use a mouse. Students will be required to read/interpret graphics. These graphics may include: charts, graphs, diagrams, time lines, or interactive elements on Web Pages from the Internet. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves, or use trackers, or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ol style="list-style-type: none"> 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response

Task Models	
Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-7, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T3.A: No Stimulus</p> <p>Stimulus: G4.T3.B: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><u>Research Report Plan</u></p> <p>Topic: <topic></p> <p>Audience: <audience></p> <p>Purpose: <to inform></p> <p>Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will be presented with a topic for research. The item stem will pose a question asking the test taker to choose a source that a student could use that supports the topic or research report plan.</p> <p>The answer choices will present four options which represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., two short, two long). Order choices from shortest to longest.</p> <p>The correct answer choice will be a source which clearly contains relevant information or the most relevant information needed to support the topic or research report plan.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad,</p>

	<p>3) a source that is clearly a person's opinion about a topic, but does not contain any factual evidence, 4) a source that could be used in research but is not relevant to the research task, and/or 5) a source that appears to be related to the topic, but does not provide information to answer the research question. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze digital and print sources in order to locate relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: no lead-in Stimulus: G4.T3.A: No Stimulus Stems: <ul style="list-style-type: none"> ○ A student is writing a report about <topic>. The student found the following sources. Which source would most likely have the most useful information for the report? ○ A student is writing a report about <topic>. The student found the following sources. Which [website/of these] is most likely the most useful source of information for the report? • Lead-in: A student has made a plan for research. Read the plan and the directions that follow. Stimulus: G4.T3.B: Research Report Plan Stems: <ul style="list-style-type: none"> ○ Which [website/of these] is most likely the most useful source for the information needed to answer the research question? ○ Which [website/of these] would most likely have information for the report? ○ The student found the following sources. Which source would most likely have information for the report? ○ The student found the following sources. Which source would most likely have information needed to answer the research question? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T3.C: Student Writing</p>

This stimulus is a student writing sample focusing on a subtopic of a research report. The student writing should not contain opinions.

Task Description:

The test taker will be presented with a student writing sample. The **item stem** will pose a question asking the test taker to choose a source that a student could use to add information to her/his writing.

The **answer choices** will present four options which represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____.” a magazine about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., two short, two long). Order choices from shortest to longest.

The **correct answer choice** will be a source which clearly contains relevant information or the most relevant information needed to add to the student writing that is presented in the stimulus.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic, but does not contain any factual evidence, and/or 4) a source that could be used in research but is not relevant to the research task.

Rationales should state the justification for why the plausible distractor is incorrect.

Target Evidence Statement:

The student will analyze digital and print sources in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** A student is writing a research report about <topic>. Read the sentences from [her/his] report and the directions that follow.

Stimulus: G4.T3.C: Student Writing

Stems:

- Which [source/of these] would **most likely** have more information about the ideas [he/she] has written?
- Which [source/of these] is **most likely** the **most useful** source for more information about the ideas [he/she] has written?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points
Task Model 3 Item Type: Multiple Choice, Single Correct Response DOK Level 2	This task model has been deleted.
Task Model 4 Item Type: Multiple Choice, Multiple correct Response DOK Level 2	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-7, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T3.A: No Stimulus</p> <p>Stimulus: G4.T3.B: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: <to inform> Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will be presented with a topic for research. The item stem will pose a question asking the test taker to choose sources that a student should use to support the topic or research report plan. The answer choices will present six options which represent digital and/or print sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____”, a magazine about _____, etc.). To avoid</p>

clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., three short, three long). Order choices from shortest to longest.

The **correct answer choices** will be sources which clearly contain the information needed to support the topic or answer the research question in the report plan. There must be two correct answers.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic, but does not contain any factual evidence, 4) a source that could be used in research, but is not relevant to the research task, and/or 5) a source that appears to be related to the topic, but does not provide information to answer the research question.

Rationales should state the justification for why the plausible distractor is incorrect.

Target Evidence Statement:

The student will analyze digital and print sources in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
Stimulus: G4.T3.A: No Stimulus

Stems:

- A student is writing a report about <topic>. The student found the following sources. Choose **two** sources that would **most likely** have the most useful information for the report.
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
Stimulus: G4.T3.B: Research Report Plan
Stems:
 - The student found the following sources. Choose **two** sources that would **most likely** have the most useful information for the report.
 - The student found the following sources. Choose **two** sources that would **most likely** have information that would answer the research question.

Rubric/ Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

<p>Task Model 5</p> <p>Item Type: Multiple Choice, Multiple correct Response</p> <p>DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-7, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G4.T3.C: Student Writing This stimulus is a student writing sample focusing on a subtopic of a research report. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose sources that a student should use to add information to her/his writing. The answer choices will present six options which represent digital and/or print sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., three short, three long). Order choices from shortest to longest. The correct answer choices will be sources which clearly contain the information needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic, but does not contain any factual evidence , and/or 4) a source that could be used in research but is not relevant to the research task. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze digital and print sources in order to locate relevant information to support research.</p>
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	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report. Read the sentences from [her/his] report and the directions that follow. Stimulus: G4.T3.C: Student Writing Stems: <ul style="list-style-type: none"> ○ Choose two of the sources that would most likely give the student more information about the ideas [he/she] has written. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4: USE EVIDENCE: Cites evidence to support opinions, ideas, or analyses.	
Clarifications	Clarifications for the Item Writer: <ul style="list-style-type: none"> Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea, or analysis. All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.
Standards	<p>RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-6 <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p>RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>RI-9 <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>W-1b <u>Provide reasons that are supported by facts and details.</u></p> <p>W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	All Claim 4 stimuli are discrete and written by the item writer. Most Claim 4 stimuli are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 4 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or firsthand and secondhand account sources. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student's ability to discern quantitative data, as in a math

	<p>item. Although the item writer is creating the research source and visual stimuli, the information should be based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with correct acknowledgement to the author. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For firsthand accounts, a brief explanation of the type of source and author will need to be provided to indicate the type of source. (e.g., Source 1: Diary Entry by _____, a person who saw the event.) Be consistent within the item. If a title and author information is included for one source, then all sources within the same item should include titles and author information. The stimulus should be one, two, or three short excerpts—not more than 150 words for the elementary grade band.</p>
Stimuli/Text Complexity	<p>Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.</p>
Accessibility Concerns	<p>Students will be required to read brief text stimuli and use a mouse. Students will be required to read/ interpret graphics. These graphics may include: charts, graphs, diagrams, time lines, or interactive elements on Web Pages from the Internet. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
Evidence Required	<p>1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2	<p>CAT Primary Standard Alignment: W-9</p> <p>CAT Secondary Standard Alignment: W1-b, W-8</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.A: Opinion Writing Lacking Evidence This stimulus should be a brief piece of student opinion writing. The student writing should contain one opinion statement that is not supported by reasons or evidence.</p> <p>Stimulus: G4.T4.B: Informational Text with Conjecture This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion which is lacking sufficient supporting evidence or is lacking complete information.</p> <p>Task Description: The test taker will select a piece of information/fact/note that supports a given opinion/idea/analysis. The item stem will pose a question asking the test taker to select information that a student could use to support a given opinion/idea/analysis. The answer choices will present four options that are sentences from a source that could support the opinion/idea/analysis stated in the stimulus. The choices should come from an informational source. All of the choices are related to the same topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a statement that clearly supports the opinion/idea/analysis provided in the stimulus. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a statement/fact/note that is related to the topic of the opinion/idea/analysis, but not directly related to the opinion/idea/analysis and/or 2) another opinion/idea/analysis with a fact that supports it, but does not support the opinion/idea/analysis in the stimulus. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: A student is writing a paper about <topic>. [He/she] wrote an opinion in the paper. Read the sentences from the paper and the directions that follow. Stimulus: G4.T4.A: Opinion Writing Lacking Evidence Stems: <ul style="list-style-type: none"> The student took notes about <topic>. Which note supports the student's opinion? The student took notes about <topic>. Which note best supports the student's opinion? The student found a source about <topic>. Which sentence from the source supports the student's opinion? The student found a source about <topic>. Which sentence from the source best supports the student's opinion? Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.B: Informational Text with Conjecture Stems: <ul style="list-style-type: none"> The student took notes about <topic>. Which note supports the author's opinion in Source 1? The student took notes about <topic>. Which note best supports the author's opinion in Source 1? The student found another source about <topic>. Which sentence from the source supports the author's opinion in Source 1? The student found another source about <topic>. Which sentence from the source best supports the author's opinion in Source 1? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 3 Item Type: Multiple Choice, Multiple-Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-9</p> <p>CAT Secondary Standard Alignment: W1-b, W-8</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.A: Opinion Writing Lacking Evidence This stimulus should be a brief piece of student opinion writing. The student writing should contain one opinion statement that is not supported by reasons or</p>

evidence.

Stimulus: G4.T4.B: Informational Text with Conjecture

This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion which is lacking sufficient supporting evidence or is lacking complete information.

Task Description:

The test taker will select information/facts/notes that support a given opinion/idea/analysis.

The **item stem** will pose a question asking the test taker to select information that a student could use to support a given opinion/idea/analysis.

The **answer choices** will present six options that are sentences from a source that could support the opinion/conjecture stated in the stimulus; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The choices should come from an informational source. All of the choices are related to the same topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order choices from shortest to longest.

The **correct answer choices** will be a statement that clearly supports the opinion/conjecture provided in the stimulus. There must be two correct answer choices.

Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a statement/fact/note that is related to the topic of the opinion/idea/analysis, but not directly related to the opinion/idea/analysis and/or 2) another opinion/idea/analysis with a fact that supports it, but does not support the opinion/idea/analysis in the stimulus.

Rationales should state the justification for why the plausible distractor is incorrect.

Target Evidence Statement:

The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] wrote an opinion in the paper. Read the sentences from the paper and the directions that follow.

Stimulus: G4.T4.A: Opinion Writing Lacking Evidence

Stems:

- The student took notes about <topic>. Choose **two** notes that **best** support the student's opinion.
- The student found a source about <topic>. Choose the **two** sentences from the source that **best** support the student's opinion.

	<ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.B: Informational Text with Conjecture Stems: <ul style="list-style-type: none"> ○ The student took notes about <topic>. Choose two notes that best support the author's opinion in Source 1. ○ The student found another source about <topic>. Choose two sentences from the source that best support the author's opinion in Source 1. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-9</p> <p>CAT Secondary Standard Alignment: RI-1, W-1b, W-8</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.C: No Stimulus</p> <p>Stimulus: G4.T4.B: Informational Text with Conjecture This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion which is lacking sufficient supporting evidence or is lacking complete information.</p> <p>Stimulus: G4.T4.D: Secondhand Account This stimulus should be one source that is a secondhand account of an event or topic that contains conjecture. (The delimited text will be a firsthand account.)</p> <p>Task Description: The test taker will select sentences in a source to support an opinion/idea/analysis. The item stem will ask the test taker to click on (a) sentence(s) that support(s) a given opinion/idea/analysis. The delimited text should be an informational paragraph from one or more source(s). If the stimulus is a secondhand account, then the delimited text is a firsthand account. Avoid using transitional sentences that might be selected. There should be six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be one or two pieces of text that clearly support the opinion/idea/analysis. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. Distractors are the delimited sentences/pieces of text that are not selected and should reflect common student errors. There should be at least four</p>

	<p>sentences/pieces of text that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a fact that is related to the topic of the opinion/conjecture, but does not directly relate to the opinion/ conjecture and/or 2) an interesting fact that students may want to include in a report, but does not support the opinion/conjecture.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors.</p> <p>Target Evidence Statement:</p> <p>The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: none Stimulus: G4.T4.C: No Stimulus Stems: <ul style="list-style-type: none"> A student is writing a paper about <topic>. The student wrote the following opinion: <opinion>. [He/she] found a source. Read the source. Click on [one/two] sentence(s) that has/have information to support the opinion. A student is writing a paper about <topic>. The student wrote the following opinion in [his/her] paper: <opinion>. The student found two sources. Read both sources. Click on one sentence from each source that has information that the student can use to support the opinion. Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.B: Informational Text with Conjecture Stems: <ul style="list-style-type: none"> The student found another source. Read Source 2. Click on [one/two] sentence(s) that [has/have] information to support the opinion in Source 1. The student found two additional sources. Read both Source 2 and Source 3. Then click on one sentence from Source 2 and one sentence from Source 3 that have information that the student can use to support the opinion in Source 1. Lead-in: A student is writing a research report about <topic>. The student found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.D: Secondhand Account <ul style="list-style-type: none"> The student found a source written by someone who saw <the event>. Read Source 2. Click on [one/two] sentence(s) that [has/have] information to support the opinion in Source 1. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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<p>NEW Task Model 5</p> <p>Item Type: Multiple Choice, Single Correct Response</p> <p>DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-1b</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.C: Student Writing Lacking Support This stimulus should be a brief piece of student writing. The student writing should contain one idea that is not supported.</p> <p>Stimulus: G4.T4.D: Informational Text This stimulus should be a paragraph from an informational source with an idea lacking support.</p> <p>Task Description: The test taker will click on information/facts/notes that support a given idea. The item stem will pose a question asking the test taker to select information that a student could use to support a given idea. The answer choices will present four options that are sentences from a source that could support the idea stated in the stimulus. The choices should come from an informational source. All of the choices are related to the same topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a statement that clearly supports the idea provided in the stimulus. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a statement/fact/note that is related to the topic, but does not support the idea and/or 2) another idea with a fact that supports it, but does not support the idea in the stimulus. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: A student is writing a paper about <topic>. [He/she] wrote an idea in the paper. Read the sentences from the student's paper and the directions that follow. <p>Stimulus: G4.T4.C: Student Writing Lacking Support</p> <p>Stems:</p> <ul style="list-style-type: none"> The student took notes about <topic>. Which note best supports the student's idea? The student found a source about <topic>. Which sentence
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	<p>best supports the student's idea?</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. <p>Stimulus: G4.T4.D: Informational Text</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ The student took notes about <topic>. Which note best supports the author's idea in Source 1? ○ The student found another source about <topic>. Which sentence from the source best supports the author's idea in Source 1? <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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