

<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
<b>Clarifications</b>	<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 conclusions drawn from the text(s).</p>
<b>Standards</b>	<p><b>RL-1</b> Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>NOTE:</b> <u>Underlined content from the Common Core State Standards shows what each assessment target might assess.</u></p>
<b>Depth of Knowledge</b>	DOK 1, DOK 2
<b>Stimuli/Passages</b>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.</p> <p>When developing items from dual texts, 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 <b>writing</b></p>

English Language Arts Specification: Grade 5 Claim 1 Target 1



	<p>to information from both texts. Between 25 and 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>answer choices</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>Which [detail/sentence/line] from the passage <b>best</b> supports provide [inference or conclusion based on the passage]?</li> <li>[Provide inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide the inference or conclusion]?</li> <li>The reader can [infer/conclude] [inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide the inference/conclusion]?</li> <li>The [author/narrator] [infers/concludes] that [inference/conclusion based on the passage]. Which [detail/sentence/line] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference/conclusion]?</li> <li>Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Which [detail/sentence/line] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide the inference or conclusion]?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>Which [detail/sentence/line] from [title text #1] <b>best</b> shows that [inference or conclusion based on both passages] is true of <b>both</b> passages? <b>NOTE:</b> This stem is only used with two <b>literary</b> passages.</li> </ul>

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

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"><li>• Which [details/sentences/lines] from [text #1 name] <b>best</b> show that [provide inference or conclusion based on the two passages] is true of <b>both</b> passages? Select <b>two</b> answers. NOTE: This stem can only be used with two literary passages.</li><li>• Based on the information in [title text #2], [provide inference or conclusion based on passage #2]. Which [details/sentences/lines] from [text #1 name] <b>best</b> support the same idea? Select <b>two</b> answers.</li></ul> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>[one/two]</b> options.</p> <p>The <b>answer choices</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 <b>one or two</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>Click the [detail/sentence/set of sentences/line/paragraph] that <b>best</b> supports [provide inference or conclusion based on the passage]. [excerpted selectable text]</li> <li>Click <b>[one/two]</b> [details/sentences/sets of sentences/lines/paragraphs] that <b>best</b> support [provide inference or conclusion based on the passage]. [excerpted selectable text]</li> <li>[Provide inference or conclusion based on the passage] Click the [detail/sentence/set of sentences/line/paragraph] that <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide the inference or conclusion]. [excerpted selectable text]</li> <li>[Provide inference or conclusion based on the passage]. Click <b>[one/two]</b> [details/sentences/sets of sentences/lines/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide the inference or conclusion]. [excerpted selectable text]</li> </ul>

	<ul style="list-style-type: none"> <li>• The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide the inference or conclusion]. [excerpted selectable text]</li> <li>• The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click [<b>one/two</b>] [details/sentences/sets of sentences/lines/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide the inference or conclusion]. [excerpted selectable text]</li> <li>• The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide the inference/conclusion]. [excerpted selectable text] The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the passage]. Click [<b>one/two</b>] [details/sentences/sets of sentences/lines/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide the inference/conclusion]. [excerpted selectable text]</li> <li>• Read this [inference/conclusion]. [Inference or conclusion based on the passage]. Click the [detail/sentence/set of sentences/line/paragraph] that <b>best</b> supports this [provide inference/conclusion] OR <b>best</b> shows [provide the inference or conclusion]. [excerpted selectable text]</li> <li>• Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click [<b>one/two</b>] [details/sentences/sets of sentences/lines/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide the inference or conclusion]. [excerpted selectable text]</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• 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 <b>best</b> 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] <b>NOTE:</b> This stem can only be used with two <b>literary</b> passages.</li> <li>• 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 <b>best</b> supports the same idea. [excerpted selectable text]</li> </ul>
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	<ul style="list-style-type: none"><li>Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click <b>[one/two]</b> [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that <b>best</b> support the same idea? [excerpted selectable text]</li></ul> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p> <p><b>Format Example:</b> <b>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>.</b></p> <p>Note that selectable text is a whole, continuous section of text.</p> <div data-bbox="537 764 1442 1192" style="border: 1px solid black; padding: 10px;"><p>The reader can infer that Alice prefers warm weather over cold weather. Click on the line from the text <b>best</b> supports 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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<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 2. CENTRAL IDEAS:</b> Identify or determine a theme or central idea_ from details in the text, or summarize the text.	
<b>Clarifications</b>	Items may assess a theme or key event in the text. Items will not ask students to summarize the entire text; students will summarize either a central idea/main idea or key events. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
<b>Standards</b>	<b>RL-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <b>RL-2</b> <u>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u> <b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
<b>Depth of Knowledge (DOK)</b>	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
<b>Stimuli/Passages</b>	Texts will contain one or more themes, central ideas/main ideas, and/or key events. 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.
<b>Dual-Text Stimuli</b>	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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.  When developing items from dual-texts, 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 and 40% of all other items written in the dual-text set should be written across texts.  The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	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.
<b>Allowable Item Types</b>	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)

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> 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) in a portion of the text, or 4) identify a key event that is missing from a text summary.                      The <b>answer choices</b> 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.  <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a theme or central idea/main idea of a text using supporting evidence.</li> <li>2. The student will summarize key ideas and events in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> [shows/tells/describes] the [theme/main idea] of the passage?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] the [theme/main idea] of the [story/poem] told by the [narrator/speaker]?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] [the author's/character's name's] message about [provide theme/main idea]?</li> <li>• 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)]?</li> <li>• Which [sentence(s)/line(s)/paragraph(s)] from the passage <b>best</b> [shows/tells/describes] the [theme/main idea]?</li> <li>• Which sentence <b>best</b> summarizes the [first paragraph/introductory paragraph]?</li> <li>• Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Which sentence <b>best</b> summarizes the [sentence(s)/line(s)/paragraph(s)]?</li> <li>• Which sentence <b>best</b> summarizes the passage?</li> <li>• Which sentence <b>best</b> summarizes what happens after [provide plot]?</li> <li>• Read this summary. [summary of a section of the text; one key detail/event is missing] Which [key detail/event] is missing from the summary?</li> </ul> <p><b>Note:</b> The correct answer should be a pivotal key event or idea.</p>

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"><li>• What [theme/main idea] can be found in <b>both</b> [title text #1] and [title text #2]?</li></ul> <p><b>NOTE:</b> This stem can only be used with two literary passages.</p> <ul style="list-style-type: none"><li>• 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]?</li></ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response (MS)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will prompt the student to 1) determine 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 <b>two</b> answers.                      The <b>answer choices</b> will present five or six options of similar structure. Of the options, there will be <b>two</b> correct answers. The correct answers will be relatively short statements that identify the theme or central idea(s)/main idea(s) presented in the text or they will be statements that should be included in the text summary. The <b>distractors</b> will be relatively short statements that are not central idea(s)/main idea(s) or do not belong in the summary 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. <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a theme or central idea/main idea of a text using supporting evidence.</li> <li>2. The student will summarize key ideas and events in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Choose <b>two</b> sentences that <b>best</b> [shows/tells/describes] the [theme(s)/main idea(s)] presented in the passage.</li> <li>• Choose <b>two</b> sentences that should be included in a summary of [the text/section of the text].</li> </ul> <p><b>Scoring Rules:</b> All correct responses: 1 point; All other responses: 0 points</p>

Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      This item has two parts. The <b>item stem of PART A</b> will pose a question that requires the student to determine a theme or central idea/main idea of the text. The <b>answer choices of PART A</b> 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.                      The <b>item stem of PART B</b> will prompt the selection of a detail from the text that provides evidence for the identification the student made in PART A.                      The <b>answer choices of PART B</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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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.  <b>NOTE:</b> 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><b>Target Evidence Statement:</b>                      1. The student will determine a theme or central idea/main idea of a text using supporting evidence.</p> <p><b>Lead-In:</b> The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> [shows/tells/describes] the [theme/main idea] of the text?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] the [author’s/character’s] [message/main idea]?</li> <li>• Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text]                      Which [theme/main idea] is [shows/tells/describes] in the [sentence(s)/line(s)/paragraph(s)]?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/paragraph(s)] from the passage <b>best</b> [support(s)/is (are) an example] your answer in part A?</li> </ul>

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• What [theme/main idea] can be found in <b>both</b> [title text #1] and [title text #2]?</li> </ul> <p><b>NOTE:</b> This stem can only be used with two literary passages.</p> <ul style="list-style-type: none"> <li>• 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]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] <b>best</b> [support(s)/is (are) an example] your answer in part A?</li> <li>• Which [sentences/lines/paragraphs] from [title text #1] <b>and</b> [title text #2] <b>best</b> [support(s)/is (are) an example] your answer in part A?</li> </ul> <p><b>NOTE:</b> This stem can only be used with two literary passages.</p> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will pose a question that requires the student to 1) select detail(s) that support 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 <b>one</b> or <b>two</b> options.</p> <p>The <b>answer choices</b> will be selectable lines, sentences, paragraphs, 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 <b>one</b> or <b>two</b> correct answers. The correct answer(s) will be the selectable sections of text that reveal(s) 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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a theme or central idea/main idea of a text using supporting evidence.</li> <li>2. The student will summarize key ideas and events in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Click on [<b>one/two</b>] [sentence(s)/line(s)/set of lines/paragraph(s)] that <b>best</b> [shows/tells/describes] the [theme/main idea] of [the text/section of the text]. Choose [<b>one/two</b>] answer(s).                      [excerpted selectable text]</li> <li>• Read this summary of [the text/section of the text].                      [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]. Choose [<b>one/two</b>] answer(s).  <b>NOTE:</b> The correct answer(s) should be a pivotal key idea or event.</li> <li>• Click on the [<b>one/two</b>] [key detail(s)/event(s)] that should be included in a summary of the text.  <b>NOTE:</b> The correct answer(s) should be a pivotal key idea or event.</li> </ul> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>



	<p><b>Format Example:</b></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><b>NOTE:</b> Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Click on <b>two</b> sentences that <b>best</b> identify the main idea of the text. Choose <b>two</b> answers.</p> <p>[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!"]</p> <p>[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.]</p> </div>
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Task Models	
<p><b>Task Model 5</b>  <b>Item Type: Short Text, constructed response (WR)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> 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.                      Short Text (constructed response) items are only written to long stimuli and will <b>not</b> ask students to summarize the entire text.                      Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s).  <b>Examples</b> will reflect common student responses.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a theme or central idea/main idea of a text using supporting evidence.</li> <li>2. The student will summarize key ideas and events in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Determine the [theme/main idea] of the passage. Explain the [theme/main idea] and support your answer using key details from the passage.</li> <li>• What is the [theme/main idea] of the passage? Use key details from the passage to support and explain your answer.</li> <li>• Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the author’s main idea in the [sentence(s)/line(s)/paragraph(s)]? Use key details from the passage to support and explain your answer.</li> <li>• Summarize the [first paragraph/introductory paragraph ]. Use key [details/events] from the passage in your summary.</li> <li>• 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.</li> <li>• Summarize what happens [after/during] [provide text event]. Use key [details/events] from the passage in your summary.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• What [theme/main idea] can be found in <b>both</b> [title text #1] and [title text #2]? Use key details from <b>both</b> passages to support and explain your answer.  <b>NOTE:</b> This stem can only be used with two literary passages.</li> <li>• 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 details from [title text#1] to support and explain your answer.</li> </ul> <p><b>Scoring Rules:</b> Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.</p>

<b>Rubric Template:</b>		
<b>Score</b>	<b>Rationale</b>	
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine a theme/central idea/main idea, or to summarize a key idea or event</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the theme/central idea/main idea or summary with clearly relevant information based on the text</li> </ul>	
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine a theme/central idea/main idea, or to summarize a key idea or event</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the theme/central idea/main idea or summary with vague/limited information based on the text</li> </ul>	
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine a theme/central idea, or to summarize a key idea or event</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives the theme/central idea/main idea, but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives the theme/central idea/main idea, but includes no explanation or no relevant information from the text</li> </ul>	
<b>Format Example:</b>		
<p><b>The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized, item-specific rubric.</b></p>		
<b>Score</b>	<b>Rationale</b>	<b>Example</b>
2	<p>A response:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Includes specific examples/details that make clear reference to the text. Examples may include (but are not limited to) Alice's decision to --- Enjoy the ride</li> </ul>	<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"> <li>--- Forget the letter she received</li> <li>--- Look at the scenery</li> <li>--- Listen to music and sleep</li> <li>- Adequately explains the central idea/main idea with clearly relevant information based on the text</li> </ul>	
	1	<p>A response:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Includes vague/limited examples/details that make reference to the text. Responses may include those listed in the 2-point response.</li> <li>- Explains the central idea/main idea with vague/limited information based on the text</li> </ul>	<p>The central idea/main idea is that Alice relaxed more as the drive went on. She was even able to fall asleep.</p>
	0	<p>A response:</p> <ul style="list-style-type: none"> <li>- Gives no evidence of the ability to determine the central idea/main idea</li> <li>OR</li> <li>- Gives the central idea/main idea, but includes no examples or no examples/details that make reference to the text</li> <li>OR</li> <li>- Gives the central idea/main idea, but includes no explanation or no relevant information from the text</li> </ul>	<p>The central idea/main idea is that Alice doesn't know where they are going.</p>

<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 3: WORD MEANINGS:</b> Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, 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 <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b>	
<b>Clarifications</b>	<p>Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be <b>one to two</b> 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 <b>on or below</b> 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>
<b>Standards</b>	<p><b>RL 1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>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</u> (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine or clarify the precise meaning of key words and phrases.</u></p> <p><b>L-5c</b> <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words.</u></p>
<b>Depth of Knowledge</b>	DOK 1, DOK 2
<b>Stimuli/Passages</b>	Each text must include one or more words that are at grades 5–7 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. <b>The target words must be important to the text and worthwhile assessing.</b> 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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be 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 <b>Appropriate Stems for Dual-Text Stimuli</b> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in a literary text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</li> <li>3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.</li> <li>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.</li> </ol>
<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

<b>Task Models</b>	
<p><b>Task Model 1</b></p> <p><b>Item Type: Multiple Choice, single correct response (MC)</b></p> <p><b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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><b>Formatting note:</b> 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 <b>answer choices</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in a literary text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</li> <li>3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.</li> <li>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.</li> </ol> <p><b>Appropriate Stems :</b></p> <ul style="list-style-type: none"> <li>• 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] [provide <u>targeted word/“targeted phrase”</u>]?</li> <li>• 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] [provide <u>targeted word/“targeted phrase”</u>] <b>most likely</b> mean?</li> <li>• 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] <b>best</b> state(s) the meaning of [provide <u>targeted word/“targeted phrase”</u>]?</li> <li>• 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] [provide <u>targeted word/“targeted phrase”</u>] show the reader?</li> </ul>

	<ul style="list-style-type: none"> <li>• 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] [provide <u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] <b>most likely</b> tell the reader about [provide idea/event/character/story element/etc.] in the text?</li> <li>• Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from text, 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 [provide <u>targeted word</u>]?</li> <li>• 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 <b>best</b> defines [provide <u>targeted word</u>/"targeted phrase"] as it is used in the sentence(s).</li> <li>• Read the [sentence(s)/line(s)]. [Provide 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] [provide <u>targeted word</u>/"targeted phrase"]?</li> <li>• Read the dictionary entry. [(<i>part of speech</i>) <b>1.</b> [provide definition] Which [word/phrase] <b>best</b> matches the dictionary entry?</li> <li>• Read the [sentence(s)/line(s)]. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word</u> underlined] What does the [root/affix] in the word [provide <u>targeted word</u>] mean?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/line(s)] from [title text #2]. [Provide 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 [provide <u>targeted word</u>/"targeted phrase"] from [text #2]?</li> <li>• First, read the [sentence(s)/line(s)] from [title text #1]. [Provide 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]. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] Which [word/phrase] <b>best</b> matches the meaning of [provide <u>targeted word</u>/"targeted phrase" text #1] and [provide <u>targeted word</u>/"targeted phrase" text #2] as it is used in <b>both</b> passages? <b>NOTE:</b> This stem is only used with two literary passages.</li> </ul>
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	<p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b></p> <p><b>Item Type: Multiple Choice, multiple correct response (MS)</b></p> <p><b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>two</b> answers.</p> <p><b>Formatting note:</b> 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 <b>answer choices</b> will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be <b>two</b> correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in a literary text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</li> </ol> <p><b>Appropriate Stems :</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/line(s)]. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] <b>mostly</b> mean? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/line(s)]. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] show the reader? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/line(s)]. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] has more than one meaning. What does [the word/phrase] [provide <u>targeted word</u>/"targeted phrase"] <b>most likely</b> tell the reader about [provide idea/event/character/story element/etc.] in the passage? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/line(s)]. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]</li> </ul>

	<p>What does the author tell the reader with the use of [provide <u>targeted word/“targeted phrase”</u>]? Choose <b>two</b> answers.</p> <ul style="list-style-type: none"> <li>Read the [sentence(s)/line(s)] from the passage. [Provide directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]</li> </ul> <p>How does the author’s use of the [word/phrase] [provide <u>targeted word/“targeted phrase”</u>] in the text help the reader understand [provide concept/idea]? Choose <b>two</b> answers.</p> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>Read the sentence(s) from [title text #2]. [Provide directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]</li> </ul> <p>Which sentence from [title text #1] has a [word/phrase] that means the same thing as [provide <u>targeted word/“targeted phrase”</u>]? Choose <b>two</b> answers.</p> <ul style="list-style-type: none"> <li>First, read the sentence(s) from [title text #1]. [Provide directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]</li> </ul> <p>Now read the sentence(s) from [title text #2]. [Provide directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]</p> <p>Which [words/phrases] <b>best</b> matches the meaning of [provide <u>targeted word/“targeted phrase”</u> text #1] and [provide <u>targeted word/“targeted phrase”</u> text #2] as they are used in <b>both</b> passages? Choose <b>two</b> answers.</p> <p><b>NOTE:</b> This stem is only used with two literary passages.</p> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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><b>Formatting note:</b> 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 <b>answer choices</b> 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 <b>one</b> correct response. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in a literary text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</li> <li>3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Read the dictionary entry.        [(part of speech) <b>1</b>. [provide definition]        Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that <b>most closely</b> matches the definition of that word.        [excerpted selectable text]</li> <li>• 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 <b>best</b> shows that [idea/meaning].        [excerpted selectable text]</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/line(s)] from [title text #2].        [Provide directly quoted sentence(s)/line(s) from passage, with <u>targeted word/phrase</u> underlined]</li> </ul>

	<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 [provide <u>targeted word</u>/"targeted phrase"]. [excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> <li>Read the sentence(s) from [title text #1]. [Provide directly quoted sentence or line from passage, with <u>targeted word/phrase</u> underlined]</li> </ul> <p>Click on the <u>underlined</u> [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [provide <u>targeted word</u>/"targeted phrase"]. [excerpted selectable text #2]</p> <p><b>NOTE:</b> This stem is only used with two literary passages.</p> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p> <p><b>Format Example:</b> <b>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</b></p> <p>Note: Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 5px;"> <p>First, read the dictionary definition. Then, complete the task.</p> <p>(v) <b>1.</b> gather together or acquire an increasing number or quantity of; heap up</p> <p>Click on the word in the paragraph that <b>most closely</b> 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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<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 4: REASONING &amp; EVIDENCE:</b> 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.	
<b>Clarifications</b>	<p>Items require <b>students</b> 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>
<b>Standards</b>	<p><b>RL-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-3</b> <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u></p> <p><b>RL-6</b> <u>Describe how a narrator’s or speaker’s point of view influences how events are described.</u></p> <p><b>RL-9</b> <u>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<b>Depth of Knowledge</b>	DOK 3
<b>Stimuli/Passages</b>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
<b>Stimuli/Text Complexity</b>	<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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be 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 and 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<b>Allowable Item Types</b>	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
<p><b>Task Model 1</b></p> <p><b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b></p> <p><b>DOK: 3</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> 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 <b>answer choices of PART A</b> 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 <b>item stem of PART B</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 <b>answer choices of PART B</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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which of these inferences about [provide character's name/setting/event/author's point of view/theme/topic/etc.] is supported by the passage?</li> <li>• What inference can be made about [provide character's name/setting/event/author's point of view/theme/topic/etc.]?</li> <li>• What inference can be made about the narrator's feelings toward [provide character's name/setting/event/etc.]?</li> </ul>



	<ul style="list-style-type: none"> <li>• What inference can be made about [provide character’s name]’s relationship with [provide character’s name]?</li> <li>• Which of these conclusions about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.] is supported by the passage?</li> <li>• What conclusion can be drawn about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.]?</li> <li>• What conclusion can be drawn about the narrator’s feelings toward [provide character’s name/setting/event/etc.]?</li> <li>• What conclusion can be drawn about [provide character’s name]’s relationship with [provide character’s name]?</li> <li>• What did the author <b>most likely</b> mean by including [provide character’s name/setting/event/other reference/etc.] in the passage?</li> <li>• Read the [sentence(s)/line(s)/set(s) of lines/paragraph(s). [excerpted text ] What did the author <b>most likely</b> mean by including [provide character’s name/setting/event/other reference/etc.] in the passage?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s) from the passage <b>best</b> support(s) your answer in part A?</li> <li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s) from the passage <b>best</b> support(s) the [inference made/conclusion drawn] in part A?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• 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/event/theme/topic/character-narrator point of view] in [title text #1]?</li> <li>• Read the [sentence(s)/line(s)/set(s) 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/event/theme/topic/character-narrator point of view/etc.] in [title text #1]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/set of lines/paragraph(s)] from [text #1 name] <b>best</b> support(s) your answer in part A?</li> </ul>
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	<p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> 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 <b>answer choices of PART A</b> 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 <b>item stem of PART B</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 <b>answer choices of PART B</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 <b>one</b> correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.  <b>NOTE:</b> If there are too many defensible options (check every possibility), do not use this item type; use EBSR (Task Model 1).</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> provides an inference that can be made about the narrator’s feelings toward [provide character’s name/setting/event/etc.].</li> <li>• Click on the statement that <b>best</b> provides an inference that can be made about [provide character’s name]’s relationship with [provide character’s name].</li> <li>• Click on the statement that <b>best</b> provides an inference about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.] that is supported by the passage.</li> </ul>

	<ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> provides a conclusion that can be drawn about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.].</li> <li>• Click on the statement that <b>best</b> provides a conclusion that can be drawn about the narrator’s feelings toward [provide character’s name/setting/event/etc.].</li> <li>• Click on the statement that <b>best</b> provides a conclusion that can be drawn about [provide character’s name]’s relationship with [character’s name].</li> <li>• Click on the statement that <b>best</b> describes what the author <b>most likely</b> meant by including [provide character’s name/event/other reference/etc.] in the passage.</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Click the [sentence(s)/line(s)/set of lines/paragraph(s)] from the passage that <b>best</b> support(s) your answer in part A. Choose <b>one</b> option. [excerpted selectable text]</li> <li>• Click the [sentence(s)/line(s)/set of lines/paragraph(s)] from the passage that <b>best</b> supports the [inference made/conclusion drawn] in part A. Choose <b>one</b> option. [excerpted selectable text]</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• 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/event/theme/topic/ /etc.] in [title text #1]?</li> <li>• 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/event/theme/topic/ /etc.] in [title text #1]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Click on the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #1] that <b>best</b> support(s) your answer in part A.</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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	<p><b>Format Example:</b></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 style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Part A</b></p> <p>Click on the statement that <b>best</b> provides an inference about Ashley that is supported by the text.</p> <p>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.]</p> <p><b>Part B</b></p> <p>Click on the sentence from the text that <b>best</b> supports your answer in part A.</p> <p>["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!"]</p> </div>
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<b>Task Models</b>
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<p><b>Task Model 3</b>  <b>Item Type: Short Text, constructed response (WR)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b> The item will prompt the student to make an inference OR draw a conclusion about characters, point of view, themes, setting, and plot about the text AND support that analysis with details from the text. The <b>item stem</b> 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><b>NOTE:</b> Constructed Response (Short Text) items will be written to long literary passages.</p> <p><b>Examples</b> will reflect common student responses.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What inference can be made about [provide character’s name/setting/event//theme/topic]? Use key details from the passage to support and explain your answer.</li> <li>• What inference can be made about the narrator’s feelings toward [provide character’s name/setting/event]? Use key details from the passage to support and explain your answer.</li> <li>• What inference can be made about [provide character’s name] relationship with [provide character’s name]? Use key details from the passage to support and explain your answer.</li> <li>• What conclusion can be drawn about [provide character’s name/setting/event//theme/topic]? Use key details from the passage to support and explain your answer.</li> <li>• What conclusion can be drawn about the narrator’s feelings toward [provide character’s name/setting/event]? Use key details from the passage to support and explain your answer.</li> <li>• What conclusion can be drawn about [provide character’s name] relationship with [provide character’s name]? Use key details from the passage to support and explain your answer.</li> <li>• Based on the passage, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide character’s name]’s [thoughts/beliefs] about [provide character’s name/provide information about character/idea/event in the text]? Use key details from the passage to support and explain your answer.</li> <li>• Based on the passage, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide</li> </ul>
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	<p>character's name]'s [thoughts/beliefs] about [provide character's name/provide information about character/idea/event in the text]? Use key details from the passage to support and explain your answer.</p> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• 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/event/theme/topic//etc.] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].</li> <li>• 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/event/theme/topic/etc.] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].</li> <li>• 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 [the author/the speaker/the narrator/or provide character's name]'s [thoughts/beliefs] about [provide character's name/provide information about character/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].</li> <li>• 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 [the author/the speaker/the narrator/or provide character's name]'s [thoughts/beliefs] about [provide character's name/provide information about character/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].</li> </ul> <p><b>Scoring Rules:</b> Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.</p>
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Rubric Template:	
Score	Rationale
2	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text</li> </ul>

<p><b>The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.</b></p>		
Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> <li>- Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship:</li> <li>- Includes specific examples/details that make clear reference to the text</li> </ul> <p>Details can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>--- Ashley commenting on Alice's tendency to be late</li> <li>--- Ashley surprising Alice with the trip's destination</li> <li>--- Ashley calling Alice "bestie"</li> <li>--- Alice accepting Ashley's "abstract" personality and trusting her despite it</li> <li>--- Alice deciding to relax and enjoy the ride</li> <li>--- Alice wanting to go to the same college Ashley attends</li> </ul> <ul style="list-style-type: none"> <li>- Adequately explains inference with clearly relevant information based on the text</li> </ul>	<p>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.</p>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>- Gives limited evidence of the ability to make an inference</li> <li>- Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale</li> <li>- Provides a limited explanation of the inference with vague/limited information based on the text</li> </ul>	<p>Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>- Gives no evidence of the ability to make an inference</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>- Gives an inference but includes no examples or no examples/ details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>- Gives an inference but includes no explanation or relevant information from the text</li> </ul>	<p>Alice and Ashley are sisters.</p>





<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 5: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	
<b>Clarifications</b>	Item will focus on the analysis of the relationship and/or development of literary elements or author's point of view within one text <b>or</b> between two texts. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
<b>Standards</b>	<b>RL-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <b>RL-3</b> <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u> <b>RL-6</b> <u>Describe how a narrator's or speaker's point of view influences how events are described.</u> <b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
<b>Depth of Knowledge (DOK)</b>	DOK 3, DOK 4
<b>Stimuli/Passages</b>	Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts. 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.
<b>Dual-Text Stimuli</b>	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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.  When developing items from dual-texts, 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 and 40% of all other items written in the dual-text set should be written across texts.  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.



<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text.</li> <li>2. The student will describe the development of the narrator or speakers' point of view within one text.</li> <li>3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts.</li> <li>4. The student will describe the narrator or speakers' point of view across different texts.</li> </ol>
<b>Allowable Item Types</b>	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)

<b>Task Models</b>	
<p><b>Task Model 1</b></p> <p><b>Item Type: <u>Multiple Choice, single correct response (MC)</u></b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers' 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 <b>answer choices</b> will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes relationships OR comparisons within a single text or between two texts. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text.</li> <li>2. The student will describe the development of the narrator or speakers' point of view within one text.</li> <li>3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts.</li> <li>4. The student will describe the narrator or speakers' point of view across different texts.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• How do the [character's actions/characters' relationships] develop over the course of the passage?</li> <li>• Which statement <b>best</b> describes how the relationship between [the narrator/the speaker/character's name] and [provide character's name] changes over the course of the passage?</li> <li>• How does the author develop the relationship between [the narrator/speaker/character name] and [provide character's name]?</li> <li>• What does the use of [dialogue/character's actions/characters' relationships/etc.] show about the relationship between [provide character's name/the narrator/the speaker and character/events in the passage]?</li> <li>• What does the dialogue tell the reader about the relationship(s) between [characters' names/the narrator/the speaker] and [provide character's name]?</li> <li>• How does the relationship between [the narrator/the speaker/character name] and [provide character's name] develop in the passage?</li> <li>• What does the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character name] [of/in] the passage?</li> </ul>

	<ul style="list-style-type: none"><li>• Read the paragraph. [excerpt from the passage] What does the paragraph show about the [narrator/speaker/character name] [of/in] the passage?</li><li>• How is [provide character's name] different after [provide plot ]?</li><li>• How does [provide character's name] respond to [provide character's name/plot/characters' relationships/characters' actions/etc.] after [provide event/characters' relationships/character action]?</li><li>• How do(es) the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]?</li><li>• How does [provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]?</li><li>• How does the author develop the idea that [provide targeted idea] over the course of the passage?</li></ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"><li>• How is the development(s) of [provide character name(s)] in [title text #1] similar to [provide character's name] in [title text #2]?</li><li>• 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]?</li><li>• How do the authors of <b>both</b> passages develop the relationships between the main characters?</li><li>• How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]?</li><li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand [the narrator/the speaker/character name/conflict/character's actions/characters' relationships/the narrator's or character's point of view/etc.] in [title text #1]?</li><li>• Which statement is correct about the [provide character actions/characters' relationships/etc.] in <b>both</b> [insert names of passages]?</li></ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b></p> <p><b>Item Type: <u>Multiple Choice, multiple correct response (MS)</u></b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers’ 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 <b>two</b> answers.</p> <p>The <b>answer choices</b> will present <b>five or six options</b> of similar structure. Of the options, there will be <b>two</b> correct answers. The correct answer will be a clearly discernible and correct statement that analyzes literary elements or describe the narrator or speakers’ 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text.</li> <li>2. The student will describe the development of the narrator or speakers’ point of view within one text.</li> <li>3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts.</li> <li>4. The student will describe the narrator or speakers’ point of view across different texts.</li> </ol> <p><b>Appropriate Stems :</b></p> <ul style="list-style-type: none"> <li>• How do(es) the [provide character actions/characters’ relationships] develop over the course of the passage? Choose <b>two</b> answers.</li> <li>• Which statements <b>best</b> describe how the relationship between [the narrator/the speaker/character name] and [provide character’s name] changes over the course of the passage? Choose <b>two</b> answers.</li> <li>• How does the author develop the relationship between [the narrator/the speaker/character name] and [provide character’s name]? Choose <b>two</b> answers.</li> <li>• What does the use of [dialogue/character’s actions/characters’ relationships] show about the relationship between [characters’ names/the narrator/the speaker and character/events in the passage]? Choose <b>two</b> answers.</li> <li>• What does the dialogue tell the reader about the relationship(s) between [characters’ names/the narrator/the speaker/character name]? Choose <b>two</b> answers.</li> </ul>



	<ul style="list-style-type: none"> <li>• How does the relationship between [the narrator/the speaker/character name] and [provide character’s name] develop in the passage? Choose <b>two</b> answers.</li> <li>• What does the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character name] [of/in] the passage? Choose <b>two</b> answers.</li> <li>• Read the paragraph. [excerpt from the passage] What does the paragraph [show/tell] about [the narrator/the speaker/character name] [of/in] the passage? Choose <b>two</b> answers.</li> <li>• How is [provide character’s name] different after [provide plot]? Choose <b>two</b> answers.</li> <li>• How does [provide character’s name] respond to [character name/plot/characters’ relationships/character action] after [provide event/characters’ relationships/character action]? Choose <b>two</b> answers.</li> <li>• How do(es) the point(s) of view of [provide character’s name(s)] [develop/change] after [event or provide event]? Choose <b>two</b> answers.</li> <li>• How does [provide character’s name]’s point of view differ from [provide character’s name]’s point of view before/after [event or provide event]? Choose <b>two</b> answers.</li> <li>• How does the author develop the idea that [provide targeted idea] over the course of the passage? Choose <b>two</b> answers.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• How is the development of [provide character’s name] in [title text #1] similar to [provide character’s name] in [title text #2]? Choose <b>two</b> answers.</li> <li>• 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 <b>two</b> answers.</li> <li>• How do the authors of <b>both</b> passages develop the relationships between the main characters? Choose <b>two</b> answers.</li> <li>• How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? Choose <b>two</b> answers.</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand [provide the narrator/the speaker/provide character’s name/ conflict/character’s actions/characters’ relationships/narrator’s or character’s point of view] in [text #1 name]? Choose <b>two</b> answers.</li> <li>• Which statement is <b>correct</b> about the [character’s actions/characters’ relationships] in <b>both</b> [insert names of passages]? Choose <b>two</b> answers.</li> <li>• Which statement <b>best</b> describes how the use of [dialogue/character’s actions/characters’ relationships] affects [provide the characters/events] in <b>both</b> passages? Choose <b>two</b> answers.</li> </ul>
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	<p><b>Scoring Rules:</b> All correct responses: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 3</b></p> <p><b>Item Type:</b> <u>Evidence-based Select Response, two-part multiple choice response (EBSR)</u></p> <p><b>DOK:</b> 3, 4</p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem</b> will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers' 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 <b>answer choices of PART A</b> will present four options of similar structure. The correct answer will be a statement that correctly compares and explains the relationship of literary elements within one text or across two texts OR describes the narrator or speakers' 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 <b>item stem of PART B</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 <b>answer choices of PART B</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 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text.</li> <li>2. The student will describe the development of the narrator or speakers' point of view within one text.</li> <li>3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts.</li> <li>4. The student will describe the narrator or speakers' point of view across different texts.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p>

	<p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• How do(es) the [character actions/characters' relationships] develop over the course of the passage?</li> <li>• Which statement <b>best</b> describes how the relationship between [the narrator/the speaker/character's name] and [character's name] changes over the course of the passage?</li> <li>• How does the author develop the relationship between [the narrator/the speaker/character name] and [character name]?</li> <li>• What does the use of [dialogue/character's actions/characters' relationships] show about the relationship between [characters' names/the narrator/the speaker and character/events in the passage]?</li> <li>• What does the dialogue tell the reader about the relationship(s) between [characters' names/the narrator/the speaker/ and character name]?</li> <li>• How does the relationship between [the narrator/the speaker/character name] and [character's name] develop in the passage?</li> <li>• What does the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character name] [of/in] the passage?</li> <li>• Read the paragraph. [excerpt from the passage] What does the paragraph [show/tell] about the [narrator/speaker/character's name] [of/in] the passage?</li> <li>• How is [provide character's name] different after [provide plot] ?</li> <li>• How does [provide character's name] respond to [provide character's name/plot/character's relationships/character's actions] after [provide event/character's relationships/character's actions]?</li> <li>• How do(es) the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]?</li> <li>• How does [character name]'s point of view differ from [character name]'s point of view [before/after] [provide event]?</li> <li>• How does the author develop the idea that [provide targeted idea] over the course of the passage?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage <b>best</b> support(s) your answer in part A?</li> <li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage <b>best</b> [show/tell/support(s)] the [connection/relationship] made in part A?</li> </ul>
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	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"><li>• How do(es) the development of [provide character’s name] in [title text #1] resemble [provide character’s name] in [title text #2]?</li><li>• 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]?</li><li>• How do the authors of <b>both</b> passages develop the relationships between the main characters?</li><li>• How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]?</li><li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand [the narrator/the speaker/provide character’s name/conflict/character’s actions/characters’ relationships/narrator’s or character’s point of view] in [text #1 name]?</li><li>• Which statement is correct about the [character actions/characters’ relationships] in <b>both</b> [insert names of passages]?</li><li>• Which statement <b>best</b> describes how the use of [dialogue/character’s actions/characters’ relationships] affects [the characters/events] in <b>both</b> passages?</li></ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"><li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [text #1 name] <b>best</b> support(s) your answer in part A?</li><li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [text #1 name] <b>best</b> [show/tell/support(s)] the [connection/relationship] made in part A?</li><li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #1] <b>and</b> [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #2] <b>best</b> support your answer in part A?</li><li>• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #1] <b>and</b> [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #2] <b>best</b> [show/tell/support(s)] the [connection/relationship] made in part A?</li></ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Item Type: <u>Hot Text select text (ST)</u></b>  <b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem</b> will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers' 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 <b>answer choices of PART A</b> 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 speakers' 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 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 <b>item stem of PART B</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 <b>answer choices of PART B</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 <b>one</b> correct answer. The correct answer(s) will be the selectable sections of text that provide support for the analysis made in PART A. The <b>distractors</b> will be a line or lines taken directly from the text(s) 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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text.</li> <li>2. The student will describe the development of the narrator or speakers' point of view within one text.</li> <li>3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts.</li> <li>4. The student will describe the narrator or speakers' point of view across different texts.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p>

	<p><b>Appropriate Stems for Part A:</b></p> <ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> describes how the [provide character actions/characters' relationships] develop over the course of the passage.</li> <li>• Click on the statement that <b>best</b> describes how the relationship between [the narrator/the speaker/character's name] and [character's name] changes over the course of the passage.</li> <li>• Click on the statement that <b>best</b> describes how the author develops the relationship between [the narrator/the speaker/character's name] and [character's name].</li> <li>• Click on the statement that <b>best</b> describes what the use of [dialogue/character's actions/characters' relationships] shows about the relationship between [characters' names/the narrator/the speaker/and character/events in the passage].</li> <li>• Click on the statement that <b>best</b> describes what the dialogue tells the reader about the relationship(s) between [characters' names/the narrator/the speaker/and character name].</li> <li>• Click on the statement that <b>best</b> describes how the relationship between [the narrator/the speaker/character name] and [character's name] develops in the passage.</li> <li>• Click on the statement that <b>best</b> describes what the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character's name] [of/in] the passage.</li> <li>• Read the paragraph. [excerpt from the passage] Click on the statement that <b>best</b> describes what the paragraph [show/tell] about the [narrator/speaker/character name] [of/in] the passage.</li> <li>• Click on the statement that <b>best</b> describes how [character's name] is different after [provide plot].</li> <li>• Click on the statement that <b>best</b> describes how [character's name] responds to [character name/provide plot/characters' relationships/character action] after [provide event/characters' relationships/character action].</li> <li>• Click on the statement that <b>best</b> describes how the point(s) of view of [provide character's name(s)] [develop/change] after [event or provide event].</li> <li>• Click on the statement that <b>best</b> describes how [provide character's name]'s point of view differs from [provide character's name]'s point of view [before/after] [event or provide event].</li> <li>• Click on the statement that <b>best</b> describes how the author develops the idea that [provide targeted idea] over the course of the passage.</li> </ul>
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	<p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage <b>best</b> support(s) your answer in part A.</li> <li>• Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage <b>best</b> support(s) the [connection/relationship] made in part A.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> describes how the development of [provide character’s name] in [title text #1] is similar to [provide character’s name] in [title text #2].</li> <li>• Click on the statement that <b>best</b> describes how [provide character’s name]’s point of view in [title text #1] differs from [provide character’s name]’s point of view in [title text #2].</li> <li>• Click on the statement that <b>best</b> describes how the authors of <b>both</b> passages develop the relationships between the main characters.</li> <li>• Click on the statement that <b>best</b> describes how the development of the plot in [title text #1] [compares/contrasts] to the development of the plot in [title text #2].</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] Click on the statement that <b>best</b> describes how that information helps the reader understand [provide the narrator/the speaker/character’s name/conflict/character’s actions/characters’ characters’ relationships/narrator’s or character’s point of view] in [text #1 name].</li> <li>• Click on the statement that is correct about the [provide character actions/characters’ relationships] in <b>both</b> [insert names of passages].</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of passage] that <b>best</b> support(s) your answer in part A. [insert selectable text]</li> <li>• Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of passage] that <b>best</b> illustrate(s)/support(s) the [connection/relationship] made in part A. [insert selectable text]</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p> <p><b>Format Example:</b></p>
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	<p>Note: The selectable text of Part A mirrors a single-response multiple choice item and Part B is a whole, continuous section of text. <b>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</b></p> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Part A</b> Click on the statement that <b>best</b> describes what Alice's statements tell the reader about her.</p> <p>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.]</p> <p><b>Part B</b> Click on the <b>two</b> sentences from the text that <b>best</b> support your answer in part A.</p> <p>["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.]</p>
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<p><b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b></p>	
<p><b>Target 6: TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures to explain information within the text.</p>	
<p><b>Clarifications</b></p>	<p>Item require <b>students</b> 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 <b>impact</b> 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 <b>go beyond</b> 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>
<p><b>Standards</b></p>	<p><b>RL 1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-5</b> <u>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p><b>Depth of Knowledge</b></p>	<p>DOK 2, DOK 3</p>
<p><b>Stimuli/Passages</b></p>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p><b>Dual-Text Stimuli</b></p>	<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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be 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</p>

English Language Arts Specification: Grade 5 Claim 1 Target 6



	<p>to information from both texts. Between 25 and 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will determine how the overall structure of a text impacts its meaning.</li> <li>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.</li> </ol>
<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

<b>Task Models</b>	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 2, 3</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>answer choices</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine how the overall structure of a text impacts its meaning.</li> <li>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.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What effect does [provide text structure/format/feature/etc.] have on the meaning of the passage OR reader’s understanding of [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]?</li> <li>• What is the <b>most likely</b> reason the author [used/included] [provide text structure/format/feature/etc.] in the passage?</li> <li>• The author [used/included] [provide text structure/format/feature/etc.]. What is the <b>most likely</b> reason the author wrote the passage this way?</li> <li>• The author [used/included] [provide text structure/format/feature/etc.]. How does this change the [provide element affected by structure, such as main idea, characters, or plot]?</li> <li>• How does the [first paragraph/first stanza/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, or plot]?</li> <li>• Read the [sentence(s)/paragraph(s)/section(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, or plot]?</li> <li>• Read the [sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] from the passage.                      [excerpt from text]                      Which of these <b>best</b> describes why the author [began with/ended with/used] [this/these]</li> </ul>

	<p>[sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] in the passage?</p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Read the [sentence(s)/paragraph(s)/stanza(s) of the passage]. [excerpt from text] Select the statement that <b>best</b> explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)].</li> <li>• Why did the author choose to [begin/end] the passage with [provide structure (paragraph/dialogue/setting/event/flashback/etc.)]?</li> <li>• 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?</li> <li>• What does the author do by [using/beginning with/ending with/including] [provide structure] in the passage?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• 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]?</li> <li>• How might have the information in [title text #2] affected the way [title text #1] was written?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response (MS)</b>  <b>DOK: 2, 3</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>two</b> answers.</p> <p>The <b>answer choices</b> will present <b>five or six options</b> of similar structure. Of the options, there will be <b>two</b> correct answers. The correct answers will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine how the overall structure of a text impacts its meaning.</li> <li>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.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What effect does [provide text structure/format/feature/etc.] have on the meaning of the passage OR reader’s understanding of [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? Select <b>two</b> answers.</li> <li>• What are the <b>most likely</b> reasons the author [used/included] [provide text structure/format/feature/etc.] in the passage? Select <b>two</b> answers.</li> <li>• The author [used/included] [provide text structure/format/feature/etc.]. What are the <b>most likely</b> reasons why the author wrote the passage this way? Select <b>two</b> answers.</li> <li>• The author [used/included] [provide text structure/format/feature/etc.]. How does this change the [provide element affected by structure, such as main idea, characters, or plot]? Select <b>two</b> answers.</li> <li>• How does the [first paragraph/first stanza/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, or plot]? Select <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)/stanza(s)]. [excerpt from text]</li> <li>• 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, or plot]? Select <b>two</b> answers.</li> <li>• Read the [sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] from the passage. [excerpt from text that contains a structural element]</li> </ul>

	<p>Which of these <b>best</b> describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] in the passage? Select <b>two</b> answers.</p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text]</li> <li>• 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? Select <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text that contains a structural element]</li> </ul> <p>Choose the statements that <b>best</b> explain why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. Select <b>two</b> answers.</p> <ul style="list-style-type: none"> <li>• Why did the author choose to [begin/end] the passage with [provide structure (paragraph/dialogue/setting/event/flashback/etc.)]? Select <b>two</b> answers.</li> <li>• Why is using [provide text structure] important to understanding [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? Select <b>two</b> answers.</li> <li>• What does the author do by [using/beginning/ending/including] [provide structure] in the passage? Select <b>two</b> answers.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• 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]? Select <b>two</b> answers.</li> <li>• How might have the information in [title text #2] affected the way [title text #1] was written? Select <b>two</b> answers.</li> </ul> <p><b>Scoring Rules:</b> All correct responses: 1 point; Incorrect response: 0 points</p>
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<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 7. LANGUAGE USE:</b> Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	
<b>Clarifications</b>	<p>Items should NOT ask students to <b>identify</b> the type of figurative language that is being used but rather <b>interpret</b> 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 in the text?”).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<b>Standards</b>	<p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u></p> <p><b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><b>L-5a</b> <u>Interpret figurative language, including similes and metaphors, in context.</u></p> <p><b>L-5b</b> <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<b>Depth of Knowledge (DOK)</b>	DOK 2, DOK 3
<b>Stimuli/Passages</b>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility concerns.



English Language Arts Specification: Grade 5 Claim 1 Target 7



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

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: <u>Multiple Choice, single correct response (MC)</u></b>  <b>DOK: 2, 3</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning.                      The <b>answer choices</b> 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.  <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</li> <li>2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</li> <li>3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning.</li> <li>4. The student will analyze the impact of word choice on reader interpretation of meaning.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• 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"] suggest about [character name/the narrator/the setting/the text/etc.]?</li> <li>• 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 effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?</li> <li>• 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 statement <b>best</b> describes what the [provide figurative language] in the sentence(s)/line(s)/paragraph(s) adds to meaning of the text?</li> <li>• 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 text?</li> <li>• 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 [provide idea]?</li> </ul>

	<ul style="list-style-type: none"> <li>• 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 <b>most likely</b> use the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• 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</u>/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text/etc.]?</li> <li>• 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</u>/"targeted phrase"]?</li> <li>• 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</u>/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text/etc.]?</li> <li>• 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</u>/"targeted phrase"]?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response (MS)</b>  <b>DOK: 2, 3</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will prompt the selection of <b>two</b> 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 <b>two</b> answers. The <b>answer choices</b> will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be <b>two</b> correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The <b>distractors</b> 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.  <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</li> <li>2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</li> <li>3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning.</li> <li>4. The student will analyze the impact of word choice on reader interpretation of meaning.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• 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 effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Choose <b>two</b> answers.</li> <li>• 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 statements <b>best</b> describe what the [provide figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to the meaning of the passage? Choose <b>two</b> answers.</li> <li>• 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 name/the narrator/the setting/text/etc.]? Choose <b>two</b> answers.</li> <li>• 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 text? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/line(s)/paragraph(s)].</li> </ul>

	<p>[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 <b>two</b> answers.</p> <ul style="list-style-type: none"> <li>• Why did the author <b>most likely</b> use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/first] paragraph of the text? Choose <b>two</b> answers.</li> <li>• 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 <b>most likely</b> use the phrase [<u>targeted word</u>/"targeted phrase"]? Choose <b>two</b> answers.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• 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</u>/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text]? Choose <b>two</b> answers.</li> <li>• 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</u>/"targeted phrase"]? Choose <b>two</b> answers.</li> <li>• 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] [<u>targeted word</u>/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text]? Choose <b>two</b> answers.</li> <li>• 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</u>/"targeted phrase"]? Choose <b>two</b> answers.</li> </ul> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>
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<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
<b>Clarifications</b>	<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 conclusions drawn from the text(s).</p>
<b>Standards</b>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>NOTE:</b> <u>Underlined content from the Common Core State Standards shows what each assessment target might assess.</u></p>
<b>Depth of Knowledge</b>	DOK 1, DOK 2
<b>Stimuli/Passages</b>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a background piece for informational text, and no items can be written for <b>only</b> 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>
<p><b>Accessibility</b></p>	<p>Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.</p>
<p><b>Evidence Required</b></p>	<p>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>
<p><b>Allowable Item Types</b></p>	<p>Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)</p>

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>answer choices</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>Which [evidence/detail/sentence] from the passage <b>best</b> supports [provide inference or conclusion based on the passage]?</li> <li>[Provide inference or conclusion based on the passage]. Which [evidence/detail/sentence] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference or conclusion]?</li> <li>The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [evidence/detail/sentence] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference/conclusion]?</li> <li>The author [infers/concludes] that [provide inference/conclusion based on the passage]. Which [evidence/detail/sentence] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference/conclusion]?</li> <li>Read this [inference/conclusion]. [provide inference or conclusion based on the passage] Which [evidence/detail/sentence] from the passage <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference or conclusion]?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>Which [evidence/detail/sentence] from [title text #1] <b>best</b> shows that [provide inference or conclusion based on the two passages] is true of <b>both</b> passages?  <b>NOTE:</b> This stem is only used with two informational passages.</li> </ul>



	<ul style="list-style-type: none"><li>Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [evidence/detail/sentence] from [title text #1] <b>best</b> supports the same idea?</li></ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response (MS)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>two</b> answers.</p> <p>The <b>answer choices</b> will present <b>five or six options</b>. Options that are paraphrased will be of similar structure. Of the options, there will be <b>two</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>Choose <b>[two/three]</b> [details/sentences] from the passage that <b>best</b> support the [inference/conclusion] that [provide inference or conclusion based on the passage].</li> <li>Which [evidence/details/sentences] from the passage <b>best</b> support [provide inference or conclusion based on the passage]? Select <b>two</b> answers.</li> <li>[Provide inference or conclusion based on the passage]. Which [evidence/details/sentences] from the passage <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference or conclusion]? Select <b>two</b> answers.</li> <li>The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [evidence/details/sentences] from the passage <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference/conclusion]? Select <b>two</b> answers.</li> <li>The author [infers/concludes] that [provide inference/conclusion based on the passage]. Which [evidence/details/sentences] from the passage <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference/conclusion]? Select <b>two</b> answers.</li> <li>Read this [inference/conclusion]. [Inference or conclusion based on the passage]. Which [evidence/details/sentences] from the passage <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference/conclusion]? Select <b>two</b> answers.</li> </ul>

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"><li>• Which [details/sentences/lines] from [title text #1] <b>best</b> show that [provide inference or conclusion based on both passages] is true of <b>both</b> passages? Select <b>two</b> answers.</li></ul> <p><b>NOTE:</b> This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"><li>• 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]? Select <b>two</b> answers.</li></ul> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>[one/two]</b> options.</p> <p>The <b>answer choices</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 <b>one or two</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>Click the [detail/sentence/set of sentences/paragraph] that <b>best</b> supports [provide inference or conclusion based on the passage]. [excerpted selectable text]</li> <li>Click <b>[one/two]</b> [details/sentences/sets of sentences/paragraphs] that <b>best</b> support [provide inference or conclusion based on the passage]. [excerpted selectable text]</li> <li>[Provide inference or conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference or conclusion]. [excerpted selectable text]</li> <li>[Provide inference or conclusion based on the passage]. Click <b>[one/two]</b> [details/sentences/sets of sentences/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference or conclusion]. [excerpted selectable text]</li> <li>The reader can [infer/conclude] [inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that <b>best</b> supports this [conclusion/inference] OR <b>best</b> shows [provide conclusion/inference].</li> </ul>

	<p>[excerpted selectable text]</p> <ul style="list-style-type: none"> <li>The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click [<b>one/two</b>] [details/sentences/set of sentences/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference/conclusion].</li> </ul> <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> <li>The author [infers/concludes] that [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference/conclusion].</li> </ul> <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> <li>The author [infers/concludes] that [provide inference/conclusion based on the passage]. Click [<b>one/two</b>] [sentences/sets of sentences/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference/conclusion].</li> </ul> <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> <li>Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Click [<b>one/two</b>] [details/sentences/sets of sentences/paragraphs] that <b>best</b> support this [inference/conclusion] OR <b>best</b> show [provide inference or conclusion].</li> </ul> <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> <li>Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that <b>best</b> supports this [inference/conclusion] OR <b>best</b> shows [provide inference or conclusion].</li> </ul> <p>[excerpted selectable text]</p> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>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 <b>best</b> supports the [inference/conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports the [inference/conclusion].</li> </ul> <p>[excerpted selectable text]</p> <p><b>NOTE:</b> This stem can only be used with two <b>informational</b> passages.</p> <ul style="list-style-type: none"> <li>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 <b>best</b> supports the same [inference/conclusion].</li> </ul> <p>[excerpted selectable text]</p> <ul style="list-style-type: none"> <li>Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click [<b>one/two</b>] [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that <b>best</b> support the same [inference/conclusion]?</li> </ul> <p>[excerpted selectable text]</p>
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	<p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p> <p><b>Format Example:</b></p> <p><b>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>.</b></p> <p>Note that selectable text is a whole, continuous section of text.</p> <div data-bbox="537 592 1442 953" style="border: 1px solid black; padding: 5px;"><p>The reader can conclude that other Atari video games were even more successful than Pong. Click the <b>two</b> sentences that <b>best</b> 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 <i>Indy 500</i> and <i>Video Olympics</i>]. [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 <i>Space Invaders</i> and <i>Asteroids</i>.]</p></div>
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<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 9. CENTRAL IDEAS:</b> Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	
<b>Clarifications</b>	<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>
<b>Standards</b>	<p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RI-2</b> <u>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<b>Depth of Knowledge (DOK)</b>	<p>DOK 2, 3</p> <p>Short Text (Constructed Response) will always be DOK 3.</p>
<b>Stimuli/Passages</b>	<p>Texts will develop one or more main idea(s), key events, and/or procedure(s).</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a background piece for informational text, and no items can be written for <b>only</b> 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>
<b>Accessibility</b>	<p>Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.</p>
<b>Evidence Required</b>	<p>1. The student will determine a main idea in a text using supporting evidence.</p>

English Language Arts Specification: Grade 5 Claim 1 Target 9



	2. The student will summarize key details in a text using supporting evidence.
<b>Allowable Item Types</b>	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)



Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will pose a question that requires the student to 1) determine a main idea, 2) identify a detail that supports a main idea, 3) identify a statement summarizing the key event(s) or a procedure in a portion of the text, or 4) identify a key detail that is missing from a text summary.                      The <b>answer choices</b> 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.  <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a main idea in a text using supporting evidence.</li> <li>2. The student will summarize key details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> [shows/tells/describes] the main idea of the passage?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] the main problem in the passage?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] the author’s [message/main idea] in [provide section of the passage]?</li> <li>• Read the [sentence(s)/paragraph(s)]. [excerpt from text] What is the main idea of the [sentence(s)/paragraph(s)]?</li> <li>• Which [sentence/detail] from the passage <b>best</b> [shows/tells/describes] the main idea?</li> <li>• Which sentence <b>best</b> summarizes [the first paragraph/introduction]?</li> <li>• Read the [sentences/paragraph(s)]. [excerpt from text] Which sentence <b>best</b> summarizes [the sentences/paragraph(s)]?</li> <li>• Which sentence is the <b>best</b> summary of what happens [when/after/during] [provide text event or procedure]?</li> <li>• Read this summary. [provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing] Which [key event/idea/detail] is missing from the summary? <b>Note:</b> The correct answer should be a pivotal key event or idea.</li> <li>• Which sentence <b>best</b> summarizes the passage?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• What main idea can be found in both [title text #1] and [title text#2]? <b>NOTE:</b> This stem can only be used with two informational passages.</li> <li>• What main idea from [title text #1 name] is made clear by the description of [provide idea/event] in [title text #2]?</li> </ul>

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

Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      This item has two parts. The <b>item stem of PART A</b> will pose a question that requires the student to determine a central idea of the text.                      The <b>answer choices of PART A</b> will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central 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.                      The <b>item stem of PART B</b> will prompt the selection of detail(s) from the text that provide evidence for the identification the student made in PART A.                      The <b>answer choices of PART B</b> will present four options The correct answer will be a text detail that supports the central idea identified in Part A. The distractors will be text details that provide plausible support for the distractors in PART A.</p> <p><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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.  <b>NOTE:</b> 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><b>Target Evidence Statement:</b>                      1. The student will determine a main idea in a text using supporting evidence.</p> <p><b>Lead-In:</b> The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which sentence <b>best</b> [shows/tells/describes] the main idea of the passage?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] the main problem in the passage?</li> <li>• Which sentence <b>best</b> [shows/tells/describes] the author’s [message/main idea] in [section of the passage]?</li> <li>• Read the [sentence(s)/paragraph(s)].                      [excerpt from text]                      What is the main idea of the [sentence(s)/paragraph(s)]?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence/detail] from the passage <b>best</b> [supports/is an example of] your answer in part A?</li> </ul>

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"><li>• What main idea can be found in <b>both</b> [title text #1] and [title text#2]? <b>NOTE:</b> This stem can only be used with two informational passages.</li><li>• What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]?</li></ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"><li>• Which [sentence/detail] from [tile text #1] <b>best</b> [supports/is an example of] your answer in part A?</li><li>• Which [sentences/details] from [title text #1] <b>and</b> [title text #2] <b>best</b> [support/are an example of] your answer in part A? <b>NOTE:</b> This stem can only be used with two informational passages.</li></ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 2</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will pose a question that requires the student to 1) select detail(s) that support a main idea or 2) identify a section of the text that contains a key event, main idea, or key detail that is missing from a summary of the text. The item stem will prompt the student to choose <b>[one/two]</b> options. The <b>answer choices</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 <b>one or two</b> 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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a main idea in a text using supporting evidence.</li> <li>2. The student will summarize key details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Click on <b>[one/two]</b> [sentence(s)/paragraph(s)/section(s) of the text] that <b>best</b> [shows/tells/describes] the main idea of [the passage/section of the passage].</li> <li>• Read this summary of [the passage/section of the passage]. [provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing]                      A [key event/idea/detail] is missing from the summary. Click on the [sentence/paragraph/section of passage] that includes the missing [event/idea/detail].</li> <li>• Click on <b>[one/two]</b> [key details/events] that should be included in a summary of the passage.</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p> <p><b>Format Example:</b>  <b>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>.</b>                      Note: Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Click on <b>two</b> sentences that <b>best</b> identify the main idea of the text. Select <b>two</b> options.</p> </div> <p><b>Collapse</b></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	
<p><b>Task Model 5</b>  <b>Item Type: Short Text, constructed response (WR)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> 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 events from a section of the text.                      Short Text (constructed response) items are only written to long stimuli and will <b>not</b> ask students to summarize the entire text.                      Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p><b>Examples</b> will reflect common student responses.</p> <p><b>Target Evidence Statement:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a main idea in a text using supporting evidence.</li> <li>2. The student will summarize key details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Determine the main idea of the passage. Explain the main idea and support your answer using key details from the passage.</li> <li>• What is the main idea of the passage? Use key evidence from the passage to support and explain your answer.</li> <li>• What is the author’s [message/point] about [provide text detail that relates to the central idea]? Use key evidence from the passage to support and explain your answer</li> <li>• Read the [paragraph/section of the text]. [excerpt from text] What is the author’s main idea in this [paragraph/section]? Use key evidence from the passage to support and explain your answer.</li> <li>• In the [text/section of the text], the author states [provide text excerpt]. Explain how this statement supports the main idea of the passage. Use key evidence from the passage to support and explain your answer.</li> <li>• Summarize the [first paragraph/introduction]. Use key [details/events] from the passage in your summary.</li> <li>• Summarize what happens [after/during] [provide text event]. Use key [details/events] from the passage in your summary.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• What main idea can be found in <b>both</b> [title text #1] and [title text#2]? Use details from <b>both</b> passages to support and explain your answer. <b>NOTE:</b> This stem can only be used with two informational passages.</li> <li>• What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? Use details from [title text #1] to support and explain your answer.</li> </ul> <p><b>Scoring Rules:</b> 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	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine a main idea, or to summarize a key idea or event</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the main idea or summary with clearly relevant information based on the text</li> </ul>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine a main idea, or to summarize a key idea or event</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the main idea or summary with vague/limited information based on the text</li> </ul>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine a main idea, or to summarize a key idea or event</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives the main idea, but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Gives the main idea, but includes no explanation or no relevant information from the text</li> </ul>

**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"> <li>-Gives sufficient evidence of the ability to determine the main idea or to explain the support for a central idea</li> <li>-Includes specific examples that make clear reference to the text. Examples can include, but are not limited to                             <ul style="list-style-type: none"> <li>—prevalence of games on smartphones and other modern technology</li> <li>—the way games have changed over the years</li> <li>—how different <i>Pong</i> is from modern technology</li> <li>—how popular modern technology is now</li> </ul> </li> <li>- Adequately explains the central idea or explanation with clearly relevant information based on the text</li> </ul>	<p>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.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>-Gives limited of the ability to determine the main idea or to explain the support for a central</li> </ul>	<p>The main idea of the article is to show how people today are surrounded by games but people in the past were not.</p>



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

<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 10: WORD MEANINGS:</b> 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 <b>primary focus on the academic vocabulary common to complex texts in all disciplines.</b>	
<b>Clarifications</b>	<p>Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be <b>one to two</b> 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 <b>on or below</b> 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 inferences and conclusions drawn from the text(s).</p>
<b>Standards</b>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-4</b> <u>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>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</u> (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine or clarify the precise meaning of key words and phrases.</u></p> <p><b>L-5c</b> <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words.</u></p>

	<b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
<b>Depth of Knowledge</b>	DOK 1, DOK 2
<b>Stimuli/Passages</b>	<p>Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 5–7 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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a foundational piece for the literary text, and no items can be written for <b>only</b> the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the 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 and 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in an informational text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</li> <li>3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.</li> <li>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.</li> </ol>

English Language Arts Specification: Grade 5 Claim 1 Target 10

<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)
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<b>Task Models</b>	
<p><b>Task Model 1</b></p> <p><b>Item Type: Multiple Choice, single correct response (MC)</b></p> <p><b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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><b>Formatting note:</b> 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 <b>answer choices</b> 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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in an informational text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</li> <li>3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.</li> <li>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.</li> </ol> <p><b>Appropriate Stems :</b></p> <ul style="list-style-type: none"> <li>• Read the sentence(s). [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What is the meaning of the [word/phrase] [provide <u>targeted word/“targeted phrase”</u>]?</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [provide <u>targeted word/“targeted phrase”</u>] <b>most likely</b> mean?</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Which [word(s)/phrase] <b>best</b> state(s) the meaning of [provide <u>targeted word/“targeted phrase”</u>]?</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</li> </ul>

	<p>What does the use of the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] tell the reader?</p> <ul style="list-style-type: none"> <li>• Read the sentence(s). [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [provide <u>targeted word/phrase</u>] has more than one meaning. What does the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] <b>most likely</b> tell the reader about [provide idea/event/topic /etc.] in the passage?</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, 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 [provide <u>targeted word</u>]?</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Pick the [word/phrase] that <b>best</b> defines [provide <u>targeted word</u>/"targeted phrase"] as it is used in the sentence(s).</li> <li>• Read the sentence(s). [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What does the author tell the reader with the use of [provide <u>targeted word</u>/"targeted phrase"]?</li> <li>• Read the dictionary entry. [(<i>part of speech</i>) <b>1.</b> [definition]] Which [word/phrase] from the text <b>best</b> matches the dictionary entry?</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word</u> underlined] What does the [root/affix] in the word [provide <u>targeted word</u>] mean?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• Read the sentence(s) from [title text #2]. [Provide 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 [provide <u>targeted word</u>/"targeted phrase"]?</li> <li>• First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</li> </ul>
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	<p>Which [word/phrase] <b>best</b> matches the meaning of [provide <u>targeted word</u>/"targeted phrase" text #1] and [provide <u>targeted word</u>/"targeted phrase" text #2] as they are used in <b>both</b> passages? <b>NOTE:</b> This stem is only used with two informational passages.</p> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b></p> <p><b>Item Type: Multiple Choice, multiple correct response (MS)</b></p> <p><b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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 <b>two</b> answers.</p> <p><b>Formatting note:</b> 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 <b>answer choices</b> will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be <b>two</b> correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in an informational text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</li> </ol> <p><b>Appropriate Stems :</b></p> <ul style="list-style-type: none"> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] <b>most likely</b> mean? Choose <b>two</b> answers.</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose <b>two</b> answers.</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] <b>most likely</b> tell the reader about [provide idea/event/etc.] in the passage? Choose <b>two</b> answers.</li> <li>• Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</li> </ul>



	<p>What does the author tell the reader with the use of [provide <u>targeted word</u>/"targeted phrase"]? Choose <b>two</b> answers.</p> <ul style="list-style-type: none"> <li>Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] How does the author's use of the [word/phrase] [provide <u>targeted word</u>/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose <b>two</b> answers.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>Read the sentence(s) from [title text #2]. [Provide 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 [provide <u>targeted word</u>/"targeted phrase"]? Choose <b>two</b> answers.</li> <li>First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Which [words/phrases] <b>best</b> matches the meaning of [provide <u>targeted word</u>/"targeted phrase" text #1] and [provide <u>targeted word</u>/"targeted phrase" text #2] as they are used in <b>both</b> passages? Choose <b>two</b> answers.</li> </ul> <p><b>NOTE:</b> This stem is only used with two informational passages.</p> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 1, 2</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> 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><b>Formatting note:</b> 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 <b>answer choices</b> 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 <b>one</b> correct response. The <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine the meaning of a word or phrase based on its context in an informational text.</li> <li>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.</li> <li>3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Read the dictionary entry.        [(<i>part of speech</i>) <b>1</b>. [definition]        Click on the <u>underlined</u> word in the [sentence(s)/set(s) of sentences/paragraph(s)] that <b>most closely</b> matches the definition of that word.        [excerpted selectable text]</li> <li>• 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/paragraph(s)] that <b>best</b> shows that [idea/meaning].        [excerpted selectable text]</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• Read the sentence(s) from [title text #2].        [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</li> </ul>

	<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 [provide <u>targeted word</u>/"targeted phrase"]. [excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> <li>• Read the sentence(s) from [title text #1]. [Provide directly excerpted sentence or line from text, with <u>targeted word/phrase</u> underlined]</li> </ul> <p>Click on the <u>underlined</u> [word/phrase] in the sentences/paragraph from [title text #2 ] that means the same thing as [provide <u>targeted word</u>/"targeted phrase"]. [excerpted selectable text #2] <b>NOTE:</b> This stem is only used with two informational passages.</p> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p> <p><b>Format Example:</b> <b>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</b> <b>NOTE:</b> Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 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 <b>most closely</b> 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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<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 11: REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	
<b>Clarifications</b>	<p>Items require <b>students</b> to analyze a text (or texts) by making inferences or drawing conclusions about relationships between individuals, events, ideas, or concepts; the author’s line of reasoning or point of view, 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>
<b>Standards</b>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-3</b> <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p><b>RI-6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>RI-8</b> <u>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u></p> <p><b>RI-9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<b>Depth of Knowledge</b>	DOK 3
<b>Stimuli/Passages</b>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<b>Dual-Text Stimuli</b>	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

	<p>texts. The literary text (text #2) <b>must only</b> be used as a background piece for informational text, and no items can be written for <b>only</b> 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>
<p><b>Accessibility Concerns</b></p>	<p>Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.</p>
<p><b>Evidence Required</b></p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>
<p><b>Allowable Item Types</b></p>	<p>Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)</p>

<b>Task Models</b>	
<p><b>Task Model 1</b></p> <p><b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b></p> <p><b>DOK: 3</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> 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 <b>answer choices of PART A</b> 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 <b>item stem of PART B</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 <b>answer choices of PART B</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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Lead-in:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which of these inferences about the [provide example of relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/point of view/purpose] is supported by the passage?</li> <li>• What inference can be made about the [provide example of author’s use of information/point of view/purpose]?</li> </ul>

	<ul style="list-style-type: none"> <li>• What inference can be made about the author’s opinion of [provide idea/concept in the text]?</li> <li>• Which of these conclusions about the [provide example of relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/point of view/purpose] is supported by the passage?</li> <li>• What conclusion can be drawn about the [provide example of author’s use of information/point of view/purpose]?</li> <li>• What conclusion can be drawn about the author’s opinion of [provide idea/concept in the text]?</li> <li>• What did the author <b>most likely</b> mean by using [provide target detail] in the text?</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpted text ] What did the author <b>most likely</b> mean by using [provide target detail] in the text?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which the [sentence(s)/paragraph(s)/section(s)] from the passage <b>best</b> support(s) your answer in part A?</li> <li>• Which the [sentence(s)/paragraph(s)/section(s)] from the passage <b>best</b> show(s) the [inference made/conclusion drawn] in part A?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/paragraph(s)/section(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 relationships or interactions between individuals, events, ideas, or concepts/point of view/purpose] in [title text #1]?</li> <li>• Read the [sentence(s)/paragraph(s)/section(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 relationships or interactions between individuals, events, ideas, or concepts/point of view/purpose] in [title text #1]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] <b>best</b> support(s) your answer in part A?</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> 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 <b>answer choices of PART A</b> 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 <b>item stem of PART B</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 <b>answer choices of PART B</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 <b>one</b> 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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Lead-in:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> provides an inference about the [provide example of relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/point of view/purpose] that is supported by the passage.</li> <li>• Click on the statement that <b>best</b> provides an inference that can be made about the author’s opinion of [provide idea/concept in the text].</li> <li>• Click on the statement that <b>best</b> provides a conclusion that can be drawn about the [provide example of relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/point of view/purpose].</li> </ul>



	<ul style="list-style-type: none"> <li>Click on the statement that <b>best</b> provides a conclusion that can be drawn about the author’s opinion of [provide idea/concept in the text].</li> <li>Click on the statement that <b>best</b> describes what the author <b>most likely</b> meant by using [provide target detail] in the text.</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>Click the [sentence(s)/section(s)/paragraph(s)] from the passage that <b>best</b> support(s) your answer in part A. Choose <b>one</b> option.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>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 relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/point of view/purpose] in [text #1 name]?</li> <li>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 relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/point of view/purpose] in [title text #1]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that <b>best</b> support(s) your answer in part A.</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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	<p><b>Format Example:</b></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 style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Part A</b></p> <p>Click on the statement that <b>best</b> 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><b>Part B</b></p> <p>Click on the sentence from the text that <b>best</b> 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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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Item Type: Short Text, constructed response (WR)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b> 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 <b>item stem</b> 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><b>Examples</b> will reflect common student responses.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>● What inference can be made about the [provide example of relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/purpose]? Use key evidence from the passage to support and explain your answer.</li> <li>● What inference can be made about the author’s opinion about [provide idea/concept in the text]? Use key evidence from the passage to support and explain your answer.</li> <li>● What conclusion can be drawn about the [provide example of relationships or interactions between individuals, events, ideas, or concepts/author’s use of information/purpose]? Use key evidence from the passage to support and explain your answer.</li> <li>● What conclusion can be drawn about the author’s opinion about [provide idea/concept in the text]? Use key evidence from the passage to support and explain your answer.</li> <li>● What did the author <b>most likely</b> mean by using [provide target detail] in the text? Use key evidence from the passage to support and explain your answer.</li> <li>● Based on the passage, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual’s name]’s [thoughts/beliefs] about [provide individual’s name/provide information about individual/idea/event in the text]? Use key details from the passage to support and explain your answer.</li> </ul>

	<ul style="list-style-type: none"> <li>Based on the passage, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the passage to support and explain your answer.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>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 relationships or interactions between individuals, events, ideas, or concepts/author's use of information/purpose] in [title text #1]? Support and explain your answer with evidence from [title text #1/both passages].</li> <li>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 relationships or interactions between individuals, events, ideas, or concepts/author's use of information/purpose] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both passages].</li> <li>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 [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].</li> <li>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 [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].</li> </ul>
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	<p><b>Scoring Notes:</b></p> <p>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> <table border="1" data-bbox="537 499 1425 1157"> <thead> <tr> <th data-bbox="537 499 662 531">Score</th> <th data-bbox="662 499 1425 531">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 531 662 720">2</td> <td data-bbox="662 531 1425 720">                     A response:                     <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul> </td> </tr> <tr> <td data-bbox="537 720 662 909">1</td> <td data-bbox="662 720 1425 909">                     A response:                     <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul> </td> </tr> <tr> <td data-bbox="537 909 662 1157">0</td> <td data-bbox="662 909 1425 1157">                     A response:                     <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul>                     OR                     <ul style="list-style-type: none"> <li>• Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text</li> </ul>                     OR                     <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text</li> </ul> </td> </tr> </tbody> </table>	Score	Rationale	2	A response: <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to make a clear inference/draw a conclusion</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul>	1	A response: <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>	0	A response: <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to make an inference/draw a conclusion</li> </ul> OR <ul style="list-style-type: none"> <li>• Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text</li> </ul> OR <ul style="list-style-type: none"> <li>• Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text</li> </ul>
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1	A response: <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to make an inference/draw a conclusion</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the inference/conclusion with vague/limited information based on the text</li> </ul>								
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<p><b>Format Example:</b>                  The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.</p>		
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.



<p><b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b></p>	
<p><b>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or determine how the information reveals the author's point of view.</p>	
<p><b>Clarifications</b></p>	<p>Item will focus on the analysis of information or author's point of view within one text <b>or</b> between two texts.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<p><b>Standards</b></p>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-3</b> <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p><b>RI-6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p><b>Depth of Knowledge (DOK)</b></p>	<p>DOK 3, DOK 4</p>
<p><b>Stimuli/Passages</b></p>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p><b>Dual-Text Stimuli</b></p>	<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) <b>must only</b> be used as a background piece for the informational text, and no items can be written for <b>only</b> the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be 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 and 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.
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) within a text.</li> <li>2. The student will determine how information reveals author's point of view within a text.</li> <li>3. The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) across two texts.</li> <li>4. The student will determine how information reveals author's point of view across two texts.</li> </ol>
<b>Allowable Item Types</b>	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)



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

	<p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/etc.] affect <b>both</b> passages?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/etc.] is [similar/different] in <b>both</b> passages?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]?</li> <li>• How do the authors of <b>both</b> passages develop the relationships between [provide individuals/events/ideas/etc.]?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/etc.] in <b>both</b> [title text #1] and [title text #2] are similar?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/etc.] in [title text #1] differ from [provide individuals/events/ideas/etc.] in [title text #2]?</li> <li>• Both authors include information about [provide individuals/events/ideas/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?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/etc.] affects points of view in <b>both</b> passages?</li> <li>• How is [author name]'s point of view in [title text #1] different than [author name]'s point of view in [title text #2]?</li> <li>• 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]?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b></p> <p><b>Item Type: Multiple Choice, multiple correct response (MS)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR to analyze 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 <b>two</b> answers.</p> <p>The <b>answer choices</b> will present five or six options of similar structure. Of the options, there will be <b>two</b> correct answers. The correct answers will be clearly discernible and correct statements that analyze information or that reveal the 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 <b>distractors</b> will be statements that may be plausible to students who 1) misinterpret the relationship or the 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text.</li> <li>2. The student will determine how information reveals the author's point of view within a text.</li> <li>3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts.</li> <li>4. The student will determine how information reveals the author's point of view across two texts.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• How does the author’s addition of [provide individuals/events/ideas/concepts/etc.] add to the building of information in the passage? Choose <b>two</b> answers.</li> <li>• How do [provide individuals/events/ideas/concepts/etc.] develop over the course of the passage? Choose <b>two</b> answers.</li> <li>• What does [provide individuals/events/ideas/concepts/etc.] show about [the development/description of idea/content]? Choose <b>two</b> answers.</li> <li>• How does [provide individuals/events/ideas/concepts/etc.] change the passage? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the building of information in the passage? Choose <b>two</b> answers.</li> <li>• What does the [first paragraph/first section/introduction] of the [text name] tell the reader about the author’s point of view? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] What does the information in the passage tell the reader about the author’s point of view? Choose <b>two</b> answers.</li> </ul>

	<p><b>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</b></p> <ul style="list-style-type: none"> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] affects <b>both</b> passages? Choose <b>two</b> answers.</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] [is/are] [similar/different] in <b>both</b> passages? Choose <b>two</b> answers.</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? Choose <b>two</b> answers.</li> <li>• How do the authors of <b>both</b> texts develop the relationships between [provide individuals/events/ideas/concepts/etc.] Choose <b>two</b> answers.</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]? Choose <b>two</b> answers.</li> <li>• Which statement is <b>correct</b> about [provide individuals/events/ideas/concepts/etc.] in <b>both</b> [title text #1] and [title text #2]? Choose <b>two</b> answers.</li> <li>• How do(es) the building of information(s) of [provide individuals/events/ideas/concepts/etc.] in [title text #1] remind the reader of [provide individuals/events/ideas/concepts/etc.] in [title text #2]? Choose <b>two</b> answers.</li> <li>• How [is/are] [provide individuals/events/ideas/concepts/etc.] in [title text #1] different than [provide individuals/events/ideas/concepts/etc.] in [title text #2]? Choose <b>two</b> answers.</li> <li>• Both authors include information about [provide individuals/events/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 <b>two</b> answers.</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] affects points of view in <b>both</b> passages? Choose <b>two</b> answers.</li> <li>• How [is/are] [author name]'s point of view in [title text #1] different than [author name]'s point of view in [title text #2]? Choose <b>two</b> answers.</li> <li>• How does the author's point of view in [title text #1] [compare/contrast] to the development of the author's point of view in [title text #2]? Choose <b>two</b> answers.</li> </ul> <p><b>Scoring Rules:</b> All correct responses: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 3</b></p> <p><b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> 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 to analyze how conflicting information within a text or across two texts reveals the author’s point of view.</p> <p>The <b>answer choices of PART A</b> 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 that reveals the author’s point of view. The <b>distractors</b> 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 <b>item stem of PART B</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 <b>answer choices of PART B</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 <b>distractors</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text.</li> <li>2. The student will determine how information reveals the author's point of view within a text.</li> <li>3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts.</li> <li>4. The student will determine how information reveals the author's point of view across two texts.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• How does the author’s addition of [provide individuals/events/ideas/concepts/etc.] add to the building of information in the passage?</li> <li>• How do [provide individuals/events/ideas/concepts/etc.] develop over the course of the passage?</li> </ul>

	<ul style="list-style-type: none"> <li>• What does the description of [provide individuals/events/ideas/concepts/etc.] show about the [development/provide idea or content]?</li> <li>• How does the introduction of [provide individuals/events ideas/concepts/etc.] change the passage?</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the passage?</li> <li>• What does the information in the [first paragraph/first section/introduction] of the passage tell the reader about the author’s point of view?</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] What does the information presented in the passage tell the reader about the author’s point of view?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/paragraph(s)/section(s)] from the passage(s) <b>best</b> support(s) your answer in part A?</li> <li>• Which [sentence(s)/paragraph(s)/section(s)] from the passage(s) <b>best</b> show(s) the connection made in part A?</li> </ul> <p><b>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] affects <b>both</b> passages?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] is [similar/different] in <b>both</b> passages?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]?</li> <li>• How do the authors of <b>both</b> passages develop the relationships between [provide individuals/events/ideas/concepts/etc.]?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]?</li> <li>• Which statement is correct about [provide individuals/events/ideas/concepts/etc.] in <b>both</b> [title text #1] and [title text #2]?</li> <li>• How [is/are] [provide individuals/events/ideas/concepts/etc.] in [title text #1] the same as [provide individuals/events/ideas/concepts/etc.] in [title text #2]?</li> <li>• How does the development of [provide individuals/events/ideas/concepts/etc.] in [title text #1] differ from the</li> </ul>
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	<p>development of [individuals/events/ideas/concepts/etc.] in [title text #2]?</p> <ul style="list-style-type: none"> <li>• Both authors include information about [provide individuals/events/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?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] affects the points of view in <b>both</b> passages?</li> <li>• How does [author name]'s point of view in [title text #1] differ from [author name]'s point of view in [title text #2]?</li> <li>• How does the building of the author's point of view in [title text #1] [compare/contrast] to the building of the author's point of view in [title text #2]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Which sentence(s) from [title text #1] <b>best</b> support(s) your answer in part A?</li> <li>• Which sentence(s) from [title text #1] <b>best</b> show(s) the connection made in part A?</li> <li>• Which [pair/set] of sentences from the passages <b>best</b> supports your answer in part A?</li> <li>• Which [pair/set] of sentences from the passages <b>best</b> shows the connection made in part A?</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Item Type: Hot Text, select text (ST)</b>  <b>DOK: 3, 4</b></p>	<p><b>Task Description:</b></p> <p>This item has two parts. The <b>item stem of PART A</b> 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 to analyze how conflicting information within a text or across two texts reveals the author’s point of view.</p> <p>The <b>answer choices of PART A</b> 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 that reveals the author’s point of view. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or the 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 <b>item stem of PART B</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 <b>answer choices of PART B</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 from other text provided. Sentences can be grouped into multi-sentence options. There will be <b>one</b> correct answer. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The <b>distractors</b> will be a line or lines that 1) support a misrepresentation of the relationship or the 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><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>NOTE:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text.</li> <li>2. The student will determine how information reveals the author's point of view within a text.</li> <li>3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts.</li> <li>4. The student will determine how information reveals the author's point of view across two texts.</li> </ol> <p><b>Lead In:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for Part A:</b></p> <ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] develop through the passage.        [excerpted selectable text]</li> </ul>



	<ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> describes what [provide individuals/events/ideas/concepts/etc.] show(s) about [the development/provide idea/content]. [excerpted selectable text]</li> <li>• Click on the statement that <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] change through the passage? [excerpted selectable text]</li> <li>• Click on the statement that <b>best</b> describes how the author’s addition of [provide individuals/ideas/events/etc.] add(s) to the building of information in the passage. [excerpted selectable text]</li> <li>• Click on the statement that <b>best</b> describes what the information in the [first paragraph/first section/introduction] of the passage tells the reader about the author’s point of view. [excerpted selectable text]</li> <li>• Click on the statement that <b>best</b> describes what the information presented in these [sentences/paragraphs/sections] tell the reader about the author’s point of view. [excerpted selectable text]</li> </ul> <p><b>Appropriate Stems for Part B:</b></p> <ul style="list-style-type: none"> <li>• Click on the [sentence(s)/paragraph(s)/section(s)] from the passage that <b>best</b> support(s) your answer in part A. Choose <b>one</b> answer.</li> <li>• Click on [sentence(s)/paragraph(s)/section(s)] from the passage that <b>best</b> show(s) the connection made in part A. Choose <b>one</b> answer.</li> </ul> <p><b>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] affects <b>both</b> passages?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/concepts/etc.] is [similar/different] in <b>both</b> passages?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]?</li> <li>• How do the authors of <b>both</b> passages develop the relationships between [provide individuals/events/ideas/concepts/etc.]?</li> <li>• Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Which statement is correct about [provide individuals/events/ideas/concepts/etc.] in <b>both</b> [title text #1] and [title text #2]?</li> <li>• How is/are [provide individuals/events/ideas/concepts/etc.] in [title text #1] the same as [provide individuals/events/ideas/concepts/etc.] in [title text #2]?</li> <li>• How does the development of [provide individuals/events/ideas/concepts/etc.] in [title text #1] differ from the development of [provide individuals/events/ideas/concepts/etc.] in [title text #2]?</li> <li>• Both authors include information about [provide individuals/events/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [provide author(s) name(s)]'s point(s) of view?</li> <li>• Which statement <b>best</b> describes how [provide individuals/events/ideas/etc.] affects points of view in <b>both</b> passages?</li> <li>• How does [provide author name]'s point of view in [title text #1] differ from [provide author name]'s point of view in [title text #2]?</li> <li>• How does the development of the author's point of view in [title text #1] [compare/contrast] to the development of the author's point of view in [title text #2]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Click on the sentence from [title text #1] that <b>best</b> supports your answer in part A. Choose <b>one</b> answer. [insert selectable text]</li> <li>• Click on the sentence from [title text #1] that <b>best</b> shows the connection made in part A. Choose <b>one</b> answer. [insert selectable text]</li> <li>• Click on the sentence from [title text #1] and the sentence from [title text #2] that <b>best</b> supports your answer in part A. Choose <b>one</b> answer. [insert selectable text title text #1] [insert selectable text title text #2] <b>NOTE:</b> This stem can only be used with two <b>informational</b> passages.</li> <li>• Click on the sentence from [title #1] and the sentence from [title text #2] that <b>best</b> shows the [connection/relationship] made in part A. Choose <b>one</b> answer. [insert selectable text title text #1] [insert selectable text title text #2] <b>NOTE:</b> This stem can only be used with two <b>informational</b> passages.</li> </ul> <p><b>Scoring Rules:</b> 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 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.

- A. [The author appreciates advancements in technology.]
- B. [The author celebrates the revolutionary nature of *Pong*.]
- C. [The author prefers old style games like *Pong* over current video games.]
- D. [The author questions the connection of current technology to technology of the past.]

**Part B**

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

[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 *Pong*.]

<p><b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b></p>	
<p><b>Target 13: TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.</p>	
<p><b>Clarifications</b></p>	<p>Item require <b>students</b> 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 <b>impact</b> meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should <b>go beyond</b> 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>
<p><b>Standards</b></p>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-5</b> <u>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p><b>Depth of Knowledge (DOK)</b></p>	<p>DOK 2, DOK 3</p>
<p><b>Stimuli/Passages</b></p>	<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 &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p><b>Dual-Text Stimuli</b></p>	<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) <b>must only</b> be used as a background piece for informational text, and no items can be written for <b>only</b> the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be 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 5 Claim 1 Target 13



	<p>writing to information from both texts. Between 25 and 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will determine how the overall structure of a text impacts its meaning.</li> <li>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.</li> </ol>
<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 2,3</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features. The <b>answer choices</b> 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 <b>distractors</b> 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. <b>Distractors</b> will reflect common student errors. <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine how the overall structure of a text impacts its meaning.</li> <li>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.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What effect does [provide text structure/format/feature/etc.] have on the meaning of the passage OR 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]?</li> <li>• What is the <b>most likely</b> reason the author [used/included] [provide text structure/format/feature/etc.] in the passage?</li> <li>• The author [used/included] [provide text structure/format/feature]. What is the <b>most likely</b> reason the author wrote the passage this way?</li> <li>• 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]?</li> <li>• How does the [first paragraph/first section/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]?</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)/section(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]?</li> <li>• Read the [sentence(s)/heading(s)/question(s)/quotation(s)/ etc.] from the passage. [excerpt from text] Which of these <b>best</b> describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/ cause/effect/problem/etc.] in the passage?</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text]</li> </ul>

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



	<ul style="list-style-type: none"> <li>• Which of these <b>best</b> describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s) /cause/ effect/problem/etc.] in the passage? Select <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)/section(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? Select <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] Choose the statements that <b>best</b> explain why the author chose to include this [selection/paragraph]. Select <b>two</b> answers.</li> <li>• Why did the author choose to [begin/end] the passage with [provide structure (paragraph/section/event/feature/etc.)]? Select <b>two</b> answers.</li> <li>• Why is using [provide text structure] important to understanding [the author’s point of view/specific information/events/etc.] in the passage? Select <b>two</b> answers.</li> <li>• How does [using/beginning/ending/including] affect the meaning of the passage? Select <b>two</b> answers.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• 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]? Select <b>two</b> answers.</li> <li>• How might have the information in [[title text #2] affected the way [title text #1] is written? Select <b>two</b> answers.</li> </ul> <p><b>Scoring Rules:</b> All correct responses: 1 point; Incorrect response: 0 points</p>
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<p><b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b></p>	
<p><b>Target 14:</b> Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.</p>	
<p><b>Clarifications</b></p>	<p>Items should NOT ask students to <b>identify</b> the type of figurative language that is being used but rather <b>interpret</b> 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>
<p><b>Standards</b></p>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><b>L-5a</b> <u>Interpret figurative language, including similes and metaphors, in context.</u></p> <p><b>L-5b</b> <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u></p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p><b>Depth of Knowledge (DOK)</b></p>	<p>DOK 2, DOK 3</p>
<p><b>Stimuli/Passages</b></p>	<p>Each text must include the use of figurative language and literary devices that have a discernible impact on the meaning.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p><b>Dual-Text Stimuli</b></p>	<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) <b>must only</b> be used as a background piece for the set of items and no items can be written for <b>only</b> the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be 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 and 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 5 Claim 1 Target 14



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

Task Models	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response (MC)</b>  <b>DOK: 2, 3</b></p>	<p><b>Task Description:</b>                      The <b>item stem</b> will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning.                      The <b>answer choices</b> 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.  <b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</li> <li>2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</li> <li>3. The student will analyze the impact of word choice on reader interpretation of meaning.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Read the [sentence(s)/paragraph(s)].                      [Directly quoted sentence(s)/paragraph(s)] from text, with targeted word or phrase underlined                      What effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?</li> <li>• Read the [sentence(s)/paragraph(s)].                      [Directly quoted sentence(s)/paragraph(s)] from text, with targeted word or phrase underlined                      Which statement <b>best</b> describes what the [provide figurative language] in the sentence(s)/paragraph(s) adds to meaning of the passage?</li> <li>• 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?</li> </ul>

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

	<ul style="list-style-type: none"> <li>• 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/claim(s)] about [insert idea]? Choose <b>two</b> answers.</li> <li>• Why did the author <b>most likely</b> use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose <b>two</b> answers.</li> <li>• Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author <b>most likely</b> use the phrase [<u>targeted word</u>/"targeted phrase"]? Choose <b>two</b> answers.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli Only:</b></p> <ul style="list-style-type: none"> <li>• 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 <b>two</b> answers.</li> <li>• 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 <b>two</b> answers.</li> <li>• 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 <b>two</b> answers.</li> <li>• 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]</li> </ul>
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	<p>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 <b>two</b> answers.</p> <p><b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points</p>
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<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</b></p>	
<p><b>Target 1a: WRITE BRIEF TEXTS:</b> 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).</p> <p><b>Target 1b: REVISE BRIEF TEXTS:</b> 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).</p>	
<p><b>Clarifications</b></p>	<p>Target 1a</p> <ul style="list-style-type: none"> <li>• Items for this target must have a setup that states audience, purpose (narrative,) and context/task.</li> <li>• Organization items focus on the student’s ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative.</li> <li>• 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.</li> </ul> <p>Target 1b</p> <ul style="list-style-type: none"> <li>• Note: This target asks students to <b>revise</b>, not edit which is Target 9.</li> <li>• Items for this target focus on revision <b>at the sentence or paragraph level</b>. Items asking for students to replace or add words/phrases are Target 8.</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b>underlined or otherwise specified</b> 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Standards</b></p>	<p><b>Target 1a</b></p> <p><b>W-3a.</b> <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><b>W-3b.</b> <u>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p><b>W-3c.</b> <u>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</u></p> <p><b>W-3d.</b> <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p><b>W-3e.</b> <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p><b>Target 1b</b></p> <p><b>W-3a.</b> <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><b>W-3b.</b> <u>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p><b>W-3c.</b> <u>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</u></p> <p><b>W-3d.</b> <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p><b>W-3e.</b> <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p><b>L-3a</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p>
<p><b>Depth of Knowledge</b></p>	<p><b>Target 1a</b> DOK 3</p> <p><b>Target 1b</b> DOK 2</p>
<p><b>Stimuli/Passages</b></p>	<ul style="list-style-type: none"> <li>• Stimuli for this target will be brief narrative texts (one to three paragraphs—150 to 200 words).</li> <li>• The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is informative text.</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.)</li> </ul>

	<ul style="list-style-type: none"> <li>• 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).</li> <li>• The stimulus should be written as if it is part of a larger piece of writing.</li> <li>• For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.</li> </ul>
<p><b>Accessibility Concerns</b></p>	<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 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>
<p><b>Evidence Required</b></p>	<p><b>Target 1a</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a sequence of events that unfolds naturally</li> <li>d. using transition strategies to convey sequence</li> <li>e. providing closure that follows from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including concrete words, phrases, and sensory details to convey events/experiences</li> <li>c. using precise language to narrate events</li> </ol> </li> </ol> <p><b>Target 1b</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a sequence of events that unfolds naturally*</li> <li>d. using transition strategies to convey sequence</li> <li>e. providing closure that follows from the narrative</li> </ol> </li> </ol>

English Language Arts Specification: Grade 5 Claim 2 Targets 1a and 1b

	<p>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including concrete words, phrases, and sensory details to convey events/experiences</li> <li>c. using precise language to narrate events</li> <li>d. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ul> <p><b>*Note:</b> Items aligned to organization present details that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p>
<p><b>Allowable Item Types</b></p>	<p><b>Target 1a:</b> Written Response</p> <p><b>Target 1b:</b> Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

<p><b>Note:</b> 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.</p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Target 1a Write Brief Texts</b>  <b>Item Type: Written Response</b>  <b>DOK 3</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> 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 grade level. Text should range between 150 and 200 words.</p> <p><b>Task Description:</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>write</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing the narrative with a sequence of events that unfolds naturally</li> <li>d. using transition strategies to convey sequence</li> <li>e. providing closure that follows from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>write</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including concrete words, phrases, and sensory details to convey events/experiences</li> <li>c. using precise language to narrate events</li> </ol> </li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>              A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows. {Insert text.}</p> <ul style="list-style-type: none"> <li>• Write the beginning* of a [story or narrative] that shows what is going on at the start of the narrative and/or explains who the characters are.</li> <li>• In one to two paragraphs, write an ending* for the story that solves [or finishes the story by solving] the problem in the story. <b>[Note:</b> Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.]</li> <li>• In one or two paragraphs, write an ending* for the narrative that follows naturally from the events or experiences in the narrative. <b>[Note:</b> Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.]</li> </ul>

	<p>* Be sure that stimulus clearly <i>needs</i> a beginning/ending.</p> <p><b>(Elaboration)</b>                  A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> <li>• The student wants to make the story more exciting [or interesting, etc.]. Elaborate on the <u>underlined</u> part of the narrative to show [what happens during an <u>underlined</u> event/between two characters in an <u>underlined</u> section of the story, etc.] Use dialogue [and/or] description in your writing. *<b>Note:</b> 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 <u>underlined</u>) for them.</li> <li>• Continue the [story or narrative] and include meaningful dialogue (and/or description) to tell what happens to _____ [or when____, or at the <u>underlined</u>] part when _____, etc.].</li> <li>• Continue the narrative by [adding details to the <u>underlined</u>] part about _____, describing _____, etc.]. <b>Note:</b> When the item is asking the student to “continue the story” by developing and potentially concluding the action—including the “climax” or “solving the problem”—the item is properly coded “elaboration.” If the task asks the student to simply conclude the story, the item would not qualify as elaboration, but rather as organization.</li> <li>• Write dialogue between characters X and Y to develop the <u>underlined</u> part about _____ [or when _____, etc.]. (Characters or events, etc., should be <u>underlined</u>. See *Note.)</li> </ul> <p><b>Rubric/ Scoring Rules:</b> 2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. <b>Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration</b></p> <p><b>Rubric Templates</b></p> <p><b>Organization—Opening</b></p> <p><b>2 points</b>                  The response:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• adequately connects to or sets up the body of the narrative</li> </ul> <p><b>1 point</b>                  The response:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• provides a limited and/or awkward connection to the body of the narrative</li> </ul>
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	<p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>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</li> <li>provides no connection to the body of the narrative</li> </ul> <p><b>Organization—Ending</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>provides an adequate ending to the narrative that provides a sense of closure</li> <li>provides an adequate connection that follows from the events or experiences in the narrative</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>provides an awkward or partial ending to the narrative that may provide a limited sense of closure</li> <li>provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>provides an unclear or incomplete ending to the narrative that provides little or no closure</li> <li>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</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>provides appropriate and mainly specific descriptive details and/or dialogue</li> <li>provides adequate development of experiences, characters, setting, action, and/or events</li> <li>uses adequate sensory, concrete, and/or figurative language</li> <li>is mostly “shown”</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related</li> <li>provides limited development of experiences, characters, setting, action, and/or events</li> <li>uses limited sensory, concrete, and/or figurative language</li> <li>is somewhat “told”</li> </ul> <p><b>0 points</b> The response:</p>
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	<ul style="list-style-type: none"> <li>• 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</li> <li>• provides minimal, if any, development of experiences, characters, setting, action, and/or events</li> <li>• uses little or no sensory, concrete, and/or figurative language</li> <li>• is mostly “told”</li> </ul>
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Task Models	
<p><b>Task Model 2</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single response</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> 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><b>Task Description:</b> The <b>stem</b> will pose a question about a revision to the stimulus that improves some specified aspect of the text’s development or organization. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b></p> <p><b>1. (Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing narrative with a sequence of events that unfolds naturally*</li> <li>• using transition strategies to convey sequence</li> <li>• providing closure that follows from the narrative</li> </ul> <p><b>2. (Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including concrete words, phrases, and sensory details to convey events/experiences</li> <li>• using precise language to narrate events</li> <li>• identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ul> <p><b>*Note:</b> Items aligned to organization present details that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p>



	<p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b></p> <p>A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and [answer the question/complete the task] that follows. {Insert text.}</p> <ul style="list-style-type: none"> <li>• [Embed short narrative with a missing or inappropriate beginning]. Choose the <b>best</b> beginning sentence to [introduce the (setting, characters, narrator, problem, etc.) or replace the first sentence].</li> <li>• [Embed short narrative with a missing or inappropriate ending] Choose the <b>best</b> ending sentence for the ____ [or the best sentence to replace the last sentence in the story (or narrative)].</li> <li>• Choose the <b>best</b> sentence to connect [underlined] sentences [____ and ____] [or to show readers how ____ and ____ are connected, how time changes, etc.]. <b>Note:</b> 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.</li> </ul> <p><b>(Elaboration)</b></p> <p>A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] <b>Note:</b> 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 part when ____ and ____]” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Choose the <b>best</b> sentence to add detail [before/after <u>the underlined sentence</u> or <u>underlined part</u> when ____] to show [or explain] who the main character is [or what is going on, what the conflict is, how the character feels about____, etc.].</li> <li>• Choose the <b>best</b> 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 <b>best</b> replaces [<u>underlined</u> text] [or would be <b>best</b> 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.]?</li> <li>• Revise the <u>underlined</u> sentence by choosing the sentence that <b>best</b> uses sensory language to help readers visualize [the character/conflict/setting, etc.]. Note: Can also clarify “to replace the underlined sentence” or “to be added after the underlined sentence.”</li> </ul> <p><b>Note:</b> All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target 8 items.</p> <p><b>Scoring Rules:</b> One correct response = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct responses</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> 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><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to revise the text to improve some specified aspect of the text’s development or organization. <b>Answer choices</b> for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  [There are no Organization items for this task model.]</p> <p><b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including concrete words, phrases, and sensory details to convey events/experiences</li> <li>c. using precise language to narrate events</li> <li>d. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing a [narrative, 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.] <b>Note:</b> 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 part when ____ and ____]” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Choose the <b>two best</b> sentences to add detail [before/after the <u>underlined</u> sentence or <u>underlined</u> part when _____, etc.] to show [or explain] who the main character is [or what is happening when _____, how the character feels when _____, etc.].</li> </ul>

	<ul style="list-style-type: none"><li>• Choose the <b>two best</b> descriptive sentences [or pieces of dialogue] to replace <u>[underlined text]</u> [or to come before/after <u>underlined</u> text, etc.].</li><li>• Choose the <b>two best</b> descriptive phrases to replace <u>[underlined text]</u> and <u>[underlined text]</u> [or Choose the <b>two best</b> descriptive phrases to replace <u>[underlined text]</u>].</li><li>• The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Choose <b>two</b> of the following sentences that would <b>best</b> replace ____ and ____ <u>[underlined sentences or sections]</u> [or Choose <b>two</b> of the following sentences that could be added after the (one or two) <u>underlined sentences/sections</u>],</li></ul> <p><b>Note for all stems in this task model:</b> At this grade level, items can ask students to choose <b>two</b> answer choices to support <b>one</b> <u>underlined</u> idea/topic, etc., OR students may be asked to choose sentences/details, etc., to develop/support two different <u>underlined</u> ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 4</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> 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><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a situation</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a sequence of events that unfolds naturally*</li> <li>d. using transition strategies to convey sequence</li> <li>e. providing closure that follows from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including concrete words, phrases, and sensory details to convey events/experiences</li> <li>c. using precise language to narrate events</li> <li>d. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b></p> <p>A student is writing a [narrative] for [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"> <li>• Click on the [<b>one or two</b>] 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 the story) because it does (they do) not follow the order of events in the rest of the [narrative/story]. <b>Note:</b> This stem can <i>only</i> focus on time order, not inconsistent/irrelevant details, which are elaboration.</li> </ul>

	<ul style="list-style-type: none"> <li>For the <u>underlined</u> pair of words [transition word pairs embedded in text such as and/on the other hand; and 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.]. <b>Note:</b> For grade 5, 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.</li> <li>The first sentence of the story is not the best beginning. Click on one sentence in the [paragraph, story, etc.] that would be the <b>best</b> beginning for this [story].</li> </ul> <p><b>(Elaboration)</b>                  A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, 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.] <b>Note:</b> stem must indicate specifically where the information is to be inserted. This can be by underlining a section or by indicating, for example, “between paragraph 1 and 2,” or “at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>[Embed within stimulus four to five underlined sections containing dialogue, description, or whatever stem specifies] Click on <b>one of the underlined sections</b> in the [narrative/story] where the writer needs to add [more information to tell what is happening/more detail to show the scene/more information about the characters].</li> <li>[Embed within stimulus four to five underlined sections containing dialogue, description, or whatever stem specifies] Click on <b>one</b> of the underlined sections in the [narrative/story] where dialogue [or more description] should be added to help readers understand the [characters/what is going on in the story]. <b>Note:</b> Need for descriptive information or dialogue should be clear.</li> <li>[Embed within stimulus four to five underlined lines of dialogue] Click on the line of dialogue that does not fit with the way the character is described in the rest of the [narrative].</li> <li>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]. <b>Note:</b> This item focuses <i>only</i> on irrelevant/inconsistent/ contradictory details, not chronology, which is organization. Descriptive detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate.</li> </ul> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 3a: WRITE BRIEF TEXTS:</b> 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.</p> <p><b>Target 3b: REVISE BRIEF TEXTS:</b> 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.</p>	
<p><b>Clarifications</b></p>	<p><b>Target 3a</b></p> <ul style="list-style-type: none"> <li>• <b>Note:</b> Informational text <b>provides information</b> appropriate for the subject/audience. Explanatory text <b>provides explanations</b> via thoughtful analysis/synthesis appropriate for the subject/audience.</li> <li>• Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</li> <li>• No item stems should promote formulaic writing.</li> <li>• Organization items focus on the student’s ability to <b>compose</b> a brief text (one to three paragraphs) by providing introductions, topic sentences, and/or conclusions appropriate for an informational text.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>compose</b> 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.</li> <li>• <b>Note:</b> Supporting evidence includes surveys (informal and formal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence.</li> <li>• 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></li> <li>• Style should be appropriate for audience, purpose, and task.</li> <li>• Formatting (CCSS W-2a) will not be a focus of this item.</li> </ul> <p><b>Target 3b</b></p> <ul style="list-style-type: none"> <li>• <b>Note:</b> Informational text <b>provides information</b> appropriate for the subject/audience. Explanatory text <b>provides explanations</b> via thoughtful analysis/synthesis appropriate for the subject/audience.</li> <li>• Note: This target asks students to revise, <i>not</i> edit (Target 9).</li> <li>• No item stems should promote formulaic writing.</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b>underlined or otherwise specified</b> aspect of the text’s evidence/elaboration or organization. <b>Note:</b> Items for this target focus on revision at the <b>sentence or paragraph level</b>, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8.</li> <li>• Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</li> <li>• Organization items focus on the student’s ability to <b>revise</b> a brief text by providing introductory/topic sentences, transitions, and conclusions appropriate for audience, purpose (informational), and task.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Elaboration/evidence items focus on the student’s ability to <b>revise</b> a brief text by identifying appropriate supporting details and development for audience, purpose (informational), and task.</li> <li>• <b>Note:</b> 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.</li> <li>• Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem.</li> <li>• Formatting (CCSS W-2a) will not be a focus of this item.</li> </ul>
<p><b>Standards</b></p>	<p><b>Target 3a</b>  <b>W-2a.</b> <u>Introduce a topic clearly, provide a general observation and focus, and group related information logically;</u> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <b>W-2b.</b> <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>  <b>W-2c.</b> <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u>  <b>W-2d.</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>  <b>W-2e.</b> <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources;</u> summarize or paraphrase information in notes and finished work, and provide a list of sources.  <b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 3b</b>  <b>W-2a.</b> <u>Introduce a topic clearly, provide a general observation and focus, and group related information logically;</u> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <b>W-2b.</b> <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>  <b>W-2c.</b> <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u>  <b>W-2d.</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>  <b>W-2e.</b> <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p><b>L-3a</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p>
<p><b>Depth of Knowledge</b></p>	<p><b>Target 1a</b>  DOK 3  <b>Target 1b</b>  DOK 2</p>

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<p><b>Stimuli/Passages</b></p>	<ul style="list-style-type: none"> <li>Stimuli for this target will be brief informational texts (one-to-three paragraphs, ranging between 150 to 200 words, excluding student notes, which should range between 50 and 60 words in length).</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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. (<b>Note:</b> 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.)</li> <li>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.</li> <li>For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.</li> <li>Stimuli should reflect a variety of informational forms (essay, research report, etc.).</li> <li>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.</li> </ul> <p><b>Guidelines for Student Notes:</b></p> <ul style="list-style-type: none"> <li>The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.</li> <li>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.</li> <li>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 <b>NOT</b> be:             <ul style="list-style-type: none"> <li>written as full sentences. (They must be sparse enough so that students must <b>elaborate</b> using their own words.)</li> <li>presented in any particular order.</li> <li>grammatically parallel.</li> </ul> </li> <li>Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: <i>The student has taken the following notes from a credible source:</i></li> <li>Students should <b>not</b> be expected to include all notes in their responses.</li> <li>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.</li> </ul>



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- 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:

<b>NOTES</b>	
Exercise – <ul style="list-style-type: none"> <li>• school nurse: “most important factor in weight control”</li> <li>• doesn’t have to be formal club/team</li> <li>• 30 minutes day – at least!</li> </ul> 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	<ul style="list-style-type: none"> <li>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate</li> <li>- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel</li> <li>- 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.).</li> </ul>

Choose relevant facts and details from the student’s notes to develop a paragraph beginning with the underlined sentence.

English Language Arts Specification: Grade 5 Claim 2 Targets 3a and 3b

<p><b>Accessibility Concerns</b></p>	<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>
<p><b>Evidence Required</b></p>	<p><b>Target 3a Write Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> informational text by             <ol style="list-style-type: none"> <li>a. introducing a topic clearly</li> <li>b. making general observations</li> <li>c. grouping related information</li> <li>d. using transition words, phrases and clauses to link ideas</li> <li>e. including a conclusion or section related to the information or explanation presented</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will select from information/evidence provided in order to <b>develop</b> or elaborate on a designated part of an informational text by             <ol style="list-style-type: none"> <li>a. developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>b. using precise language and domain-specific vocabulary to inform or explain</li> </ol> </li> </ol> <p><b>Target 3b Revise Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will <b>revise</b> informational text by <b>identifying</b> improved organizational elements such as             <ol style="list-style-type: none"> <li>a. introducing a topic clearly</li> <li>b. making general observations</li> <li>c. grouping related information*</li> <li>d. using transition words, phrases and clauses to link ideas</li> <li>e. including a conclusion or section related to the information or explanation presented</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will <b>revise</b> informational text by <b>identifying</b> the best use of elaboration techniques such as             <ol style="list-style-type: none"> <li>a. developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>b. using precise language and domain-specific vocabulary to inform or explain</li> <li>c. deleting details that do not support the main idea*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong.</p>

English Language Arts Specification: Grade 5 Claim 2 Targets 3a and 3b

	Elaboration items address details that do not belong.
<b>Allowable Item Types</b>	<b>Target 1a:</b> Written Response <b>Target 1b:</b> Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text, reorder text

<p><b>Note:</b> 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.</p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Target 3a Write Brief Texts</b>  <b>Item Type: Written Response</b>  <b>DOK 3</b></p>	<p><b>Note:</b> Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p><b>Stimulus:</b> Text should be 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.).</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"> <li>a. be boxed.</li> <li>b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying).</li> <li>c. <b>not</b> be complete sentences;</li> <li>d. <b>not</b> be grammatically parallel.</li> </ol> <p>A heading preceding the notes should read: <i>The student has taken the following notes from a trustworthy source:</i> [it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items]</p> <p>Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p><b>Task Description:</b> 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.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> informational text by             <ol style="list-style-type: none"> <li>a. introducing a topic clearly</li> <li>b. making general observations</li> <li>c. grouping related information</li> <li>d. using transition words, phrases and clauses to link ideas</li> <li>e. including a conclusion or section related to the information or explanation presented</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will select from information/evidence provided in order to <b>develop</b> or <b>elaborate</b> on a section of an informational text by             <ol style="list-style-type: none"> <li>a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.).</li> </ol> </li> </ol>

- b. developing and elaborating the focus (main/controlling idea) with facts, definitions, concrete details, quotations, or other information/examples
- c. 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, etc.] 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. In one or two paragraphs, write an introduction\* that clearly states and explains the main idea of the [report, letter, article, etc.].
- Write a conclusion\* that is appropriate to the audience and purpose of the [report, letter, article, etc.].

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

**(Elaboration)**

A student is writing a [report, letter, or article] for [teacher, principal, class, 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 adds [evidence—can specify facts, definitions, concrete details, quotations, or other information/examples if appropriate to the task and depending on content of student notes] to support (or develop) the main (or controlling) idea or other underlined specified idea/subtopic or place in the writing] of the report, etc. **Notes:** 1) The idea should be a subtopic rather than the central idea of the stimulus; 2) Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, “[the part] between paragraphs 1 and 2” or “after [the part] at the end of paragraph 3” 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\* that further develop [adds more information about OR defines OR gives examples about, as appropriate for the task] [the idea(s) in the (second or other) paragraph, etc.].

	<p>*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.</p> <p><b>Rubric/ Scoring Rules:</b></p> <p>2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. <b>Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions: elaboration).</b></p> <p><b>Organization—Introduction</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• introduces an adequate statement of the main idea/controlling idea that reflects the body of writing as a whole</li> <li>• provides adequate information to put the main idea/controlling idea into context</li> <li>• does more than list points/reasons to support the main idea/controlling idea—not formulaic</li> <li>• connects smoothly to the body paragraph</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides a partial or limited main idea/controlling idea</li> <li>• provides a main idea/controlling idea that partially reflects the body of writing as a whole</li> <li>• may provide limited and/or extraneous information to put the main idea/controlling idea into context</li> <li>• may list supporting points/reasons—formulaic</li> <li>• provides a limited and/or awkward connection to the body paragraph</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• provides irrelevant or no information to put the main idea/controlling idea into context</li> <li>• provides no connection to the body paragraph</li> </ul> <p><b>Organization—Conclusion</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• does more than restate or summarize the points/reasons—not formulaic</li> <li>• provides adequate connections and/or progression of ideas to contribute to</li> </ul>
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	<p>coherence</p> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides a limited conclusion that is partially related to the information in the body of writing as a whole</li> <li>• lists, restates, or summarizes the points/reasons—formulaic</li> <li>• provides an awkward or partial connection and/or limited progression of ideas</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides no conclusion or a conclusion that is minimally related to the information in the body of writing</li> <li>• may restate random and/or incorrect details from the preceding information</li> <li>• provides no connections or progression of ideas</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes</li> <li>• does more than list supporting details or ideas</li> <li>• adequately elaborates ideas/reasons using precise words/language</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• lists supporting details or ideas with limited elaboration/evidence</li> <li>• partially elaborates ideas/reasons using general words/language</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes</li> <li>• 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</li> <li>• provides no appropriate elaboration and/or may use poor word choice for audience and purpose</li> </ul>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Target 3b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p><b>Stimulus:</b> 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 reflect a variety of informational forms (grade-appropriate essay, research and/or news report, article, etc.). Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> 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. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will <b>revise</b> informational text by <b>identifying</b> improved organizational elements such as             <ol style="list-style-type: none"> <li>a. introducing a topic clearly</li> <li>b. making general observations</li> <li>c. grouping related information*</li> <li>d. using transition words, phrases and clauses to link ideas</li> <li>e. including a conclusion or section related to the information or explanation presented</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will <b>revise</b> informational text by <b>identifying</b> the best elaboration techniques such as             <ol style="list-style-type: none"> <li>a. developing and elaborating the focus (main/controlling idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>b. Using precise language and domain-specific vocabulary to inform or explain</li> <li>c. deleting details that do not support the main idea*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason (e.g., to introduce a topic, to conclude the report, to elaborate by adding supporting evidence).</p> <p><b>(Organization)</b>          A student is writing a [report, letter, or article] for the [teacher, principal, 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"> <li>• [Embed stimulus with a missing introduction] Choose the sentence(s) that <b>best</b> state(s) the main ideas of [or the clearest focus for] the [report, article, etc.]. <b>Note:</b> Answers can contain a single sentence “main</li> </ul>



	<p>idea” (or “clearest focus”) or a multi-sentence answer.</p> <ul style="list-style-type: none"> <li>• [Embed stimulus with an ineffective/inappropriate introduction] The [report, letter, article] does not have a clear introduction. Choose the sentence that best replaces the first sentence.</li> <li>• [Embed stimulus with an ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence(s) that is <b>more clearly</b> related to/appropriate for the information presented in the [report, article, etc.].</li> <li>• [Embed stimulus with a missing conclusion] Choose the [group of] sentence(s) that would be the <b>best</b> conclusion for the _____.</li> </ul> <p><b>(Elaboration)</b>  A student is writing a [report, letter, or article] for [teacher, principal, 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"> <li>• 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.] <b>Note:</b> 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.</li> <li>• Choose the sentence(s) that add(s) the <b>most</b> appropriate information to support [the <u>underlined</u> sentence or to the <u>underlined</u> idea developed in the second [or other] paragraph].</li> <li>• Choose the sentence that would add the <b>best</b> information to support the idea [topic] developed in in [or before/after] the [underlined sentence/etc.].</li> </ul> <p><b>Scoring Rules:</b> Correct response = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Target 3b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p><b>Stimulus:</b> Text should be 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><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to revise the text to improve some specified and <u>underlined</u> aspect of the text’s development or organization. <b>Answer choices</b> for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  [There are no Organization items for this task model.]</p> <p><b>(Elaboration)</b> The student will <b>revise</b> informational text by <b>identifying</b> the best elaboration techniques such as</p> <ol style="list-style-type: none"> <li>a. developing and elaborating the focus (main/controlling idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>b. Using precise language and domain-specific vocabulary to inform or explain</li> <li>c. deleting details that do not support the main idea*</li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing a [book report, report on a science (or other) project, etc.] for the [teacher, principal, 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"> <li>• Choose <b>two</b> sentences that provide the <b>best</b> support [evidence; specify—examples, concrete details, definitions, facts, quotations, examples, etc., as appropriate for the task] to support [the main (or controlling) ideas (or focus)] of the [article, report, etc.]. <b>Note:</b> 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]”</li> </ul>

	<p>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"><li>• Choose <b>two</b> sentence(s) that add the most appropriate information [before/after the <u>underlined</u> sentence, etc.] in the [report, article, etc.].</li><li>• Choose <b>two</b> sentences that would help the writer develop [the <u>underlined</u> (sub)topic or idea from the draft] and [a second <u>underlined</u> (sub)topic or idea from the draft].</li></ul> <p><b>Note for all stems in this task model:</b> At this grade level, items can ask students to choose <b>two</b> answer choices to support <b>one</b> <u>underlined</u> idea/topic, etc., OR students may be asked to choose sentences/details, etc., to develop/support two different <u>underlined</u> ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 4</b>  <b>Target 3b Revise Brief Texts</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that establishes audience, purpose (informational), and context/task.</p> <p><b>Stimulus:</b> 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 reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b></p> <p>.</p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will <b>revise</b> informational text by <b>identifying</b> improved organizational elements such as             <ul style="list-style-type: none"> <li>• introducing a topic clearly</li> <li>• making general observations</li> <li>• grouping related information*</li> <li>• using transition words, phrases and clauses to link ideas</li> <li>• including a conclusion or section related to the information or explanation presented</li> </ul> </li> <li>2. <b>(Elaboration)</b> The student will <b>revise</b> informational text by <b>identifying</b> the best elaboration techniques such as             <ul style="list-style-type: none"> <li>• developing and elaborating the focus (main/controlling idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>• Using precise language and domain-specific vocabulary to inform or explain</li> <li>• deleting details that do not support the main idea*</li> </ul> </li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p><b>(Organization)</b>              A student is writing a [report, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to</p>

	<p>improve [organization, transitions, connections, or to help readers understand the relationship between X and Y, etc.]. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>- [Insert paragraph of 4 to 5 sentences, with the best beginning sentence 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, paper, etc.]</li> <li>- [Insert <b>one or two underlined</b> transition word pairs embedded in text such as next/therefore; and then/similarly; finally/as a result; etc. – correct word must be clearly better than wrong answer]. For the <u>underlined</u> pair of words, click on the <b>best</b> word(s) to [make the writer's message clear, connect ideas, etc.] in the student's [report, etc.]. <b>Note:</b> 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"). <b>Note:</b> only transition words/phrases, words that signal relationships, can be assessed outside of target 8.</li> </ul> <p><b>(Elaboration)</b>  A student is writing a [report, letter, or article] for the [teacher, principal, class, 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] <b>Note:</b> 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"> <li>• [Embed stimulus with 4 possible underlined “answers,” which can be sentences or parts of a sentence] Click on [<b>one</b>] place in the _____ that needs more [facts, details, examples] to support the [stated main (or controlling) idea]. Note: Correct answer must clearly lack evidence/support.</li> </ul> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 6a: WRITE BRIEF TEXTS:</b> Write 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 that is appropriate to purpose and audience and related to the opinion presented.</p> <p><b>Target 6b: REVISE BRIEF TEXTS:</b> 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>	
<p><b>Clarifications</b></p>	<p><b>Target 6a</b></p> <ul style="list-style-type: none"> <li>• Items for this target must have a setup that establishes audience, purpose (argument), and context/task.</li> <li>• No item stems should promote formulaic writing.</li> <li>• Style should be appropriate for audience, purpose, and task.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>compose</b> 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.</li> <li>• Supporting evidence includes surveys (informal and formal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence.</li> <li>• Organization items focus on the student’s ability to <b>compose</b> a brief text (one to three paragraphs) by providing an opinion and supporting reasons, and conclusions appropriate for an argument.</li> <li>• 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></li> </ul> <p><b>Target 6b</b></p> <ul style="list-style-type: none"> <li>• <b>Note:</b> This target asks students to revise, <i>not</i> edit, which is Target 9.</li> <li>• <b>Note:</b> Items for this target focus on revision <b>at the sentence or paragraph level</b>, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8.</li> <li>• No item stems should promote formulaic writing.</li> <li>• Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem.</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b>underlined or otherwise specified</b> 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.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>revise</b> a brief text by identifying appropriate reasons (supporting information) to support opinions.</li> <li>• Supporting evidence includes surveys (informal and formal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence.</li> </ul>

English Language Arts Specification: Grade 5 Claim 2 Targets 6a and 6b

	<ul style="list-style-type: none"> <li>Organization items focus on the student’s ability to <b>revise</b> a brief text by providing <b>opinion</b> and supporting reasons, transitions to connect reasons to <b>opinions</b>, and conclusions appropriate for an argument.</li> </ul>
<p><b>Standards</b></p>	<p><b>Target 6a</b></p> <p><b>W-1a.</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</u></p> <p><b>W-1b.</b> <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p><b>W-1c.</b> <u>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</u></p> <p><b>W-1d.</b> <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p> <p><b>Target 6b</b></p> <p><b>W-1a.</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</u></p> <p><b>W-1b.</b> <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p><b>W-1c.</b> <u>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</u></p> <p><b>W-1d.</b> <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>L-3a</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p>
<p><b>Depth of Knowledge</b></p>	<p><b>Target 6a</b> DOK 3</p> <p><b>Target 6b</b> DOK 2</p>

English Language Arts Specification: Grade 5 Claim 2 Targets 6a and 6b

<p><b>Stimuli/Passages</b></p>	<ul style="list-style-type: none"> <li>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).</li> <li><b>Note:</b> 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.</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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. (<b>Note:</b> Do <b>NOT</b> lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)</li> <li>The stimulus should be a model of good writing. It should <b>NOT</b> 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 opinion, reflect on the experience, explain the significance of, etc.)</li> <li>The stimulus should be written as if it were part of a larger piece of writing.</li> <li>For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.</li> <li>Stimuli should reflect a variety of opinion forms such as grade-appropriate essay, editorial (not letter to editor), etc.</li> <li>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.</li> </ul> <p><b>Guidelines for Student Notes:</b></p> <ul style="list-style-type: none"> <li>The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.</li> <li>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.</li> <li>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 <b>NOT</b> be:             <ul style="list-style-type: none"> <li>written as full sentences. (They must be sparse enough so that students must <b>elaborate</b> by using their own words.)</li> <li>presented in any particular order.</li> <li>grammatically parallel.</li> </ul> </li> <li>Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: <i>The student has taken the following notes from a trustworthy source:</i></li> </ul>



English Language Arts Specification: Grade 5 Claim 2 Targets 6a and 6b

- 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 general reasons as notes** (which the students can just copy into their responses). Use evidence instead.
  - 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 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:

<b>NOTES</b>	
Exercise – <ul style="list-style-type: none"> <li>• school nurse: “most important factor in weight control”</li> <li>• doesn’t have to be formal club/team</li> <li>• 30 minutes day – at least!</li> </ul> NO sugary or fried foods	<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, and not grammatically parallel</i>

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	<p>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><i>- The notes provide some evidence in the form of facts and statistics that are well within a 5<sup>th</sup> grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).</i></p>
<p>Choose relevant facts and details from the student's notes to develop a paragraph beginning with the <u>underlined</u> sentence.</p>		
<p><b>Accessibility Concerns</b></p>	<p>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.</p>	
<p><b>Evidence Required</b></p>	<p><b>Target 6a Write Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> opinion text by             <ol style="list-style-type: none"> <li>a. stating an opinion about a clearly stated topic</li> <li>b. establishing a context</li> <li>c. organizing supporting evidence/reasons and elaboration</li> <li>d. using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>e. developing an appropriate conclusion related to the opinion presented</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> or <b>elaborate</b> on a designated part of an opinion text by applying elaboration techniques such as             <ol style="list-style-type: none"> <li>a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided)</li> </ol> </li> </ol> <p><b>Target 6b Revise Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized opinion text by             <ol style="list-style-type: none"> <li>a. providing an opening that states an opinion about a topic</li> <li>b. providing an opening that establishes a context</li> <li>c. organizing supporting evidence/reasons and elaboration*</li> <li>d. using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>e. developing an appropriate conclusion related to the opinion presented</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed opinion text by applying elaboration techniques such as</li> </ol>	

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	<ul style="list-style-type: none"> <li>a. developing the opinion with logically ordered supporting evidence/reasons and elaboration</li> <li>b. deleting details that do not support the opinion*</li> </ul> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p>
<p><b>Allowable Item Types</b></p>	<p><b>Target 6a</b> Written Response</p> <p><b>Target 6b</b> Multiple Choice, single correct response; Multiple Choice, multiple correct response; hot text, selected response; hot text, reorder text</p>

<p><b>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.</b></p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Target 6a Write Brief Texts</b>  <b>Item Type: Written Response</b>  <b>DOK 3</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be at 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.). <b>Note:</b> 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"> <li>a. be boxed.</li> <li>b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying.</li> <li>c. <b>not</b> be complete sentences;</li> <li>d. <b>not</b> be grammatically parallel.</li> </ol> <p>A heading preceding the notes should read: <i><b>The student has taken the following notes from a trustworthy source:</b></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><b>Task Description:</b> 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 own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate.</p> <p><b>Target Evidence Statements:</b></p> <p><b>Target 6a Write Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> opinion text by             <ol style="list-style-type: none"> <li>a. providing an opening that states an opinion about a topic</li> <li>b. providing an opening that establishes a context</li> <li>c. organizing supporting evidence/reasons and elaboration</li> <li>d. using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>e. developing an appropriate conclusion related to the opinion presented. (Be sure that the stimulus clearly lacks an effective conclusion.)</li> </ol> </li> </ol>

2. **(Elaboration)** The student will use information provided in a stimulus to **develop** or **elaborate** on a section of an opinion text by
- a. developing the opinion with logically ordered 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 essay 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 [essay, 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 include a conclusion. Write a paragraph that concludes\* the [essay, letter, etc.] supporting [an opinion about\_\_\_\_\_].

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

**(Elaboration)**

A student is writing a (n) [opinion essay or letter, etc.] for the [teacher, class, principal, etc.] about \_\_\_\_\_. Read the draft of the \_\_\_\_\_ and complete the task that follows. [Insert text] 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 relevant evidence\* [facts, examples, etc. depending on content of student notes] from student notes that would support the opinion (or reason) [in paragraph #, 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 for them.
- Using information from the student’s notes, add [a paragraph\* or two of] evidence that would support and further develop the writer’s underlined reason [or continues the paragraph following the underlined sentence].

\* 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 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><b>Rubric/ Scoring Rules:</b>                  2, 1, 0 Points: the rubric needs to be item specific for organization and elaboration brief writes. <b>Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)</b></p> <p><b>Organization—Introduction</b></p> <p><b>2 points</b>                  The response</p> <ul style="list-style-type: none"> <li>• establishes an adequate opinion that reflects the body of writing as a whole</li> <li>• provides adequate information to frame the opinion about the topic to put it into context</li> <li>• does more than list reasons to support opinion—not formulaic</li> <li>• connects smoothly to the body paragraph</li> </ul> <p><b>1 point</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides a partial or limited opinion</li> <li>• provides an opinion that partially reflects the body of writing as a whole</li> <li>• may provide limited and/or extraneous information to frame the opinion about the topic to put it into context</li> <li>• may just list supporting reasons—formulaic</li> <li>• provides a limited and/or awkward connection to the body paragraph</li> </ul> <p><b>0 points</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole</li> <li>• provides irrelevant or no information to frame to opinion about the topic to put it into context</li> <li>• provides no connection to the body paragraph</li> </ul> <p><b>Organization—Conclusion</b></p> <p><b>2 points</b>                  The response</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• does more than restate or summarize the reasons—not formulaic</li> <li>• provides adequate connections and/or progression of ideas to contribute to coherence</li> </ul> <p><b>1 point</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole</li> <li>• lists, restates, or summarizes the reasons—formulaic</li> <li>• provides an awkward or partial connection and/or limited progression of ideas</li> </ul> <p><b>0 points</b>                  The response</p>
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	<ul style="list-style-type: none"> <li>• provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole</li> <li>• may restate random and/or incorrect reasons or just restate the opinion</li> <li>• provides no connection or progression of ideas</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response</p> <ul style="list-style-type: none"> <li>• develops adequate supporting reasons/details and/or evidence from the student notes</li> <li>• does more than list supporting reasons or details</li> <li>• adequately elaborates opinion/reasons using precise words/language</li> </ul> <p><b>1 point</b> The response</p> <ul style="list-style-type: none"> <li>• provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related</li> <li>• lists supporting reasons/details and/or evidence with limited elaboration</li> <li>• partially elaborates opinion/reasons using general words/language</li> </ul> <p><b>0 points</b> The response</p> <ul style="list-style-type: none"> <li>• provides minimal or no supporting reasons/details and/or evidence from the student notes</li> <li>• provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text</li> <li>• provides no appropriate elaboration and/or may use poor word choice for audience and purpose</li> </ul>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be at 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 (grade-appropriate essay, editorials, etc.). <b>Note:</b> 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><b>Task Description:</b> The <b>stem</b> 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. <b>Answer choices</b> will present four options. The <b>correct answer</b> will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b></p> <ul style="list-style-type: none"> <li>• <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized opinion text by             <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting evidence/reasons and elaboration*</li> <li>• using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>• developing an appropriate conclusion related to the opinion presented</li> </ul> </li> <li>• <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed opinion text by applying elaboration techniques such as             <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons (information) and elaboration</li> <li>• deleting details that do not support the opinion*</li> </ul> </li> </ul> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>  A student is writing a(n) [opinion essay, 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"> <li>• [Embed short opinion stimulus with a missing introduction] Choose the</li> </ul>



	<p>sentence(s) that <b>best</b> state(s) and explains the opinion of the [essay, letter, etc.].</p> <ul style="list-style-type: none"> <li>• [Embed short opinion stimulus with an underlined ineffective/inappropriate introduction] The [letter, article, etc.] does not state a clear opinion. Choose the sentence that best replaces the first sentence.</li> <li>• [Embed short opinion stimulus with a missing conclusion] Choose the sentence(s) that <b>best</b> concludes the opinion [essay, letter, etc.].</li> <li>• [Embed short opinion stimulus with an underlined inappropriate/ineffective concluding sentence] The conclusion of the [letter, article, etc.] is not appropriate for the opinion. Choose the sentence that best replaces the last sentence.</li> </ul> <p><b>(Elaboration)</b>  A student is writing a(n) [opinion essay or letter, etc.] 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"> <li>• Choose the sentence(s) that add(s) the <b>best</b> evidence/information to support [the <u>underlined opinion/reason</u>] in the student’s _____. <b>Note:</b> 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 part</u>] between paragraphs 1 and 2” or “after [the <u>underlined part</u>] at the end of paragraph 3,” etc.</li> <li>• Choose the sentence that <b>best</b> develops [or supports or explains] [the <u>underlined</u> reason/sentence (or <u>underlined text</u> at the end of paragraph 2, etc.)].</li> <li>• Choose the sentence that should replace [underlined sentence] to support the opinion about _____.</li> </ul> <p><b>Scoring Rules:</b> Correct = 1 point, other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be at 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.). <b>Note:</b> 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><b>Task Description:</b> The <b>stem</b> 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. <b>Answer choices</b> for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  (Note: There are no organization items for this task model.)</p> <p><b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed opinion text by applying elaboration techniques such as</p> <ol style="list-style-type: none"> <li>a. developing the opinion with logically ordered supporting evidence/reasons and elaboration</li> <li>b. deleting details that do not support the opinion*</li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing a(n) [opinion essay 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"> <li>• Choose <b>two</b> sentences that add the two <b>best</b> pieces of evidence (or information) to support [the <u>underlined</u> opinion or ideas or reason].  <b>Note:</b> 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.</li> </ul>

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	<ul style="list-style-type: none"><li>• Choose the <b>two</b> sentences that would <b>best</b> develop [or support or explain] [the <u>underlined</u> reason/sentence/evidence (or <u>underlined</u> text at the end of paragraph 2, etc.).</li><li>• The student wants to replace [the <u>underlined</u> sentence/reason, etc.] with [supporting information or evidence, etc.] that would be more convincing for the audience. Choose the <b>two most</b> appropriate sentences that could replace [the <u>underlined</u> sentence/reason, etc.]</li></ul> <p><b>Note for all:</b> Students choose two answer choices to support one <u>underlined</u> opinion, reason, etc.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 4</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Hot text, select text</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be at 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.). <b>Note:</b> 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><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be four to five possible correct answers, and each possible answer should be underlined.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b>  <b>Target 6b Revise Brief Texts</b></p> <ul style="list-style-type: none"> <li>• <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized opinion text by             <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting evidence/reasons and elaboration*</li> <li>• using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>• developing an appropriate conclusion related to the opinion presented</li> </ul> </li> <li>• <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed opinion text by applying elaboration techniques such as             <ul style="list-style-type: none"> <li>• developing the opinion with logically ordered supporting evidence/reasons and elaboration</li> <li>• deleting details that do not support the opinion*</li> </ul> </li> </ul> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>  A student is writing a(n) [opinion essay or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to</p>

	<p>improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>• [Insert paragraph of 4-5 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the opinion [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the <b>best</b> beginning for this [opinion letter, article, etc.].</li> <li>• [Insert <b>one underlined</b> pair of transition words within text]. For the <u>underlined</u> pair of words, click on the <b>best</b> 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.]. <b>Note:</b> 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").</li> </ul> <p><b>(Elaboration)</b> A student is writing a(n) [opinion essay 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"> <li>• Click on the sentence in paragraph # that should be deleted because it does not support the <u>underlined</u> opinion [or reason].</li> </ul> <p><b>Scoring Rules:</b> All correct = 1 point, other = 0 points.</p>
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	Task Models
<p><b>Task Model 5</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Hot text, reorder text</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that establishes audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be at 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 (grade-appropriate essay, editorials, etc.). <b>Note:</b> 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><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s organization. (This task model is not well suited to elaboration items.) <b>Answer choices</b> will be included in the stimulus. (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p><b>Target Evidence Statements:</b>                  (Note: There are no Elaboration items for this task model.)</p> <p><b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized opinion text by</p> <ol style="list-style-type: none"> <li>providing an opening that states an opinion about a topic</li> <li>providing an opening that establishes a context</li> <li>organizing supporting evidence/reasons and elaboration*</li> <li>using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>developing an appropriate conclusion related to the opinion presented</li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>                  A student is writing a(n) [opinion essay 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"> <li>The first sentence of the _____ is not the <b>best</b> introduction. Find the sentence that would be the <b>best</b> introduction, and move it to the beginning of the paragraph.</li> <li>The last sentence of the _____ is not the <b>best</b> conclusion. Find the sentence that would be the <b>best</b> conclusion, and move it to the end of the paragraph.</li> </ul>

## English Language Arts Specification: Grade 5 Claim 2 Targets 6a and 6b

	<b>Scoring Rules:</b> All correct = 1 point; other = 0 points.
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<b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>	
<b>Target 8: LANGUAGE and VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	
<b>Clarifications</b>	<ul style="list-style-type: none"> <li>The more precise, descriptive, effective and/or domain-specific word choices assessed in this target should not be above the assessed grade level.</li> <li>Items for this target <b>DO</b> require an audience/purpose/context setup statement.</li> <li>This is a word/language choice target.</li> <li>This target focuses on word choice and calls for <b>replacing a grade-appropriate</b> 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.</li> <li>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.</li> </ul>
<b>Standards</b>	<p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p>
<b>Depth of Knowledge</b>	DOK 1, 2
<b>Stimuli/Passages</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Stimuli/Text Complexity</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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"> <li>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.</li> <li>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 show;</i>” “<i>lovely little café</i>” with “<i>quaint café;</i>” “<i>ate quickly</i>” with “<i>devoured;</i>” etc.).</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ 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 <b>if</b> 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 “migrate” (a grade 5 word). In a science-based text, students might be asked to replace “birds fly back and forth between north and south as the seasons change” with “birds MIGRATE.” “Migrate” is a more domain-specific way of expressing “fly back and forth between north and south as the seasons change.” However, “migrate” in a social studies context would have a slightly different meaning.</li> <li>○ 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.</li> <li>• 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.)</li> <li>• The stimulus should be a model of good writing. It should <b>NOT</b> 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.</li> </ul>
<p><b>Accessibility Concerns</b></p>	<p>Students will be required to read brief narrative, informational, or opinion texts (three sentences or 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.</p>
<p><b>Evidence Required</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>b. The student will identify and use the <b>best</b> concrete words and phrases.</li> <li>c. The student will identify and use effective sensory details to convey experiences and events.</li> <li>d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ul>
<p><b>Allowable Item Types</b></p>	<p>Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text</p>

<p><b>Note:</b> 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.</p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK: 1, 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose, and context/task.</p> <p><b>Stimulus:</b> 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><b>Task Description:</b> The <b>stem</b> will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. <b>Answer choices</b> will present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The <b>best answer</b> will be a clearly discernible and correct solution to improve the writing in the stimulus. The <b>distractors</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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) or to inform or explain to audience.</li> <li>b. The student will identify and use the <b>best</b> concrete words and phrases.</li> <li>c. The student will identify and use effective sensory details to convey experiences and events.</li> <li>d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion essay 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, formal letter, informational/ opinion essay, 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"> <li>• The student wants to replace [the <u>underlined</u> word or phrase] to make the meaning clearer [or more specific]. Which word(s) would be the best replacement for [the <u>underlined</u> word/phrase]?</li> <li>• The student wants to explain the idea(s) in the _____ better [or more clearly]. Which more specific word/phrase <b>best</b> replace(s) [the <u>underlined</u> word/phrase]?</li> <li>• Read the sentence from the paragraph. Choose the <b>best</b> word(s) to replace [<u>underlined</u> word(s)] to make the student’s meaning more clear.</li> <li>• The student wants to make sure that the word choices are appropriate to inform [or to convince] the audience about _____. Which of the</li> </ul>

	<p>following choices is a more specific (or clearer) way to say what the student means by [the <u>underlined</u> word or phrase]?</p> <ul style="list-style-type: none"> <li>• Read the <u>underlined</u> sentence from the paragraph. Which of the following descriptive words [phrases] would <b>best</b> replace ____ [e.g., <u>underlined</u> inappropriate or vague sensory detail]?</li> <li>• The student wants to replace [the <u>underlined</u> word/phrase] to make the writing more descriptive [or detailed] Choose the word(s) that give(s) the reader the best mental picture of the [story, event, etc.]. <b>Note:</b> The answer choices should not be full sentences, which would be target 1b, 3b, 6b.</li> <li>• The student wants to make sure that the words will convince the audience about _____. Choose the word(s) that would be the <b>best</b> replacement for [the <u>underlined</u> words (phrases)].</li> <li>• The student wants to replace [the <u>underlined</u> word(s)] to make the writing more convincing. Choose the <b>best</b> word(s) to support the student's [<u>underlined</u>] opinion about _____.</li> </ul> <p><b>Scoring Rules:</b> Correct answer =1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Item Type: Multiple-Choice, multiple correct response</b>  <b>DOK: 1, 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p><b>Stimulus:</b> 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><b>Task Description:</b> The <b>stem</b> will pose a question about how to Improve writing through more effective and grade-appropriate word choices or phrasing. <b>Answer choices</b> will present more than four options of similar structure. The <b>best answers</b> will be clearly discernible and accurate solutions to improve the writing in the stimulus. The <b>distractors</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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) or to inform or explain to audience</li> <li>The student will identify and use the <b>best</b> concrete words and phrases.</li> <li>The student will identify and use effective sensory details to convey experiences and events.</li> <li>The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion essay 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, formal letter, informational/opinion essay, 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"> <li>The student wants to replace [the <u>underlined</u> word(s)] to make the meaning clearer [or more specific]. Which <b>two</b> words would make the <b>best</b> word choices?</li> <li>The student wants to make sure that the word choices are appropriate for the audience. Choose two more specific words that would <b>best</b> replace [the <u>underlined</u> words].</li> <li>Read the sentence from the paragraph. Choose <b>two pairs of words</b> to replace [underlined] ____ and ____* to make the meaning of the paragraph clearer.</li> <li>The student wants to make sure that the word choices are appropriate to inform [to convince] the audience about _____. Choose the <b>best two</b> pairs of words [phrases] to replace the two <u>underlined</u> words [phrases]*.</li> </ul>

	<ul style="list-style-type: none"><li>• For the [or for each] <u>underlined</u> word [or phrase]*, choose the <b>two best [pairs of]</b> words [or phrases] to give readers the best mental picture of the [story, narrative, event, etc.].</li><li>• The student wants to revise the _____ to make the writing more detailed. To add more description, select the <b>two best</b> pairs of words [phrases] to replace the words* _____ and _____. [or choose the two best words [phrases] to replace the [one] <u>underlined</u> word].</li></ul> <p><b>*Note:</b> For this task model, when students are asked to replace <b>two</b> words/phrases, the stem must make it clear that the students still need to make <b>two</b> answer choices. Use language “pairs of” to clarify.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p> <p>* For items addressing evidence statement 3, stimulus and words/phrases should be grade appropriate and avoid recycling the same hackneyed, vague and/or obvious words—see Stimuli/Text Complexity notes.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK: 1, 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose, and context/task.</p> <p><b>Stimulus:</b> 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><b>Task Description:</b> The <b>stem</b> will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. <b>Answer choices</b> will present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). <b>All answer choices, distractors as well as correct answer(s), must be underlined.</b> The <b>best answer</b> s will be clearly discernible and accurate solutions to improve the writing in the stimulus. The <b>distractors</b> 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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>b. The student will identify and use the <b>best</b> concrete words and phrases.</li> <li>c. The student will identify and use effective sensory details to convey experiences and events.</li> <li>d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion essay 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, formal letter, informational/opinion essay, 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"> <li>• The student wants to revise the [report, etc.] to make the meaning clear [or communicate the message more clearly]. Click on <b>two</b> of the underlined words [phrases]* that need to be more specific [or clearer]. <b>Note:</b> Target language must clearly be too general or vague.</li> <li>• The student wants to make the word choices appropriate to inform [or to convince] the audience about _____. Click on <b>two</b> of the <u>underlined</u> words [phrases] that should be replaced. [<b>Note:</b> Correct choices must be clearly inappropriate. For example, phrases such as “I’m really not sure” or “only dumb people think” would not be convincing for an audience in an opinion paper]. All answer choices must be underlined.</li> </ul>

	<ul style="list-style-type: none"><li>• [Embed two <u>underlined</u> 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 [or clear] information for the audience.</li><li>• [Include in text two <u>underlined</u> pairs of word—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 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.].</li></ul> <p>* For items addressing evidence statements 3, stimulus and words/phrases should be grade-appropriate and avoid recycling the same hackneyed, vague and/or obvious words—see Stimuli/Text Complexity notes.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</p>	
<p><b>Clarifications</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A setup statement (audience, purpose, and context) is not generally necessary for this target.</li> <li>• Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. <b>Every item must measure at least one new-to-grade skill.</b> (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"> <li>▪ a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) <b>if the skill is appropriately complex for the grade.</b> <i>Examples:</i> <ul style="list-style-type: none"> <li>• <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></li> <li>• <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></li> <li>• <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></li> </ul> </li> <li>▪ 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.)</li> </ul> </li> <li>• Items that require students to correct errors <b>must</b> specify the category of error or errors in each stem. The categories are grammar usage, [capitalization*— capitalization is not a new-to-grade skill beyond grade 4], punctuation, and spelling. (Word choice is Target 8.)</li> <li>• For Grade 5, 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.</li> <li>• A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.</li> <li>• Assess usage, not grammatical terms. Most evidence statements can be assessed <i>without</i> naming the specific error. When a grade-appropriate skill cannot be assessed <i>efficiently</i> without also using basic grammar terms (e.g.,</li> </ul>



	<p>verb, tense, possessive) the named error <b>must be clearly identified (e.g., <u>underlined</u>)</b> so that students can answer the question <b>without</b> having demonstrative knowledge of the term. For example,</p> <ul style="list-style-type: none"> <li>○ <i>Which of the following [<u>underlined</u> pairs of words or <u>underlined</u> words] uses possessives correctly? <b>Note:</b> in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 5 students. However, because the error is <u>underlined</u>, the student does <b>not</b> need to know the term itself to make the appropriate correction.</i></li> <li>○ <i>A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense. <b>Note for inappropriate verb shifts:</b> Any shift must be clearly incorrect, inconsistent, or confusing.</i></li> </ul> <ul style="list-style-type: none"> <li>• Do not ask students to type the entire stimulus correcting errors.</li> <li>• Errors with sentence structure must be “correctable” with conventions: Whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be <i>correctable with punctuation</i>. <b>Note:</b> “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.”             <ul style="list-style-type: none"> <li>○ Examples of conventions errors:                 <ul style="list-style-type: none"> <li>▪ <u>Comma splice</u>: “It snowed 10 inches today, tomorrow it is going to rain.”</li> <li>▪ <u>Fused sentence</u>: “It snowed 10 inches today tomorrow it is going to rain.”</li> </ul> </li> </ul> </li> <li>• 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) .</li> </ul>
<p><b>Standards</b></p>	<p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p>
<p><b>Depth of Knowledge</b></p>	<p>DOK 1 or 2 (<b>Note:</b> 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</p>

	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.)
<b>Stimuli/Passages</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.</li> </ul>
<b>Stimuli/Text Complexity</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 <b>NOT</b> lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)</li> <li>• The stimulus should be a model of good writing. It should <b>NOT</b> 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.</li> </ul>
<b>Accessibility Concerns</b>	Students will be required to read brief grade-level narrative, informational, or opinion texts. 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 <b>MUST</b> assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans Stimulus and item stem <b>MUST</b> 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"> <li>1. perfect verb tense.</li> <li>2. verb tense to convey various times, sequences, states, and conditions.</li> <li>3. inappropriate shifts in verb tense.*</li> <li>4. correlative conjunctions.</li> <li>5. punctuation to separate items in a series.*</li> <li>6. comma to separate an introductory element from the rest of a sentence.</li> <li>7. comma to set off the words yes and no, to set off a tag question, and to indicate direct address.</li> <li>8. use underlining, quotation marks, or italics to indicate titles of works.</li> <li>9. spelling grade-appropriate words correctly.</li> </ol>	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>10. subject-verb agreement.</li> <li>11. pronoun-antecedent agreement.</li> <li>12. inappropriate sentence fragments run-on sentences.</li> <li>13. frequently confused words (to/too/two; there/their).</li> </ol>	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;">And Grade 4:</p> <ol style="list-style-type: none"> <li>14. relative pronouns.</li> <li>15. relative adverbs.</li> <li>16. progressive verb tenses.</li> <li>17. modal auxiliaries to convey various conditions.</li> <li>18. order of adjectives within a sentence according to conventional patterns.</li> <li>19. capitalization.</li> <li>20. commas and quotation marks to mark direct speech and quotations.</li> <li>21. comma before a coordinating conjunction in a compound sentence.</li> <li>22. spelling grade-appropriate words correctly.</li> </ol> <p style="text-align: center;">Grade 3:</p> <ol style="list-style-type: none"> <li>23. a regular plural noun.</li> <li>24. an irregular plural noun.</li> <li>25. an abstract noun.</li> <li>26. a regular verb.</li> <li>27. an irregular verb.</li> <li>28. simple verb tenses.</li> <li>29. a comparative adjective.</li> <li>30. a superlative adjective.</li> <li>31. a comparative adverb.</li> <li>32. a superlative adverb.</li> <li>33. a coordinating conjunction.</li> <li>34. a subordinating conjunction.</li> <li>35. capitalization of titles.</li> <li>36. a comma in an address.</li> <li>37. commas and quotation marks in dialogue.</li> <li>38. possessives.</li> <li>39. use of conventional spelling for high-frequency, other studied words and for adding suffixes to base words</li> <li>40. use of spelling patterns and generalizations</li> </ol>
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
<b>Allowable Item Types</b>	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select 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.</p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>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).</li> <li>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 (3 and 4) and/or language conventions chart.</li> <li>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).</li> <li>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) .</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will pose a question about how to edit to correct an error or errors in grammar usage, [capitalization- not a new-to-grade skill], punctuation, or spelling. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The <b>distractors</b> 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.</p> <p><b>Appropriate Stems:</b>                  See <b>Evidence Required</b>, beginning on page 3, for grade 5 appropriate grammar usage, [capitalization], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill.</p> <ul style="list-style-type: none"> <li>Read the sentence and the question that follows. [Insert sentence containing (<b>one</b> or <b>two</b>) error(s), with at least one new-to-grade error, in grammar usage (e.g., use of correlative conjunctions and/or shifts in verb tenses and comparative/superlative adjectives and adverbs and/or conventional</li> </ul>

<p>_____</p>	<p>placement of adverbs]. Choose the sentence that corrects the [state number] of error(s) in grammar usage.</p> <ul style="list-style-type: none"> <li>Choose the sentence that is punctuated correctly [e.g., correctly uses commas after introductory elements OR to indicate indirect address OR italics/underlining/quotation marks for titles and commas in compound sentences. Question can also be worded as “Choose the sentence that has punctuation errors”].</li> <li>A student is writing a story [or other form] for class. Read the sentences from the [story] and the question that follows. [Insert sentences with <u>underlined</u> sentence containing up to two grammar usage errors here] Which sentence corrects the [<b>one</b> or <b>two</b>] grammar usage errors in the <u>underlined</u> sentence? [e.g., inconsistent verb tenses, incorrect use of perfect tense, and/or correlative conjunctions (new-to-grade); errors from grade 3-4 and/or language progression chart can also be added]</li> <li>Choose the sentence with [<b>one</b> or <b>two</b>] spelling error(s) [or grammar usage error(s) with frequently confused words].</li> </ul> <p><b>Note:</b> 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><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>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).</li> <li>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 (3 and 4) and/or language conventions chart.</li> <li>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).</li> <li>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).</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. <b>Answer choices</b> for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The <b>correct two answers</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The <b>distractors</b> 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><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 5 appropriate grammar usage, [capitalization- not a new-to-grade skill], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> 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"> <li>[Embed 5 to 6 sentence stimulus] Choose <b>two</b> sentences that are punctuated correctly [e.g., commas after introductory elements OR to indicate indirect address OR italics/ underlining/quotation marks for titles]. Question can also be worded, “Choose <b>two</b> sentences that have punctuation errors.”</li> </ul>

	<ul style="list-style-type: none"><li>• Read the <b>two</b> sentences and the question that follows. [Insert 5 to 6 sentences, two of which contain[one or two] error(s) in grammar usage [e.g., use of correlative conjunctions, shifts in verb tenses (new-to-grade); can also add skills from language progression chart] Choose <b>two</b> ways to correct the [one or two] grammar usage error(s).</li><li>• Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting <b>two</b> sentences that [correct the errors with ____; use verbs correctly (e.g., avoid unnecessary verb shifts or errors with perfect tense); or other grade appropriate skill],</li><li>• Choose the <b>two</b> sentences that contain [or do not contain any] spelling errors [e.g., grade-appropriate spelling words. <b>Note:</b> Frequently confused words are labeled “grammar usage errors” not “spelling errors]</li><li>• Read the following sentence that has [<b>one</b> or <b>two</b>] error(s) in [grammar usage/[capitalization]/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence here.] Which <b>two</b> sentences correct all the errors?</li></ul> <p><b>Note:</b> 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><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text</b>   <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>The text may include (or more) sentence including no more than two grammar usage, [capitalization, not a new-to-grade skill at gr 5], 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 (3 and 4) and/or language progression chart.</li> <li>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).</li> <li>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 need 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) **.</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. <b>Answer choices</b> 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 <b>correct answer</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a <b>short</b> (3-4 cohesive sentences) narrative, opinion, or informational piece with five or <b>six</b> underlined possible “errors” in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 5], sentence formation, or spelling. The <b>distractors</b> 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.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 5 appropriate grammar usage, [capitalization- not a new-to-grade skill], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> 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"> <li>[Insert several sentences, one of which has an error with inappropriate shifts in verb tense, perfect verb use, etc.] Edit the <u>underlined</u> sentences by highlighting the sentences that do not use verbs correctly. [<b>Note:</b> Correct verb use refers to grade 5 skills outlined on page 3]</li> <li>A student is writing a story for class and needs to correct the punctuation errors in the paragraph. Read this paragraph from the story and the</li> </ul>



directions that follow. Click to highlight the sentence that has an error in punctuation. (e.g., errors can include comma to separate an introductory element, to indicate indirect address, etc.). **Note:** Be sure that the length of the stimulus is appropriate for the number of embedded errors.

**Appropriate Stems:**

See **Evidence Required**, beginning on page 3, for grade 5 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 more examples of error types.

- [Insert several sentences, one of which is underlined and has an error (or errors) with inappropriate shifts in verb tense, perfect verb tense, etc.] Edit the underlined sentence by highlighting the sentence that corrects the verb error(s). [**Note:** Correct verb use refers to grade 5 skills outlined on page 3]
- [Embed short paragraph with one sentence that has target error(s)] Read the paragraph that includes an error/errors in punctuation [or errors in punctuation and grammar usage such as correlative conjunctions (new-to-grade grammar skill). Can also add skills from grade 3-4 and/or language progression chart such as frequently confused words or sentence fragments]. Then, read the directions that follow. Click on the **one** sentence that contains an error in punctuation [and/or errors in punctuation and/or grammar usage]. [Errors can include improper use of perfect tense, incorrect use of comma after introductory elements, incorrect use of italics/underlining/quotation marks in titles; incorrect use of correlative conjunctions.]
- [Give short introduction and insert text.] Click on the [**one or two**] sentence(s) that contain spelling errors.
- [Embed two to three pairs of words within sentence(s)]. For each pair of words, click on the word that reflects correct grammar usage. [For example, to assess 5<sup>th</sup> grade verb tense skills: My friend give/gave me a new backpack from the mall. My friend had heard/will hear me say that I liked it.]
- Read the following paragraph and the directions that follow. [Insert 3-4 sentences, with 5-6 underlined word(s), each followed by an underlined punctuation mark, as possible answers]. Click to highlight the **one underlined** section that has a punctuation error [or has no punctuation errors/uses punctuation correctly. Errors can be punctuation to separate items in series\*\*, introductory elements\*\*, direct address, tag question; punctuation to indicate titles of works. For example: My teacher, and my classmates had a picnic lunch, on the playground. Before we went to lunch, we had to finish our math.].
- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one underlined** word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled “grammar usage errors” not “spelling errors”].

**Note:** The maximum number of errors to be included in any item at this grade is two.

English Language Arts Specification: Grade 5 Claim 2 Target 9



	<p>While up to two errors may be embedded in the sentence, be sure to limit to no more than two categories of errors</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<b>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</b>	
<b>Target 4: LISTEN/INTERPRET:</b> Interpret and use information delivered orally.	
<b>Clarifications</b>	<p>All items are text-dependent. <b>No item is answerable without listening to the presentation.</b></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>
<b>Standards</b>	<p><b>SL-2</b> <u>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u></p> <p><b>SL-3</b> <u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u></p>
<b>Depth of Knowledge</b>	DOK 1, DOK 2, DOK 3
<b>Stimuli</b>	<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 discuss [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] discusses [topic].</p>
<b>Stimuli/Text Complexity</b>	The spoken texts of presentations should be at grade level and may be of low to high complexity.

<p><b>Accessibility Concerns</b></p>	<p>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.</p>
<p><b>Evidence Required</b></p>	<ol style="list-style-type: none"> <li>1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.</li> <li>2. The student will identify the use of supporting evidence in a presentation.</li> <li>3. The student will draw and/or support a conclusion based on content in a presentation.</li> </ol>
<p><b>Allowable Item Types</b></p>	<p>Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses; Matching Tables</p>

Task Models	
<p><b>Task Model 1</b></p> <p><b>Item Type: Multiple Choice, single correct response</b></p> <p><b>DOK: 1, 2, 3</b></p>	<p><b>Task Description:</b></p> <p>For each of the evidence statements, the <b>answer choices</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.</li> <li>2. The student will identify the use of supporting evidence in a presentation.</li> <li>3. The student will draw and/or support a conclusion based on content in a presentation.</li> </ol> <p><b>Description for Evidence Statement 1:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to identify, summarize, or interpret the purpose, central idea, or key points of the presentation.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What is the <b>most likely</b> purpose of the presentation?</li> <li>• What is the main idea of the presentation?</li> <li>• Which statement <b>best</b> summarizes the presentation?</li> <li>• Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] Which statement <b>best</b> describes the meaning of the [excerpt type]?</li> <li>• What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean?</li> <li>• [question that requires the student to determine or interpret a key point in the presentation]?</li> <li>• 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]?</li> </ul> <p><b>Description for Evidence Statement 2:</b></p> <p>The <b>item stem</b> 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><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Which detail from the presentation explains/supports/is an example of [idea in the presentation]?</li> <li>• Which point/idea in the presentation does [content in presentation]</li> </ul>

	<p>support?</p> <p><b>Description for Evidence Statement 3—Option 1:</b>                  The <b>item stem</b> will pose a question that requires the student to select a conclusion or inference that is supported by content in the presentation.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Which idea/statement/conclusion is supported by the presentation?</li> <li>• Based on the presentation, which statement is suggested about/<b>best</b> describes [topic in presentation]?</li> <li>• [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]?</li> </ul> <p><b>Description for Evidence Statement 3—Option 2:</b>                  The <b>item stem</b> 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><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Which detail from the presentation <b>best</b> supports the idea/conclusion that [conclusion or inference based on the presentation]?</li> <li>• [conclusion or inference based on the presentation]. Which detail from the presentation <b>best</b> supports this idea/statement/conclusion?</li> </ul> <p><b>Scoring Rules:</b>                  Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 2</b></p> <p><b>Item Type: Multiple Choice, multiple correct response</b></p> <p><b>DOK: 1, 2, 3</b></p>	<p><b>Task Description:</b></p> <p>For each of the evidence statements, the <b>answer choices</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p>The <b>item stem</b> will either state the number of correct responses or state “Select all that are correct.”</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.</li> <li>2. The student will identify the use of supporting evidence in a presentation.</li> <li>3. The student will draw and/or support a conclusion based on content in a presentation.</li> </ol> <p><b>Description for Evidence Statement 1:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to identify, summarize, or interpret the purpose, central idea, or key points of the presentation.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What are the <b>most likely</b> purposes of the presentation? Select [<b>number</b>] options.</li> <li>• What are the [<b>number</b>] main ideas of the presentation?</li> <li>• Select [<b>number</b>] statements that <b>best</b> summarize the presentation.</li> <li>• Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] Select [<b>number</b>] statements that <b>best</b> describe the meaning of the [excerpt type].</li> <li>• What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? Select [<b>number</b>] options.</li> <li>• [question that requires the student to determine or interpret key point(s) in the presentation]? Select [<b>number</b>] options.</li> <li>• 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]? Select [<b>number</b>] options.</li> </ul> <p><b>Description for Evidence Statement 2:</b></p> <p>The <b>item stem</b> will pose a question that requires the student to 1) identify evidence from the presentation that supports an idea in the presentation or 2)</p>

	<p>identify the ideas that are supported by specific evidence from the presentation.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Select <b>[number]</b> details from the presentation that explain/support/are examples of [idea in the presentation].</li> <li>• Select <b>[number]</b> points/ideas in the presentation that [content in presentation] supports.</li> </ul> <p><b>Description for Evidence Statement 3—Option 1:</b> The <b>item stem</b> will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Select <b>[number]</b> ideas/statements/conclusions that are supported by the presentation.</li> <li>• Based on the presentation, which <b>[number]</b> statements are suggested about/<b>best</b> describe [topic in presentation]?</li> <li>• [question about content in the presentation that requires the student to draw conclusions or make inferences based on the presentation]?</li> </ul> <p><b>Description for Evidence Statement 3—Option 2:</b> The <b>item stem</b> 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><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Select <b>[number]</b> details from the presentation that <b>best</b> support the idea/conclusion that [conclusion or inference based on the presentation]?</li> <li>• [conclusion or inference based on the presentation]. Select <b>[number]</b> details from the presentation that <b>best</b> support this idea/statement/conclusion?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Two-part multiple choice, with evidence responses</b>  <b>DOK: 2, 3</b></p>	<p><b>Task Description:</b></p> <p>The <b>item has two parts:</b> part A and part B.</p> <p>The <b>answer choices of PART A</b> 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 <b>item stem of PART B</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 <b>answer choices of PART B</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><b>NOTE:</b> 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><b>Note on PART B for all Evidence Statements:</b> 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><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Lead-in for all Items:</b></p> <ul style="list-style-type: none"> <li>• The following question has two parts. First, answer part A. Then, answer part B.</li> </ul> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.</li> <li>3. The student will draw and/or support a conclusion based on content in a presentation.</li> </ol> <p><b>Description for Evidence Statement 1:</b></p> <p>The <b>item stem of PART A</b> will pose a question that requires the student to identify, summarize, or interpret the purpose, central idea, or key points of the presentation.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• What is the <b>most likely</b> purpose of the presentation?</li> <li>• What is the main idea of the presentation?</li> <li>• Which statement <b>best</b> summarizes the presentation?</li> </ul>

	<ul style="list-style-type: none"> <li>• Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the excerpt]?</li> <li>• What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean?</li> <li>• [question that requires the student to determine or interpret a key point in the presentation]?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which sentence/phrase/words/detail from the presentation <b>best</b> supports your answer in part A?</li> <li>• Which statement describes [an application] of [concept tested in part A]?</li> <li>• Which sentence/words/detail from the presentation <b>best</b> supports [concept related to that tested in part A]?</li> </ul> <p><b>Description for Evidence Statement 3:</b> The <b>item stem of PART A</b> will pose a question that requires the student to select a conclusion or inference supported by content in the presentation.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which idea/statement/conclusion is supported by the presentation?</li> <li>• Based on the presentation, which statement is suggested about/<b>best</b> describes [topic in presentation]?</li> <li>• [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]?</li> </ul> <p><b>Appropriate Stem for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which sentence/words/detail from the presentation <b>best</b> supports your answer in part A?</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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<b>Task Models</b>	
<p><b>Task Model 4</b>  <b>Item Type: Matching Tables</b>  <b>DOK: 1, 2, 3</b></p>	<p><b>Task Description:</b>  The student will mark the cells in a table that meet certain criteria.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.</li> <li>2. The student will identify the use of supporting evidence in a presentation.</li> <li>3. The student will draw and/or support a conclusion based on content in a presentation.</li> </ol> <p><b>Description for all Evidence Statements:</b></p> <p>The <b>item stem</b> 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 <b>table</b> 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 <b>correct answer choices</b> 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><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• 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].</li> <li>• [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].</li> <li>• [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].</li> </ul> <p><b>Scoring Rules:</b>  Correct response: 1 point; Incorrect response: 0 points</p>

<b>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b>	
<b>Target 2: INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	
<b>Clarifications</b>	<p><b>Clarifications for the Item Writers:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>Standards</b>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>RI-9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<b>Depth of Knowledge</b>	CAT items will be DOK 2.
<b>Stimuli</b>	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli are excerpts from research sources. Examples of Claim 4 stimuli in grade 5 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or multiple 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 primary sources, a brief explanation of the type of source and author may need to be provided to indicate the type of primary 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 are 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.
<b>Stimuli/Text Complexity</b>	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.
<b>Accessibility Concerns</b>	Students will be required to read brief text stimuli, interpret information from a text source, and use a mouse. 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. Illustrations that need to be interpreted will need to have a detailed written description in order for it to be accessible for students who are blind. 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.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will locate information from a text source to support a central idea or subtopic related to research.</li> <li>2. The student will interpret information from a text source to support a given purpose related to research tasks.</li> </ol>
<b>Allowable Item Types</b>	<ul style="list-style-type: none"> <li>• Multiple Choice, single correct response</li> <li>• Multiple Choice, multiple correct response</li> <li>• Hot Text Select Text</li> </ul>

Task Models	
<p><b>Task Model 1</b>                      Item Type: Multiple Choice, Single Correct Response                      DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</b></p> <p><b>Stimulus:</b>                      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><b>Stimulus: G5.T2.A: Two Sources on the Same Topic</b>                      This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to making inferences and paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using the author’s opinions.</p> <p><b>Task Description:</b>                      The test taker will be presented with two sources on the same topic. The <b>item stem</b> will pose a question asking the test taker to choose the note that correctly paraphrases and <b>integrates</b> information from both sources.                      The <b>answer choices</b> will present four paraphrased notes or inferences related to the subtopic. The answer choices will not be explicit restatements of the information in the sources. They will be paraphrased information or inferences about the information. 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 (e.g., two short, two long). Order the answer choices from shortest to longest.                      The <b>correct answer choice</b> will correctly paraphrase and integrate information from both sources.  <b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include 1) a paraphrased or inferred note that reflects information that is presented in one source, but not both sources, and/or 2) a paraphrased or inferred note that is a misinterpretation of the information in one or both sources.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b>                      The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a report about &lt;topic&gt;. Read both sources and the directions that follow.</li> </ul> <p><b>Stimulus: G5.T2.A: Two Sources on the Same Topic</b></p>

	<p><b>Stem:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about information in the sources. Which note correctly combines information from <b>both</b> sources?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 2</b> <b>Item Type: Multiple Choice, Single Correct Response</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9</b></p> <p><b>Stimulus:</b> 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><b>Stimulus: G5.T2.C: Research Report Plan</b> 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><b><u>Research Report Plan</u></b> Topic: &lt;topic&gt; Audience: &lt;audience&gt; Purpose: to inform Research Question: &lt;should reflect the central idea of report&gt;</p> </div> <p><b>Task Description:</b> The test taker will select a sentence from a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to choose a sentence that supports the topic or research question presented in a research report plan stimulus. The <b>answer choices</b> should be sentences that the student found in various sources. 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 (e.g., three short, three long). Order the answer choices from shortest to longest. The <b>correct answer choice</b> should be a sentence that clearly answers the research question. <b>Distractors</b> should reflect common student errors. Plausible distractors for this model might include 1) a sentence that is an interesting fact but does not answer the research question, 2) a sentence that is on topic and contains wording from the stimulus but does not answer the research question, and 3) a sentence that uses wording from the stimulus but is not on topic. <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p>

	<p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student made a plan for a research report. Read the plan and the directions that follow.</li> </ul> <p><b>Stimulus: G5.T2.C: Research Report Plan</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found information for the research report. Which piece of information answers the research question?</li> <li>○ The student found information for the research report. Which piece of information <b>best</b> answers the research question?</li> <li>○ The student found information for the research report. Which piece of information should the student use in [his/her] report?</li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 3</b> <b>Item Type: Multiple Choice, Multiple Correct Response</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</b></p> <p><b>Stimulus:</b> 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><b>Stimulus: G5.T2.A: Two Sources on the Same Topic</b> This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to making inferences and paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using the author’s opinions.</p> <p><b>Task Description:</b> The test taker will be presented with two sources on the same topic. The <b>item stem</b> will pose a question asking the test taker to choose the notes that correctly paraphrase and integrate the information from both sources. The <b>answer choices</b> will present six paraphrased notes or inferences related to the subtopic, with no more than two correct responses. The answer choices will not be explicit restatements of the information in the sources. They will be paraphrased information or inferences about the information. 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 (e.g., two short, two long). Order the answer choices from shortest to longest. The <b>correct answer choices</b> will correctly paraphrase or infer information from both sources. <b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include 1) a paraphrased or inferred note that reflects information</p>



	<p>that is presented in one source, but not both sources, and/or 2) a paraphrased or inferred note that is a misinterpretation of the information in one or both sources.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a report about &lt;topic&gt;. Read both sources and the directions that follow. <b>Stimulus: G5.T2.A: Two Sources on the Same Topic</b></li> </ul> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about information in the sources. Choose <b>two</b> notes that correctly combine information from <b>both</b> sources.</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 4</b> <b>Item Type: Multiple Choice, Multiple Correct Response</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9</b></p> <p><b>Stimulus:</b> 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><b>Stimulus: G5.T2.C: Research Report Plan</b> 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><b>Research Report Plan</b> Topic: &lt;topic&gt; Audience: &lt;audience&gt; Purpose: to inform Research Question: &lt;should reflect the central idea of report&gt;</p> </div> <p><b>Task Description:</b> The test taker will locate sentences from a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to choose sentences that support the topic or research question presented in a research report plan stimulus. The <b>answer choices</b> should be six to eight sentences that the student found in various sources. 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</p>

	<p>in length, or that a balance of length is used (e.g., three short, three long). Order the answer choices from shortest to longest. The <b>correct answer choices</b> should be sentences that clearly answer the research question. Regardless of the number of answer options, the correct responses must equal less than half of the total answer options.</p> <p><b>Distractors</b> should reflect common student errors. Plausible distractors for this model might include 1) a sentence that is an interesting fact but does not answer the research question, 2) a sentence that is on topic and contains wording from the stimulus but does not answer the research question, and (3) a sentence that uses wording from the stimulus but is not on topic.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student made a plan for a research report. Read the plan and the directions that follow. <b>Stimulus: G5.T2.C: Research Report Plan</b></li> </ul> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found information for the research report. Choose <b>[two/three]</b> pieces of information that answer the research question.</li> <li>○ The student found information for the research report. Choose <b>[two/three]</b> pieces of information that <b>best</b> answer the research question.</li> <li>○ The student found information for the research report. Choose <b>[two/three]</b> pieces of information that the student should use in [his/her] report.</li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 5</b> <b>Item Type: Hot Text, Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9</b></p> <p><b>Stimulus:</b> There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G5.T2.B : No Stimulus</b></p> <p><b>Task Description:</b> The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to click on a sentence, or two sentences, that support(s) a central idea or subtopic presented in the stem.</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 to eight pieces of text that are delimited; 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(s) from one or two sources.

The **correct answer choice(s)** should be one or two sentences that clearly support the central idea/key detail/subtopic/purpose. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

**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/key detail/subtopic/purpose, and/or 2) a sentence that is on topic and contains wording from the stimulus but does not support the central idea/key detail/subtopic/purpose.

**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:** G5.T2.B: No Stimulus  
**Stems:**
  - 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 for the report.
  - A student is writing a research report about <topic>. The student found two sources. Read both sources. Click on **one** sentence from **each** source that has information for the report.
  - A student is writing a research report about <topic>. 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>.

**Rubric/ Scoring Rules:**  
Correct response: 1 point; Incorrect response: 0 points

**Task Model 6**

Item Type: Hot Text,  
Select Text

DOK Level 2

**CAT Primary Standard Alignment: W-8**

**CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9**

**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.

**Stimulus: G5.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 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 a sentence, or two sentences, that support(s) a topic or research question presented in a research report plan 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 six to eight pieces of text that are delimited; 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 sentences that clearly answer(s) the research question. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

**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 answer the research question, 2) a sentence that is on topic and contains wording from the stimulus but does not answer the research question, and 3) a sentence that uses wording from the stimulus but is not on topic.

**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.

	<p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student made a plan for a research report. Read the plan and the directions that follow.  <b>Stimulus: G5.T2.C: Research Report Plan</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found a source for the research report. Read the source. Click on <b>[one/two]</b> sentence(s) that answer(s) the research question.</li> <li>○ The student found a source for the research report. Read the source. Click on <b>[one/two]</b> sentence(s) that <b>best</b> answer(s) the research question.</li> <li>○ The student found two sources for the research report. Read both sources. Click on <b>one</b> sentence from <b>each</b> source that answers the research question.</li> <li>○ The student found two sources for the research report. Read both sources. Click on <b>one</b> sentence from <b>each</b> source that <b>best</b> answers the research question.</li> <li>○ The student found information for the research report. Click on <b>[one/two]</b> piece(s) of information that the student should use in [his/her] report.</li> <li>○ The student found two sources for the research report. Read both sources. Click on <b>one</b> sentence from <b>each</b> source that the student can use in [his/her] report.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b>                  Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 7                  Item Type: Hot Text,                  Select Text                  DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-6, RI-7, RI-9, W-9</b></p> <p><b>Stimulus:</b>                  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><b>Stimulus: G5.T2.D: Source That Has an Account</b>                  This stimulus should be one source that is an account of the same event or topic as the delimited text.</p> <p><b>Task Description:</b>                  The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to click on one or two sentences that show how the second source (delimited text) has a different point of view from the first source in the stimulus. The <b>delimited text</b> should be a paragraph from a source that is a different account of the same event or topic as the stimulus. Avoid paragraphs that show an author’s opinion. Also avoid using transitional sentences that might be</p>

selected. There should be six to eight pieces of text that are delimited; 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)** has/have information that has/have a different point of view from the information in the sentence. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

**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 have a different point of view as the stimulus account, and/or (2) a sentence that is on topic and contains wording from the stimulus but does not have a different point of view from the stimulus account.

**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:** A student is writing a research report about [topic]. Read Source 1 and the directions that follow.

**Stimulus: G5.T2.D: Source That Has an Account**

**Stem:**

- The student found another source. Read Source 2. Click on [one/two] sentence(s) that [has/have] information with a different point of view from the information in Source 1.

**Rubric/ Scoring Rules:**

Correct response: 1 point; Incorrect response: 0 points

<p><b>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b></p>	
<p><b>Target 3: ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant/irrelevant information.</p>	
<p><b>Clarifications</b></p>	<p><b>Clarifications for the Item Writer:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Standards</b></p>	<p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources;</u> summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p>
<p><b>Depth of Knowledge</b></p>	<p>CAT items will be DOK 2.</p>
<p><b>Stimuli</b></p>	<p>Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli are excerpts from research sources. Examples of Claim 4 stimuli in grade 5 may include, but are not limited to journal articles, informational books/websites, paired excerpts on the same topic, or multiple 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 primary sources, a brief explanation of the type of source and author may need to be provided to indicate the type of primary 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.</p>

<p><b>Stimuli/Text Complexity</b></p>	<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>
<p><b>Accessibility Concerns</b></p>	<p>Students will be required to read brief text stimuli and use a mouse. 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>
<p><b>Evidence Required</b></p>	<p>1. The student will analyze digital and print sources in order to locate relevant information to support research.</p>
<p><b>Allowable Item Types</b></p>	<ul style="list-style-type: none"> <li>• Multiple Choice, single correct response</li> <li>• Multiple Choice; multiple correct response</li> </ul>



Task Models	
<p><b>Task Model 1</b>                      Item Type: Multiple Choice, Single Correct Response                      DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, W-9</b></p> <p><b>Stimulus:</b>                      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><b>Stimulus: G5.T3.A: No Stimulus</b></p> <p><b>Stimulus: G5.T3.B: Research Report Plan</b>                      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><b><u>Research Report Plan</u></b>                          Topic: &lt;topic&gt;                          Audience: &lt;audience&gt;                          Purpose: to inform                          Research Question: &lt;should reflect the central idea of report&gt;</p> </div> <p><b>Task Description:</b>                      The test taker will be presented with a topic for research. The <b>item stem</b> 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.                      The <b>answer choices</b> 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 <b>correct answer choice</b> will be a source which clearly contains relevant information or the most relevant information needed to support the topic or research report plan.  <b>Distractors</b> should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to children, but is not a good source of information such as clip-art websites, games, magazine articles with</p>

	<p>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 does not apply to the research plan/topic, and/or 5) a source that appears to be related to the topic, but does not provide information to answer the research question. <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will analyze digital and print sources in order to locate relevant information to support research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> no lead-in <b>Stimulus: G5.T3.A: No Stimulus</b> <ul style="list-style-type: none"> <li>○ The student is writing a report about &lt;topic&gt;. The student found the following sources. Which source would <b>most likely</b> have information for the report?</li> <li>○ The student is writing a report about &lt;topic&gt;. The student found the following sources. Which [website/of these] is <b>most likely</b> the <b>most useful</b> source of information for the report?</li> </ul> </li> <li>• <b>Lead-in:</b> A student has made a plan for research. Read the plan and the directions that follow. <b>Stimulus: G5.T3.B: Research Report Plan</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ Which [website/of these] is <b>most likely</b> the <b>most useful</b> source for the information needed to answer the research question?</li> <li>○ Which [website/of these] is <b>most likely</b> the <b>most useful</b> source for the information for the report?</li> <li>○ The student found the following sources. Which source would <b>most likely</b> have information for the report?</li> <li>○ The student found the following sources. Which source would <b>most likely</b> have information needed to answer the research question?</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 2</b> <b>Item Type:</b> Multiple Choice, Single Correct Response <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, W-9</b></p> <p><b>Stimulus:</b> 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><b>Stimulus: G5.T3.C: Student Writing</b> This stimulus is a student writing sample focusing on a subtopic from a central idea. The student writing should not contain opinions.</p>

	<p><b>Task Description:</b>                  The test taker will be presented with a student writing sample. The <b>item stem</b> 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 <b>answer choices</b> 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 <b>correct answer choice</b> 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.  <b>Distractors</b> should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to children, 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 student writing.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b>                  The student will analyze digital and print sources in order to locate relevant information to support research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;subtopic&gt;. Read the sentences from [her/his] report and the directions that follow.  <b>Stimulus: G5.T3.C: Student Writing</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ Which source would <b>most likely</b> give the student more information about the ideas [he/she] has written?</li> <li>○ Which [website/of these] is <b>most likely</b> the <b>most useful</b> source for more information about the ideas [he/she] has written?</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b>                  Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 3</b>  <b>Item Type: Multiple Choice, Multiple Correct Response</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, W-9</b></p> <p><b>Stimulus:</b></p>

**DOK Level 2**

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.

**Stimulus: G5.T3.A: No Stimulus****Stimulus: G5.T3.B: 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 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 to eight 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 or the best information needed to support the topic or research report plan. 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 children, 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 does not apply to the research plan/topic, and/or 5) a source that appears to be related to the topic, but does not provide information to answer the research question

	<p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will analyze digital and print sources in order to locate relevant information to support research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> no lead-in <b>Stimulus: G5.T3.A: No Stimulus</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ A student is writing a report about &lt;topic&gt;. The student found the following sources. Choose <b>[two/three]</b> sources that would <b>most likely</b> have the most useful information for the report.</li> </ul> </li> <li>• <b>Lead-in:</b> A student has made a plan for research. Read the plan and the directions that follow. <b>Stimulus: G5.T3.B: Research Report Plan</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found the following sources. Choose <b>[two/three]</b> sources that would <b>most likely</b> have the most useful information for the report.</li> <li>○ The student found the following sources. Choose <b>[two/three]</b> sources that would <b>most likely</b> have information to answer the research question.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 4</b> <b>Item Type: Multiple Choice, Multiple Correct Response</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, W-9</b></p> <p><b>Stimulus:</b> 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><b>Stimulus: G5.T3.C: Student Writing</b> This stimulus is a student writing sample focusing on a subtopic from a central idea. The student writing should not contain opinions.</p> <p><b>Task Description:</b> The test taker will be presented with a student writing sample. The <b>item stem</b> will pose a question asking the test taker to choose sources that a student could use to add information to her/his writing. The <b>answer choices</b> will present six to eight 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</p>

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 or the best 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 children, 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 student writing.

**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 [his/her] report and the directions that follow.

**Stimulus: G5.T3.C: Student Writing**

**Stems:**

- Choose [two/three] of the sources that would **most likely** give the student more information about the ideas [he/she] has written.

**Rubric/ Scoring Rules:**

Correct response: 1 point; Incorrect response: 0 points

<p><b>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b></p>	
<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support opinions, ideas, or analyses.</p>	
<p><b>Clarifications</b></p>	<p><b>Clarifications for the Item Writer:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Standards</b></p>	<p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-6</b> <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>RI-9</b> <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>W-1b</b> <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<p><b>Depth of Knowledge</b></p>	<p>CAT items will be DOK 2.</p>
<p><b>Stimuli</b></p>	<p>Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli are excerpts from research sources. Examples of Claim 4 stimuli in grade 5 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or multiple 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</p>

	<p>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 primary sources, a brief explanation of the type of source and author may need to be provided to indicate the type of primary 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>
<b>Stimuli/Text Complexity</b>	<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>
<b>Accessibility Concerns</b>	<p>Students will be required to read brief text stimuli and use a mouse. Students will be required to view/ interpret visual sources that are supported by textual sources. 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>
<b>Evidence Required</b>	<p>1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>
<b>Allowable Item Types</b>	<ul style="list-style-type: none"> <li>• Multiple Choice, single correct response</li> <li>• Multiple Choice, multiple correct response</li> <li>• Hot Text, Select Text</li> </ul>



<b>Task Models</b>	
<p><b>Task Model 1</b>                      Item Type: Multiple Choice, Single Correct Response                      DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-9</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, RI-9, W-1b, W-8</b></p> <p><b>Stimulus:</b>                      The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G5.T4.A: Opinion Writing Lacking Evidence</b>                      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><b>Stimulus: G5.T4.B: Informational Text with Conjecture</b>                      This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion that is lacking sufficient supporting evidence or is lacking complete information.</p> <p><b>Task Description:</b>                      The test taker will select a piece of information/fact/note that supports a given opinion/conjecture.                      The <b>item stem</b> will pose a question asking the test taker to choose information that a student could use to support a given opinion/conjecture.                      The <b>answer choices</b> will present four options that could support the opinion/conjecture 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 <b>correct answer choice</b> will be a statement that clearly supports the opinion/conjecture provided in the stimulus.  <b>Distractors</b> 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/conjecture, but not directly related to the opinion and/or 2) another opinion/conjecture with a fact that supports it, but does not support the opinion/conjecture in the stimulus.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b>                      The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>

	<p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li> <p><b>Lead-in:</b> A student is writing a paper about &lt;topic&gt;. [He/she] wrote an opinion in the paper. Read the opinion and the directions that follow.  <b>Stimulus: G5.T4.A: Opinion Writing Lacking Evidence</b>  <b>Stems:</b></p> <ul style="list-style-type: none"> <li>The student took notes about &lt;topic&gt;. Which note supports the student’s opinion?</li> <li>The student took notes about &lt;topic&gt;. Which note <b>best</b> supports the student’s opinion?</li> <li>The student found a source about &lt;topic&gt;. Which sentence from the source supports the student’s opinion?</li> <li>The student found a source about &lt;topic&gt;. Which sentence from the source <b>best</b> supports the student’s opinion?</li> </ul> </li> <li> <p><b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. [He/she] found a source. Read Source 1 and the directions that follow.  <b>Stimulus: G5.T4.B: Informational Text with Conjecture</b>  <b>Stems:</b></p> <ul style="list-style-type: none"> <li>The student took notes about &lt;topic&gt;. Which note supports the author’s opinion in Source 1?</li> <li>The student took notes about &lt;topic&gt;. Which note <b>best</b> supports the author’s opinion in Source 1?</li> <li>The student found another source about &lt;topic&gt;. Which sentence from the source supports the author’s opinion in Source 1?</li> <li>The student found another source about &lt;topic&gt;. Which sentence from the source <b>best</b> supports the author’s opinion in Source 1?</li> </ul> </li> </ul> <p><b>Scoring Rules:</b>                  Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, Multiple Correct Response</b>  <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-9</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, RI-9, W-1b, W-8</b></p> <p><b>Stimulus:</b>                  The stimuli will follow the Claim 4 <b>stimulus</b> specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G5.T4.A: Opinion Writing Lacking Evidence</b>                  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><b>Stimulus: G5.T4.B: Informational Text with Conjecture</b>                  This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion that is lacking sufficient supporting evidence or is lacking complete information.</p>

**Task Description:**

The test taker will select pieces of information/facts/notes that support a given opinion/conjecture.

The **item stem** will pose a question asking the test taker to click on information that a student could use to support a given opinion/conjecture.

The **answer choices** will present six to eight options 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 statements that clearly support the opinion/conjecture provided in the stimulus. There must be at least two correct options.

**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/conjecture, but not directly related to the opinion and/or 2) another opinion/conjecture with a fact that supports it, but does not support the opinion/conjecture 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 opinion and the directions that follow.

**Stimulus: G5.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 **two** sentences from the source that **best** support 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: G5.T4.B: Informational Text with Conjecture****Stems:**

- 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

	<p>opinion in Source 1.</p> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 3</b> <b>Item Type: Hot Text, Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-9</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-1b, W-8</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G5.T4.C: No Stimulus</b></p> <p><b>Stimulus: G5.T4.B: Informational Text with Conjecture</b> This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion that is lacking sufficient supporting evidence or is lacking complete information.</p> <p><b>Task Description:</b> The test taker will select sentences in a source to support an opinion/conjecture. The <b>item stem</b> will ask the test taker to click on (a) sentence(s) that support(s) a given opinion/conjecture. The <b>delimited text</b> should be an informational paragraph from one or more source(s). Avoid using transitional sentences that might be selected. There should be six to eight 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 <b>correct answer choice(s)</b> should be (a) piece(s) of text that clearly support(s) the opinion/conjecture. <b>If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</b> <b>Distractors</b> are the delimited sentences/pieces of text that are not selected and should reflect common student errors. There should be at least four 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. <b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors.</p> <p><b>Target Evidence Statement:</b> The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>

	<p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> none  <b>Stimulus: G5.T4.C: No Stimulus</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ A student is writing a paper about &lt;topic&gt;. The student wrote the following opinion: &lt;opinion&gt;. [He/she] found a source. Read the source. Click on [<b>one/two/three</b>] sentence(s) that [has/have] information to support the opinion.</li> <li>○ A student is writing a paper about &lt;topic&gt;. The student wrote the following opinion in [his/her] paper: &lt;opinion&gt;. The student found two sources. Read both sources. Click on <b>one</b> sentence from <b>each</b> source that has information that the student can use to support the opinion.</li> </ul> </li> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. [He/she] found a source. Read Source 1 and the directions that follow.  <b>Stimulus: G5.T4.B: Informational Text with Conjecture</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found another source. Read Source 2. Click on [<b>one/two/three</b>] sentence(s) that support(s) the opinion in Source 1.</li> <li>○ The student found two additional sources. Read Source 2 and Source 3. Click on <b>one</b> sentence from Source 2 and <b>one</b> sentence from Source 3 that supports the opinion in Source 1.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b>  Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>NEW Task Model 4</b>  <b>Item Type: Multiple Choice, Single Correct Response</b>  <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-9, W-1b</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G5.T4.C: Student Writing Lacking Support</b>  This stimulus should be a brief piece of student writing. The student writing should contain one idea that is not supported.</p> <p><b>Stimulus: G5.T4.D: Informational Text</b>  This stimulus should be a paragraph from an informational source with an idea lacking support.</p> <p><b>Task Description:</b>  The test taker will click on information/facts/notes that support a given idea. The <b>item stem</b> will pose a question asking the test taker to select information that a student could use to support a given idea. The <b>answer choices</b> 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</p>

	<p>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.</p> <p><b>The correct answer choice</b> will be a statement that clearly supports the idea provided in the stimulus.</p> <p><b>Distractors</b> 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.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Lead-in: A student is writing a paper about &lt;topic&gt;. [He/she] wrote an idea in the paper. Read the sentences from the student’s paper and the directions that follow.</li> </ul> <p><b>Stimulus: G5.T4.C: Student Writing Lacking Support</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about &lt;topic&gt;. Which note <b>best</b> supports the student’s idea?</li> <li>○ The student found a source about &lt;topic&gt;. Which sentence <b>best</b> supports the student’s idea?</li> <li>• Lead-in: A student is writing a research report about &lt;topic&gt;. [He/she] found a source. Read Source 1 and the directions that follow.</li> </ul> <p><b>Stimulus: G5.T4.D: Informational Text</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about &lt;topic&gt;. Which note <b>best</b> supports the author’s idea in Source 1?</li> <li>○ The student found another source about &lt;topic&gt;. Which sentence from the source <b>best</b> supports the author’s idea in Source 1?</li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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