

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

	<p>written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

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

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2</p>	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt the student to choose [two/three] answers.</p> <p>The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two or three correct answers. Correct answers may never exceed 50% of total possible answer choices. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Select [two/three] [details/sentences/lines] from the text that best support the [inference/conclusion] that [provide inference or conclusion based on the text]. • Which [details/sentences/lines] from the text [indicate/best support] [provide inference or conclusion based on the text]? Select [two /three] answers. • [Provide inference or conclusion based on the text]. Which [details/sentences/lines] from the text best support this [inference/conclusion] OR best show [provide inference or conclusion]? Select [two/three] answers. • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Which [details/sentences/lines] from the text best support this [inference/conclusion] OR best show [provide inference or conclusion]? Select [two/three] answers. • The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the text]. Which [evidence/details/sentences/lines] from the text best support this [inference/conclusion] OR best show [provide inference/conclusion]? Select [two/three] answers. • Read this [inference/conclusion]. [provide inference or conclusion based on the text]. Which [details/sentences/lines] from the text best support this [inference/conclusion] OR best show [provide inference or conclusion]? Select [two/three] answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Which [details/sentences/lines] from [title text #1] best show that

	<p>[provide inference or conclusion based on both passages] is true of both texts? Select [two/three] answers. NOTE: This stem can only be used with two literary passages.</p> <ul style="list-style-type: none">• Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [details/sentences/lines] from [title text #1] best support the same [inference/conclusion]? Select [two/three] answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
--	--

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

	<ul style="list-style-type: none"> • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion]. [excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion]. [excerpted selectable text] • The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the text]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference/conclusion]. [excerpted selectable text] The [author/narrator] [infers/concludes] that [provide inference/conclusion based on the text]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide inference/conclusion]. [excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/line/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion]. [excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences/line in the paragraph] from [title text #1] that best supports [inference or conclusion]. Next, click on the [detail/sentence/set of sentences/line] in the paragraph from [title text #2] that also supports [inference or conclusion]. [excerpted selectable text] NOTE: This stem can only be used with two literary passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/line/paragraph] from [title text #1] that best supports the same [inference/conclusion]. [excerpted selectable text] • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click [one/two] [details/sentences/sets
--	--

	<p>of sentences/lines/paragraphs] from [title text #1] that best support the same [inference/conclusion]? [excerpted selectable text]</p> <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The reader can infer that Alice prefers warm weather over cold weather. Click on the line from the text best 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>
--	--

English Language Arts Specification: Grade 6 Claim 1 Target 2

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 2. CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	
Clarifications	Items may assess a theme or central idea in the text. Items will not ask students to summarize the entire text; students will summarize either a theme, a central idea, or key events. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> RL-2 <u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u> NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
Stimuli/Passages	Texts will contain one or more themes, central 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.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. 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.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine a theme or central idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence.

English Language Arts Specification: Grade 6 Claim 1 Target 2



Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)
----------------------	---

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2</p>	<p>Task Description: The item stem will pose a question that requires the student to 1) determine a theme or central idea, 2) identify a key event or idea that supports a theme or central 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 answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which [sentence/statement] best [identifies/expresses/shows] the [theme/central idea] of the text? • Which [sentence/statement] best [identifies/expresses/shows] the [theme/central idea] of the [story/poem] told by the [narrator/speaker]? • Which [sentence/statement] best [identifies/expresses/shows] [the author's/character's name's] message about [provide theme/central idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the [theme/central idea] of the [sentence(s)/line(s)/paragraph(s)]? • Which [sentence(s)/line(s)/paragraph(s)] from the text best [identify(ies)/express(es)/show(s)] the [theme/central idea]? • Which sentence best summarizes the central idea of the [first paragraph/introductory paragraph]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Which sentence best summarizes the central idea of the [sentence(s)/line(s)/paragraph(s)]? • Which sentence best summarizes the central idea of the text? • Which sentence best summarizes what happens after [provide plot]? • 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?

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none">• What [theme/central idea] can be found in both [title text #1] and [title text #2]? NOTE: This stem can only be used with two literary passages.• What [theme/central idea] from [title text #1] is made clear by the description of [provide idea/event/character/etc.] in [title text #2]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	---

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2</p>	<p>Task Description: The item stem will prompt the student to 1) determine the theme or central idea or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt students to choose two or three answers. The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be relatively short statements that identify the theme or central ideas presented in the text or they will be statements that should be included in the text summary. The distractors will be relatively short statements that are not central ideas or that 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. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Select [two/three] sentences that best [identify/express/show] the [theme(s)/central idea(s)] presented in the text. • Select [two/three] sentences that should be included in a summary of central idea of the [the text/section of the text]. <p>Scoring Rules: All correct responses: 1 point; All other responses: 0 points</p>

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

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none">• What [theme/central idea] can be found in both [title text #1] and [title text #2]? NOTE: This stem can only be used with two literary passages.• What [theme/central idea] from [title text #1] is made clear by the description of [provide idea/event/character/etc.] in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none">• Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] best supports your answer in part A?• Which [sentences/lines/paragraphs] from [title text #1] and [title text #2] name best support your answer in part A? NOTE: This stem can only be used with two literary passages. <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	--

Task Models	
<p>Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2</p>	<p>Task Description: The item stem will pose a question that requires the student to 1) determine a theme or central idea of the text or 2) identify a section of the text that contains a key event that is missing from a summary of the text. The item stem will prompt students to choose one or two answers. The answer choices 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 answers. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal theme(s) or central idea(s) of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Click on [one/two] [sentence(s)/line(s)/set of lines/paragraph(s)] that best [show(s)/represent(s)/reveal(s)] the [theme/central idea] of [the text/section of the text]. Select [one/two] answer(s). [excerpted selectable text] • 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 [one/two] [sentence(s)/line(s)/set of lines/paragraph(s)] that include(s) the missing [event/detail]. Select [one/two] answer(s). NOTE: The correct answer(s) should be a pivotal key idea or event. • Click on the [one/two] [key detail(s)/event(s)] that should be included in a summary of the central idea of the text. NOTE: The correct answer(s) should be a pivotal key idea or event. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>

	<p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>NOTE: Selectable text is a whole, continuous section of text.</p> <hr/> <p>Click on two sentences that best reveal the central idea of the text. Select two options.</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>
--	---

Task Models	
<p>Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3</p>	<p>Task Description: The item stem will prompt the student to 1) determine a theme or central 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 not ask students to summarize the entire text. Short text items require students to cite specific textual evidence to support ideas drawn from the text(s). Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a theme or central idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Determine the [theme/central idea] of the text. Explain the [theme/central idea] and support your answer using key details from the text. • What is the [theme/central idea] of the text? Use key details from the text to support and explain your answer. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the author’s central idea in the [sentence(s)/line(s)/paragraph(s)]? Use key details from the text to support and explain your answer. • Summarize the central idea of the [first paragraph/introductory paragraph]. Use key [details/events] from the text in your summary. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Summarize the central idea of the [sentence(s)/line(s)/paragraph(s)]. Use key [details/events] from the text in your summary. • Summarize what happens [after/during] [provide text event]. Use key [details/events] from the text in your summary. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What [theme/central idea] can be found in both [title text #1] and [title text #2]? Use details from both texts to support and explain your answer. NOTE: This stem can only be used with two literary passages. • What [theme/central idea] from [title text #1] is made clear by the description of [provide idea/event/character/etc.] in [title text #2]? Use details from [title text#1] to support and explain your answer. <p>Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.</p>

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

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

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 3: WORD MEANINGS: Determine intended or precise 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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p>	
<p>Clarifications</p>	<p>Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be one to two grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be on or below grade level.</p> <p>The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications.</p> <p>All items should require students to cite specific textual evidence to support inferences or conclusions drawn from the text(s).</p>
<p>Standards</p>	<p>RL-1 <u>Cite textual evidence to support analysis of what the text says</u> explicitly as well as inferences drawn from the text.</p> <p>RL-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) <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>audience, auditory, audible</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> or its part of speech.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b <u>Use the relationship between particular words</u> (e.g., <i>cause/effect, part/whole, item/category</i>) <u>to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>stingy,</i></p>

	<p><i>scrimping, economical, un wasteful, thrifty).</i></p> <p>L-6 Acquire and <u>use accurately grade-appropriate general academic</u> and domain-specific <u>words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	<p>Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. 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 writing, to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct

English Language Arts Specification: Grade 6 Claim 1 Target 3



	meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

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

	<ul style="list-style-type: none"> • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has multiple meanings. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly excerpted 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 [<u>targeted word</u>]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] Select the [word/phrase] that best defines [<u>targeted word</u>/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] What does the author communicate to the reader with the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? • Read the dictionary entry. [(<i>part of speech</i>)] 1. [definition] Which sentence from the text contains a [word/phrase] that best matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word</u> underlined] What does the [root/affix] in the word [<u>targeted word</u>] mean? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] Which [word/phrase] best matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as it is used in both texts? NOTE: This stem is only used with two
--	--

	<p>literary passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 1, 2</p>	<p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose two/three answers.</p> <p>Formatting note: in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be two/three correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] mostly suggest? Select [two/three] answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest? Select [two/three] answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has multiple meanings. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely suggest about [provide idea/event/character/story element/etc.] in the text? Select [two/three] answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined]

	<p>What does the author communicate to the reader with the use of [targeted word/“targeted phrase”]? Select [two/three] answers.</p> <ul style="list-style-type: none"> Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] <p>How does the author’s use of the [word/phrase] [targeted word/“targeted phrase”] in the text help the reader understand [provide concept/idea]? Select [two/three] answers.</p> <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with <u>targeted word/phrase</u> underlined] <p>Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/“targeted phrase”]? Select [two/three] answers.</p> <ul style="list-style-type: none"> First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with <u>targeted word/phrase</u> underlined] <p>Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>Which [words/phrases] best matches the meaning of [targeted word/“targeted phrase” text #1] and [targeted word/“targeted phrase” text #2] as they are used in both texts? Select [two/three] answers.</p> <p>NOTE: This stem is only used with two literary passages.</p> <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
--	--

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

	<p>[excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #1]. <p>[directly quoted sentence or line from text, with <u>targeted word/phrase</u> underlined]</p> <p>Click on the <u>underlined</u> [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [<u>targeted word/</u>“targeted phrase”].</p> <p>[excerpted selectable text #2] NOTE: This stem is only used with two literary passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</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) 1. gather together or acquire an increasing number or quantity of; heap up</p> <p>Click on the word in the paragraph that most closely matches the definition provided.</p> <p>The snow on the side of the road was really starting to [<u>accumulate</u>]. The grass was now a pure, [<u>sparkling</u>] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [<u>negotiated</u>] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [<u>destination</u>] was, but I had to quickly admit that it wasn't my first [<u>suspicion</u>] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [<u>stumped</u>] as to which mysterious locale my sister was [<u>whisking</u>] us off to.</p> </div>
--	--

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 4: REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	
Clarifications	<p>Items require students to analyze a text (or texts) by making inferences or drawing conclusions about character development, plot, point of view, themes, or topics, etc. Additionally, students will apply key evidence from the text(s) to support and explain their inference(s)/conclusion(s).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL-3 <u>Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u></p> <p>RL-6 <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u></p> <p>RL-9 <u>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 3, 4
Stimuli/Passages	<p>Each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. 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 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>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
<p>Task Model 1</p> <p>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will pose a question about the details that support the inference made OR conclusion drawn in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to draw the conclusion OR make the inference.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which of these inferences about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.] is supported by the text? • What inference can be made about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.]? • What inference can be made about the narrator’s feelings toward [provide character’s name/setting/event/literary element/etc.]?

	<ul style="list-style-type: none"> • What inference can be made about [character’s name]’s relationship with [character’s name]? • Which of these conclusions about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.] is supported by the text? • What conclusion can be drawn about [provide character’s name/setting/event/author’s point of view/theme/topic/etc.]? • What conclusion can be drawn about the narrator’s feelings toward [provide character’s name/setting/event/literary element/etc.]? • What conclusion can be drawn about [character’s name]’s relationship with [character’s name]? • What is most likely the author’s intent by mentioning [provide character’s name/event/other reference/etc.] in the text? • Read the [sentence(s)/line(s)/set(s) of lines/paragraph(s)]. [excerpted text] What is most likely the author’s intent by mentioning [provide character’s name/event/other reference/etc.] in the text? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best support(s) your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show/describe] the [inference made/conclusion drawn] in part A? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide character’s name/setting/event/theme/topic/character-narrator point of view] in [title text #1]? • 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]? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set of lines/paragraph(s)] from [text #1 name] best support(s) your answer in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Hot Text, select text (ST) DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will prompt the selection of details from the text that support the inference made OR conclusion drawn in PART A. The part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion.</p> <p>The answer choices of PART B will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. NOTE: If there are too many defensible options (check every possibility), do not use this item type; use EBSR (Task Model 1).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Click on the statement that best provides an inference that can be made about the narrator’s feelings toward [provide character’s name/event/literary element/etc.]. • Click on the statement that best provides an inference that can be made about [character’s name]’s relationship with [character’s name]. • Click on the statement that best provides an inference about [provide character’s name/event/author’s point of view/theme/topic/etc.] that is supported by the text.

	<ul style="list-style-type: none"> • Click on the statement that best provides a conclusion that can be drawn about [provide character’s name/event/author’s point of view/theme/topic/etc.]. • Click on the statement that best provides a conclusion that can be drawn about the narrator’s feelings toward [provide character’s name/event/literary element/etc.]. • Click on the statement that best provides a conclusion that can be drawn about [character’s name]’s relationship with [character’s name]. • Click on the statement that best describes the author’s intent by mentioning [provide character’s name/event/other reference/etc.] in the text. <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Click the [sentence(s)/line(s)/set of lines/paragraph(s)] from the text that best support(s) your answer in part A. Choose one answer. [excerpted selectable text] • Click the [sentence(s)/line(s)/set of lines/paragraph(s)] from the text that best [show/describe] the [inference made/conclusion drawn] in part A. Choose one answer. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/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 [character’s name/setting/event/theme/topic/character-narrator point of view/etc.] in [title text #1]? • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide character’s name/setting/eventtheme/topic/character-narrator point of view/etc.] in [title text #1]? <p>PART B:</p> <ul style="list-style-type: none"> • Click on the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #1] that best support(s) your answer in part A. <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

	<p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that 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>Part A</p> <p>Click on the statement that best 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>Part B</p> <p>Click on the sentence from the text that best 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>
--	--

Task Models	
<p>Task Model 3 Item Type: Short Text, constructed response (WR) DOK: 3, 4</p>	<p>Task Description: The item will prompt the student to make an inference OR draw a conclusion about character development, plot, point of view, themes, or topics about the text AND support that analysis with details from the text. The item stem will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text.</p> <p>Short text items require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Note: Constructed Response (Short Text) items will be written to long literary passages.</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What inference can be made about [provide character’s name(s)/event/theme/topic]? Use key evidence from the text to support and explain your answer. • What inference can be made about the narrator’s feelings toward [provide character’s name(s)/event/literary element]? Use key evidence from the text to support and explain your answer. • What inference can be made about [character’s name]’s relationship with [character’s name]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about [provide character’s name(s)/event/theme/topic]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the narrator’s feelings toward [provide character’s name(s)/event/literary element]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about [character’s name]’s relationship with [character’s name]? Use key evidence from the text to support and explain your answer. • Based on the text, [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 text to support and explain your answer.

	<ul style="list-style-type: none"> Based on the text, [what inference can be made about/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 the text]? Use key details from the text to support and explain your answer. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> 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 evidence from [title text #1/both texts]. 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 evidence from [title text #1/both texts]. 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 texts]. 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 texts]. <p>Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.</p>
--	--

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

<p>Format Example:</p> <p>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	<p>The response:</p> <ul style="list-style-type: none"> - 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 <p>Details can include, but are not limited to:</p> <ul style="list-style-type: none"> — 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 <ul style="list-style-type: none"> - Adequately explains inference with clearly relevant information based on the text 	<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"> - 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 	<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"> - Gives no evidence of the ability to make an inference <p>OR</p> <ul style="list-style-type: none"> - Gives an inference but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> - Gives an inference but includes no explanation or relevant information from the text 	<p>Alice and Ashley are sisters.</p>



Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 5: ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, plot, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	
Clarifications	Item will focus on the analysis of the relationship and/or development of literary elements or author's point of view within one text or between two texts. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> RL-3 <u>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u> RL-6 <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u> NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 3, DOK 4
Stimuli/Passages	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.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. 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.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.

English Language Arts Specification: Grade 6 Claim 1 Target 5



Evidence Required	<ol style="list-style-type: none">1. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) within one text.2. The student will explain the development of the narrator or speakers' point of view within one text.3. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) across different texts.4. The student will explain the development of the narrator or speakers' point of view across different texts.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST)

Task Models	
<p>Task Model 1 Item Type: <u>Multiple Choice, single correct response (MC)</u> DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR explain the development of 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 answer choices 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 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. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ul style="list-style-type: none"> • The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) within one text. • The student will explain the development of the narrator or speakers’ point of view within one text. • The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) across different texts. • The student will explain the development of the narrator or speakers’ point of view across different texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the title of the text [shape/reflect/connect/contribute] [on/to] the [meaning/purpose] of the text? • How does the [plot/conflict] develop over the course of the text? • How do(es) the [provide character’s actions/characters’ interactions] develop over the course of the text? • How is the conflict between [the narrator/the speaker/provide character’s name] and the [provide character’s name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the conflict between [the narrator/the speaker/provide character’s name] and the [provide character’s name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the relationship between [the narrator/the speaker/provide character’s name] and [provide characters’/narrator/speakers’ actions/thoughts/interactions] [change/develop] over the course of the text? • Which statement best describes how the [setting /plot/conflict/etc.] [influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text.

	<ul style="list-style-type: none"> • Which statement best describes how the [speaker's/narrator's/provide character's name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? • How does the [provide event] [change/influence] the [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in the text. • How do(es) the [character's/the narrator/the speaker]'s [actions/thoughts/behaviors][change/add to/develop] over the course of the text? • How does the author develop the relationship between [the narrator/the speaker/provide character's name] and [provide character's name]? • Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] What does the dialogue tell the reader about the relationship(s) between [provide character's names/the narrator/the speaker] and [provide character's name]? • What does the [first paragraph/introduction] uncover about [the plot/the conflict/the narrator/the speaker/provide character's name/etc.] [of/in] the text? • Read the paragraph. [Provide excerpt from the text.] What does the paragraph uncover about the [plot/conflict/resolution/narrator/speaker/character's name/etc.] [of/in] the text? • How is [provide character's name] different after [provide plot/event]? • How does [provide character's name] respond to [provide character's name/plot/character interaction/character's action/resolution/etc.] after [provide event/character interaction/character's action]? • How do(es) the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]? • How does [provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]? • How does the author develop the idea that [provide targeted idea] over the course of the text? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • How do(es) the development(s) of [provide character's name(s)] in [title text #1] resemble(s) [provide character's name] in [title text #2]? • How does [provide character's name]'s point of view in [title text #1] differ from [provide character's name]'s point of view in [title text #2]? • How does the conflict in [title text #1] resemble the conflict in [title text #2]? • How do(es) the [provide events] [change/influencethe [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in both texts.
--	---

	<ul style="list-style-type: none"> • How do the authors of both texts develop the relationships between the main characters? • How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? • Which statement is most accurate about the [provide character actions/interactions/relationships/etc.] in both [insert names of texts]? • Which statement best describes how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in both texts? • How do the authors of both texts develop the idea that [provide targeted idea]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	---

Task Models	
<p>Task Model 2</p> <p>Item Type: <u>Multiple Choice, multiple correct response (MS)</u></p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR explain the development of 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 two or three answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. The correct answer will be a clearly discernible and correct statement that analyzes literary elements or describes 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. Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ul style="list-style-type: none"> • The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) within one text. • The student will explain the development of the narrator or speakers' point of view within one text. • The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) across different texts. • The student will explain the development of the narrator or speakers' point of view across different texts. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • How does the title of the text [shape/reflect/connect/contribute] [on/to] the [meaning/purpose] of the text? Select [two/three] answers. • How does the [plot/conflict] develop over the course of the text? Select [two/three] answers. • How do(es) the [provide character's actions/characters' interactions] develop over the course of the text? Select [two/three] answers. • How is the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? Select [two/three] answers. • Which statements best describe how the conflict between [the narrator/the speaker/character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? Select [two/three] answers. • Which statements best describe how the relationship between [the narrator/the speaker/provide character's name] and [provide characters'/narrator/speakers' actions/thoughts/interactions] [change/develop] over the course of the text? Select [two/three] answers.

	<ul style="list-style-type: none"> • Which statements best describe how the [setting /plot/conflict/etc.] [influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text. Select [two/three] answers. • Which statements best describe how the [speaker’s/narrator’s/provide character’s name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? Select [two/three] answers. • How does the [provide event] [change/influence] the [provide characters’ name/the narrator’s/the speakers’] [actions/thoughts/behaviors] in the text. Select [two/three] answers. • How do(es) the [character’s/the narrator/the speaker] [actions/thoughts/behaviors][change/add to/develop] over the course of the text? Select [two/three] answers. • How does the author develop the relationship between [the narrator/the speaker/provide character’s name] and [provide character’s name]? Select [two/three] answers. • Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] What does the dialogue tell the reader about the relationship(s) between [provide character’s names/the narrator/the speaker] and [provide character’s name]? Select [two/three] answers. • What does the [first paragraph/introduction] uncover about [the plot/the conflict/the narrator/the speaker/provide character’s name/etc.] [of/in] the text? Select [two/three] answers. • Read the paragraph. [Provide excerpt from the text.] What does the paragraph uncover about the [plot/conflict/resolution/narrator/speaker/character’s name/etc.] [of/in] the text? Select [two/three] answers. • How is [character’s name] different after [provide plot/event]? Select [two/three] answers. • How does [character’s name] respond to [provide character’s name/plot/character interaction/character’s action/resolution/etc.] after [provide event/character interaction/character’s action]? Select [two/three] answers. • How do(es) the point(s) of view of [provide character’s name(s)] [develop/change] after [provide event]? Select [two/three] answers. • How does [provide character’s name]’s point of view differ from [provide character’s name]’s point of view [before/after] [provide event]? Select [two/three] answers. • How does the author develop the idea that [provide targeted idea] over the course of the text? Select [two/three] answers.
--	---

Appropriate Stems for Dual-Text Stimuli Only:

- How do(es) the development(s) of [provide character's name(s)] in [title text #1] resemble(s) [provide character's name] in [title text #2]? Select **[two/three]** answers.
- How does [provide character's name]'s point of view in [title text #1] differ from [provide character's name]'s point of view in [title text #2]? Select **[two/three]** answers.
- How does the conflict in [title text #1] resemble the conflict in [title text #2]? Select **[two/three]** answers.
- How do(es) the [provide events] [change/influence] the [setting/plot/characters] in both texts. Select **[two/three]** answers.
- How do the authors of **both** texts develop the relationships between the main characters? Select **[two/three]** answers.
- How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? Select **[two/three]** answers.
- Read the [sentence/paragraph] from [title text #2].
[Provide excerpt from text]
How does that information help the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? Select **[two/three]** answers.
- Which statements are **most** accurate about the [provide character actions/interactions/relationships/etc.] in **both** [insert names of texts]? Select **[two/three]** answers.
- Which statements **best** describe how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in **both** texts? Select **[two/three]** answers.

Scoring Rules:

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

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

	<p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • How does the title of the text [shape/reflect/connect/contribute] [on/to] the [meaning/purpose] of the text? • How does the [plot/conflict] develop over the course of the text? • How do(es) the [provide character’s actions/characters’ interactions] develop over the course of the text? • How is the conflict between [the narrator/the speaker/provide character’s name] and the [provide character’s name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the conflict between [the narrator/the speaker/provide character’s name] and the [provide character’s name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the relationship between [the narrator/the speaker/provide character’s name] and [provide characters’/narrator/speakers’ actions/thoughts/interactions] [change/develop] over the course of the text? • Which statement best describes how the [setting /plot/conflict/etc.] [influences/shapes/changes] [provide character(s)] actions/thoughts/interactions] over the course of the text. • Which statement best describes how the [speaker’s/narrator’s/provide character’s name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? • How does the [provide event] [change/influence] the [provide character’s name/the narrator’s/the speaker’s] [actions/thoughts/behaviors] in the text. • How do(es) the [provide character’s name/the narrator/the speaker]’s [actions/thoughts/behaviors][change/add to/develop] over the course of the text? • How does the author develop the relationship between [the narrator/the speaker/provide character’s name] and [provide character’s name]? • Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] What does the dialogue tell the reader about the relationship(s) between [provide character’s names/the narrator/the speaker] and [provide character’s name]? • What does the [first paragraph/introduction] uncover about [the plot/the conflict/the narrator/the speaker/provide character’s name/etc.] [of/in] the text? • Read the paragraph. [Provide excerpt from the text.] What does the paragraph uncover about the [plot/conflict/resolution/narrator/speaker/character’s name/etc.] [of/in] the text? • How is [provide character’s name] different after [provide plot/event]?
--	--

	<ul style="list-style-type: none"> • How does [provide character’s name] respond to [provide character’s name/plot/character interaction/character’s action/resolution/etc.] after [provide event/character interaction/character’s action]? • How do(es) the point(s) of view of [provide character’s name(s)] [develop/change] after [provide event]? • How does [provide character’s name]’s point of view differ from [provide character’s name]’s point of view [before/after] [provide event]? • How does the author develop the idea that [provide targeted idea] over the course of the text? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best support(s) your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show(s)/support(s)] the [comparison/connection/relationship] made in part A? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • How do(es) the development(s) of [provide character’s name(s)] in [title text #1] resemble(s) [provide character’s name] in [title text #2]? • How does [provide character’s name]’s point of view in [title text #1] differ from [provide character’s name]’s point of view in [title text #2]? • How does the conflict in [title text #1] resemble the conflict in [title text #2]? • How do(es) the [provide events] [change/influence]the [setting/plot/characters] in both texts. • How do the authors of both texts develop the relationships between the main characters? • How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? • Which statement is most accurate about the [provide character actions/interactions/relationships/etc.] in both [insert names of texts]? • Which statement best describes how the use of [dialogue/character’s actions/characters’ interactions/etc.] affects [provide the characters/events] in both texts? • How do the authors of both texts develop the idea that [provide targeted idea]? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best support(s) your answer in part A?
--	--

	<p>[insert selectable text]</p> <ul style="list-style-type: none">• Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show(s)/support(s)] the [comparison/connection/relationship] made in part A? <p>[insert selectable text]</p> <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

Task Models	
<p>Task Model 4 Item Type: <u>Hot Text select text (ST)</u> DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem will pose a question that requires the student to describe and explain the development of literary elements within one text or across two texts OR explains 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 answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly describes and explains the relationships of literary elements within one text or between two texts OR explains the development of 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 item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable section of text that provides support for the analysis made in PART A. The distractors 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>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) within one text. 2. The student will explain the development of the narrator or speakers' point of view within one text. 3. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) across different texts. 4. The student will explain the development of the narrator or speakers' point of view across different texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p>

	<p>Appropriate Stems for Part A:</p> <ul style="list-style-type: none"> • Click on the statement that best describes how the title of the text [shapes/reflects/connects/contributes] [on/to] the [meaning/purpose] of the text? • Click on the statement that best describes how the [plot/conflict] develops over the course of the text? • Click on the statement that best describes how the [provide character's actions/characters' interactions] develops over the course of the text? • Click on the statement that best describes how the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] is resolved [over the course of the text/by the end of the text]? • Click on the statement that best describes how the relationship between [the narrator/the speaker/provide character's name] and [provide characters'/narrator/speakers' actions/thoughts/interactions] [changes/develops] over the course of the text? • Click on the statement that best describes how the [setting/plot/conflict/etc.] [influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text. • Click on the statement that best describes how [the speaker's/the narrator's/provide character's name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? • Click on the statement that best describes how the [provide event] [changes/influences] the [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in the text. • Click on the statement that best describes how the [characters'/the narrator/the speakers'] [actions/thoughts/behaviors] [change/add to/develop] over the course of the text? • Click on the statement that best describes how the author develops the relationship between [the narrator/the speaker/provide character's name] and [provide character's name]? • Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] Click on the statement that best describes what the dialogue tells the reader about the relationship(s) between [provide character's names/the narrator/the speaker] and [provide character's name]? • Click on the statement that best describes what the [first paragraph/introduction] uncovers about [the plot/the conflict/the narrator/the speaker/provide character's name/etc.] [of/in] the text? • Read the paragraph. [Provide excerpt from the text.] Click on the statement that best describes what the paragraph uncovers about the [plot/conflict/resolution/narrator/speaker/character's name/etc.] [of/in] the text? • Click on the statement that best describes how [provide character's name] is different after [provide plot/event]?
--	--

	<ul style="list-style-type: none"> Click on the statement that best describes how [provide character's name] responds to [provide character's name/plot/character interaction/character's action/resolution/etc.] after [provide event/character interaction/character's action]? Click on the statement that best describes how the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]? Click on the statement that best describes how [provide character's name]'s point of view differs from [provide character's name]'s point of view [before/after] [provide event]? Click on the statement that best describes how the author develops the idea that [provide targeted idea] over the course of the text? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best support(s) your answer in part A. Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show(s)/support(s)] the [comparison/connection/relationship] made in part A. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> Click on the statement that best describes how [provide character's name(s)] in [title text #1] resembles [provide character's name] in [title text #2]? Click on the statement that best 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]? Click on the statement that best describes how the conflict in [title text #1] resembles the conflict in [title text #2]? Click on the statement that best describes how the [provide events] [changes/influences] the [setting/plot/characters] in both texts. Click on the statement that best describes how the authors of both texts develop the relationships between the main characters? Click on the statement that best describes how the development of the plot in [title text #1] [compares/contrasts] to the development of the plot in [title text #2]? Read the [sentence/paragraph] from [title text #2]. [excerpt from text] Click on the statement that best describes how that information helps the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? Click on the statement that best describes how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in both texts? Click on the statement that best describes how the authors of both texts develop the idea that [provide targeted idea]?
--	---

PART B:

- Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of text] that **best** support(s) your answer in part A.
[insert selectable text]
- Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of text] that **best** [show(s)/support(s)] the [comparison/connection/relationship] made in part A.
[insert selectable text]

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

Format Example:

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

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

Part A

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

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

Part B

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

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

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 6: TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.</p>	
<p>Clarifications</p>	<p>Item require students to analyze the structure or features of a text. This could refer to an author’s decisions about the structure of the text (for example, a series of flashbacks or the use of chronological order). This could also refer to the author’s decision about structures (for example, dialogue, opening, closure, or setting). Students must consider how these impact structure, meaning, or presentation. Students may also be required to apply reasoning to justify that analysis by identifying supporting evidence within the text. Items should go beyond asking students to identify the way in which a text is structured.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<p>Standards</p>	<p>RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL-5 <u>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p>Depth of Knowledge</p>	<p>DOK 2, DOK 3</p>
<p>Stimuli/Passages</p>	<p>Texts must be rich with external text structures (i.e., flashbacks, chronology, general poem structure) and internal structures (i.e., introduction, conclusion, structure of dialogue, setting, or events) in order to support meaningful analysis.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p>Dual-Text Stimuli</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) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. 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 6 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>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

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

	<p>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 text?</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/stanza(s) of the text]. [excerpt from text] <p>Select the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)].</p> <ul style="list-style-type: none"> • Why did the author choose to [begin/end] the text with [provide structure (paragraph/dialogue/event/flashback/etc.)]? • Why is using [provide text structure] important to understanding [provide character’s name/the central idea/the purpose/the author or character’s point of view/the introduction/series of events/the conclusion/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3</p>	<p>Task Description:</p> <p>The item stem will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding text structure or features. The item stem will prompt the student to choose [two/three] answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. The correct answers will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What effect does [provide text structure/format/feature/etc.] have on the [meaning of the text OR reader’s understanding] of [provide element affected by structure (elements may include characters, or events in the plot)]? Select [two/three] answers. • What are the most likely reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select [two/three] answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the most likely reasons why the author structured the text this way? Select [two/three] answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, characters, or plot]? Select [two/three] answers. • How does the [first paragraph/first stanza/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, characters, or plot]? Select [two/three] answers. • Read the [sentence(s)/paragraph(s)/section(s)/stanza(s)]. [excerpt from text] How do[es] the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, characters, or plot]? Select [two/three] answers. • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [excerpt from text that contains a structural element]

	<p>Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? Select [two/three] answers.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)/stanza(s)] and the one[s] that came [before it/after it] important to the text? Select [two/three] answers. • Read the sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text that contains a structural element] Select the statements that best explain why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. Select [two/three] answers. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/dialogue/event/flashback/etc.)]? Select [two/three] answers. • Why is using [provide text structure] important to understanding [provide character’s name/the central idea/the purpose/the author or character’s point of view/the introduction/series of events/the conclusion/etc.] in the text? Select [two/three] answers. • What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select [two/three] answers. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Select [two/three] answers. • How might have the information in [title text #2] affected the way [title text #1] was written? Select [two/three] answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
--	---

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	
Clarifications	<p>Items should NOT ask students to identify the type of figurative language that is being used but rather interpret its meaning and impact on the text (i.e., “Which of the following is an example of a simile?” vs. “What impact does the phrase “xxx” have in the text?”).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</u></p> <p>RL-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech (e.g., personification) in context.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 3
Stimuli/Passages	<p>Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning or tone.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. 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 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>

English Language Arts Specification: Grade 6 Claim 1 Target 7



Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility concerns.
Evidence Required	<ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone in context. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

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

	<p>about [provide idea]?</p> <ul style="list-style-type: none"> Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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 [provide character's name/the narrator/the setting/the text/etc.]? Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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"]? Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the line from [title text #1]. [Provide 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 [provide character's name/the narrator/the setting/the text/etc.]? Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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"]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 3</p>	<p>Task Description: The item stem will prompt the selection of two or three statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose two/three answers. The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide 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"]? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statements best describe what the [provide an example of figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to the [meaning/tone] of the text? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide 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 [provide character's name/the narrator/the setting/the text/etc.]? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide 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 interpretation of the text? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with

	<p>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 [provide character’s name] feelings about [provide idea]? Select [two/three] answers.</p> <ul style="list-style-type: none"> • Why did the author most likely use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/introductory/first] paragraph of the text? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? Select [two/three] answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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 [provide character’s name/the narrator/the setting/the text/etc.]? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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"]? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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 [provide character’s name/the narrator/the setting/the text/etc.]? Select [two/three] answers. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide 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"]? Select [two/three] answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
--	--

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	<p>Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely quote words directly from the text.</p> <p>Note: In RI Target 11, students supply both the inference/conclusion AND the evidence.</p> <p>All items are text dependent. No item is answerable without reading the text.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p>RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-3 <u>Identify key steps in a text’s description of a process related to history/social studies</u> (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 2
Stimuli/Passages	<p>Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. 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 Appropriate Stems for Dual-Text Stimuli 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 each text should be included in the stem when more than one text is used. Dual text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

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

	<p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2</p>	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt the student to choose [two/three] answers.</p> <p>The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two or three correct answers. Correct answers may never exceed 50% of total possible answer choices. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Select [two or three] [details/sentences] from the text that best support the [inference/conclusion] that [provide inference or conclusion based on the text]. • Which [evidence/details/sentences] from the text [indicate/best support] [provide inference or conclusion based on the text]? Select [two or three] answers. • [Inference or conclusion based on the text]. Which [evidence/details/sentences] from the text best support this [inference/conclusion] OR best show [provide inference or conclusion]? Select [two or three] answers. • The reader can [infer/conclude] [inference/conclusion based on the text]. Which [evidence/details/sentences] from the text best support this [inference/conclusion] OR best show [provide inference/conclusion]? Select [two or three] answers. • The author [infers/concludes] that [provide inference/conclusion based on the text]. Which [evidence/details/sentences] from the text best support this [inference/conclusion] OR best show [provide inference/conclusion]? Select [two or three] answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the text] Which [evidence/details/sentences] from the text best support this [inference/conclusion] OR best show [provide inference/conclusion]? Select [two or three] answers.

	<p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none">• Which [details/sentences/lines] from [title text #1] best show that [provide inference or conclusion based on both passages] is true of both texts? Select [two or three] answers. <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none">• Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports that [provide inference or conclusion]? Select [two or three] answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
--	---

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

	<p>the text]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [conclusion/inference] OR best shows [provide conclusion/inference].</p> <p>[Provide excerpted selectable text]</p> <ul style="list-style-type: none"> • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Click [one/two] [details/sentences/set of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference/conclusion]. <p>[Provide excerpted selectable text]</p> <ul style="list-style-type: none"> • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference/conclusion]. <p>[Provide excerpted selectable text]</p> <ul style="list-style-type: none"> • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click [one/two] [sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference/conclusion]. <p>[Provide excerpted selectable text]</p> <ul style="list-style-type: none"> • Read this [inference/conclusion]. <p>[Provide inference or conclusion based on the text].</p> <p>Click [one/two] [details/sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion].</p> <p>[Provide excerpted selectable text]</p> <ul style="list-style-type: none"> • Read this [inference/conclusion]. <p>[Provide inference or conclusion based on the text].</p> <p>Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion].</p> <p>[Provide excerpted selectable text]</p> <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences] in the paragraph from [title text #1] that best supports [inference or conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports [provide inference or conclusion]. <p>[Provide excerpted selectable text]</p> <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"> • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/paragraph] from [title text #1] that best supports the same [inference/conclusion]. <p>[Provide excerpted selectable text]</p> <ul style="list-style-type: none"> • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that best support the same [inference/conclusion]? [Provide excerpted selectable text]
--	---

	<p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that selectable text is a whole, continuous section of text.</p> <div data-bbox="521 594 1425 995" style="border: 1px solid black; padding: 10px;"><p>The reader can conclude that other Atari video games were even more successful than Pong. Click the two sentences that best support this conclusion.</p><p>[Warner saw potential in expanding <i>Pong</i> and developed the Atari 2600, a system considered to be the father of all gaming systems.] [The company released nine game cartridges including classic titles like <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>
--	---

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment.	
Clarifications	<p>Items may assess a central idea and the details that support it in the text. Items will not ask students to summarize the entire text; students will summarize either a central idea or key events.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-2 <u>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u></p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions.</p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	<p>DOK 2, 3</p> <p>Short Text (Constructed Response) will always be DOK 3.</p>
Stimuli/Passages	<p>Texts will contain one or more central ideas, key events, and/or procedures.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. 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> <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 6 Claim 1 Target 9



Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none">1. The student will determine a central idea in a text using supporting evidence.2. The student will summarize key events or details in a text using supporting evidence.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2</p>	<p>Task Description: The item stem will pose a question that requires the student to 1) determine a central idea, 2) identify a detail that supports a central idea, 3) identify a statement summarizing the key event(s) in a portion of the text, or 4) identify a key detail that is missing from a text summary. The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which [sentence/statement] best [identifies/expresses] the central idea of the text? • Which [sentence/statement] best [identifies/expresses] the author’s [message/point/central idea] in [the text/section of the text]? • Read the [sentences/paragraph(s)]. [excerpt from text] What is the central idea of the [sentences/paragraph(s)]? • Which [sentence/detail] from the text best [identifies/expresses] the central idea? • Which sentence best summarizes the central idea of the text? • Which [sentence/statement] best summarizes the central idea of the [the first paragraph/introduction]? • Read the [sentences/paragraph(s)]. [excerpt from text] Which sentence best summarizes the central idea of the [sentences/paragraph(s)]? • Which sentence best summarizes the key events [after/during] [provide text event]? • Which sentence best summarizes the process of [provide content for procedure used i.e. using a star chart or directions somewhere] text procedure]? • Read this summary. [provide summary of a section of the text; one key detail/event is missing] Which [key detail/event/idea] is missing from the summary? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What central idea can be found in both [title text #1] and [title text #2]?

	<p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"> • What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2</p>	<p>Task Description: The item stem will prompt the student to 1) determine central ideas or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt the student to choose two or three options. The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of the total possible answer choices. The correct answers will be relatively short statements that identify the central ideas presented in the text or they will be statements that should be included in the text summary. The distractors will be relatively short statements that are not central ideas or that 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 details. The distractors will not contain details of such insignificance that the options are implausible. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Select [two/three] sentences that best [identify/express] the central ideas presented in the text. • Select [two/three] sentences that should be included in a summary of the central idea of the [the text/section of the text]. <p>Scoring Rules: All correct selections: 1 point; All other responses: 0 points</p>

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

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none">• What central idea can be found in both [title text #1] and [title text #2]? <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none">• What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2 OR literary text name]? <p>PART B:</p> <ul style="list-style-type: none">• Which [sentence/detail] from [title text #1] best [supports/is an example of] your answer in part A?• Which [sentences/details] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? <p>NOTE: This stem can only be used with two informational passages.</p> <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

Task Models	
<p>Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2</p>	<p>Task Description: The item stem will pose a question that requires the student to 1) determine a central idea or 2) identify a section of the text that contains a key event, central idea, or key detail that is missing from a summary of the text. The item stem will prompt the student to choose one or two options. The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or from other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal a main idea of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Click on [one/two] [sentence(s)/paragraph(s)/section(s) of the text] that best [show(s)/represent(s)] the central idea of [the text/section of the text]. Select [one/two] answers. • Read this summary of [the text/section of the text]. [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 text] that includes the missing [event/idea/detail]. • Click the [one/two] [key details/events] that should be included in a summary of the central idea of the text. NOTE: The correct answer(s) should be a pivotal key idea or event. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>

	<p>Format Example: The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>. NOTE: Selectable text is a whole, continuous section of text.</p>
	<p>Click on two sentences that best represent the central idea of the text. Select two answers.</p> <p>Collapse [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>

Task Models	
<p>Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3</p>	<p>Task Description: The item stem will prompt the student to 1) determine a central idea of the text and support their response with evidence from the text or 2) summarize key idea or events from a section of the text. Short Text (constructed response) items are only written to long stimuli and will not 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>Examples will reflect common student responses.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Determine the central idea of the text. Explain the central idea and support your answer using key details from the text. • What is the central idea of the text? Use key evidence from the text to support and explain your answer. • Read the [paragraph/section of the text]. [provide excerpt from text] What is the author’s central idea in this [paragraph/section]? Use key evidence from the text to support and explain your answer. • In the [text/section of the text], the author states [provide text excerpt]. Explain how this statement supports the central idea of the text. Use key evidence from the text to support and explain your answer. • Summarize the central idea of the [first paragraph/introduction]. Use [key details/events] from the text in your summary. • Summarize what happens [after/during] [provide text event]. Use [key details/events] from the text in your summary. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What central idea can be found in both [title text #1] and [title text #2 name]? Use evidence from both texts to support and explain your answer. NOTE: This stem can only be used with two informational passages. • What central idea from [title text #2] is made clear by the description of [provide idea/event] in [title text #1 name]? Use evidence from [title text #1] to support and explain your answer. <p>Scoring Rules: Items are worth a possible two points (0, 1, 2) and responses are hand-scored. Rubrics will be item-specific.</p>

	<p>Rubric Template:</p> <table border="1"> <thead> <tr> <th data-bbox="516 323 634 352">Score</th> <th data-bbox="634 323 1398 352">Rationale</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 352 634 548">2</td> <td data-bbox="634 352 1398 548"> <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the central idea OR summarizes with relevant information based on the text </td> </tr> <tr> <td data-bbox="516 548 634 743">1</td> <td data-bbox="634 548 1398 743"> <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text </td> </tr> <tr> <td data-bbox="516 743 634 995">0</td> <td data-bbox="634 743 1398 995"> <p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea OR summarizes, but includes no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea or summary, but includes no explanation OR no relevant information from the text </td> </tr> </tbody> </table>	Score	Rationale	2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the central idea OR summarizes with relevant information based on the text 	1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text 	0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea OR summarizes, but includes no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea or summary, but includes no explanation OR no relevant information from the text
Score	Rationale								
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the central idea OR summarizes with relevant information based on the text 								
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text 								
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea OR summarizes, but includes no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the central idea or summary, but includes no explanation OR no relevant information from the text 								

<p>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.</p>		
Score	Rationale	Example
2	<p>A response:</p> <ul style="list-style-type: none"> -Gives sufficient evidence of the ability to determine the central idea or to explain the support for a central idea -Includes specific examples that make clear reference to the text. Examples can include, but are not limited to: <ul style="list-style-type: none"> —prevalence of games on smartphones and other modern technology —the way games have changed over the years —how different <i>Pong</i> is from modern technology —how popular modern technology is now -Adequately explains the central idea or explanation with relevant information based on the text 	<p>The central 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"> -Gives limited evidence of the ability to determine the central idea or to explain the support for a central idea -Includes vague/limited examples/details that make reference to the text -Examples can include those identified in two-point rationale. -Explains the central idea or explanation with vague/limited information based on the text 	<p>The central idea of the article is to show how people today are surrounded by games but people in the past were not.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> -Gives no evidence of the ability to determine the central idea, or to explain the support for a central idea <p>OR</p> <ul style="list-style-type: none"> -Gives the central idea or explanation, but includes no examples /details that make reference to the text OR -Gives the central idea or explanation, but includes no explanation or no relevant information from the text 	<p>The central idea is that <i>Pong</i> wasn't as good as games now.</p>

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	
<p>Clarifications</p>	<p>Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be one to two grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be on or below grade level.</p> <p>The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications.</p> <p>All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).</p>
<p>Standards</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p> <p>RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p>RST-4 <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>audience, auditory, audible</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> or its part of speech.</p>

	<p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>L-6 Acquire and <u>use accurately grade-appropriate general academic</u> and domain-specific words and phrases; gather <u>vocabulary knowledge when considering a word or phrase important to comprehension</u> or expression.</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	<p>Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. 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 texts.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.</p>

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

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

	<p>phrase”] suggest?</p> <ul style="list-style-type: none"> • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word/phrase</u>] has multiple meanings. What does the [word/phrase] [<u>targeted word/“targeted phrase”</u>] most likely suggest about [provide idea/event/topic/etc.] in the text? • 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 [<u>targeted word</u>]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Select the [word/phrase] that best defines [<u>targeted word/“targeted phrase”</u>] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What does the author communicate to the reader with the use of [<u>targeted word/“targeted phrase”</u>]? • Read the dictionary entry. (<i>part of speech</i>) 1. [definition] Which [word/phrase] from the text best matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with <u>targeted word</u> underlined] What does the [root/affix] in the word [<u>targeted word</u>] mean? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #2]. [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 [<u>targeted word/“targeted phrase”</u>]? • 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 [word/phrase] best matches the meaning of [<u>targeted word/“targeted phrase”</u> text #1] and [<u>targeted word/“targeted phrase”</u> text #2] as they are used in both texts?
--	---

	<p>NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 1, 2</p>	<p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose two/three answers.</p> <p>Formatting note: In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be two/three correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] mostly suggest? Select [two/three] answers. • 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] [<u>targeted word</u>/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select [two/three] answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has multiple meanings. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely suggest about [provide idea/event/etc.] in the text? Select [two/three] answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted</u>

	<p><u>word/phrase</u> underlined]</p> <p>What does the author communicate to the reader with the use of [<u>targeted word/“targeted phrase”</u>]? Select [two/three] answers.</p> <ul style="list-style-type: none"> • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] <p>How does the author’s use of the [word/phrase] [<u>targeted word/“targeted phrase”</u>] in the text help the reader understand [provide idea/event/etc.]? Select [two/three] answers.</p> <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] <p>Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word/“targeted phrase”</u>]? Select [two/three] answers.</p> <ul style="list-style-type: none"> • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] <p>Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]</p> <p>Which [words/phrases] best match the meaning of [<u>targeted word/“targeted phrase”</u> text #1] and [<u>targeted word/“targeted phrase”</u> text #2] as they are used in both texts? Select [two/three] answers.</p> <p>NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
--	--

Task Models	
<p>Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2</p>	<p>Task Description:</p> <p>The item stem will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition.</p> <p>Formatting note: In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only one correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the dictionary entry. <i>(part of speech) 1.</i> [definition] Click on the <u>underlined</u> word in the [sentence(s)/set(s) of sentences/paragraph(s)] that most closely matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that best represents that [idea/meaning]. [Provide excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of

	<p>sentences/paragraph(s)] from [title text #1] that means the same thing as [<u>targeted word</u>/"targeted phrase"].</p> <p>[Provide excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #1]. <p>[Provide directly excerpted sentence or line from text, with <u>targeted word/phrase</u> underlined]</p> <p>Click on the <u>underlined</u> [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [<u>targeted word</u>/"targeted phrase"].</p> <p>[Provide excerpted selectable text #2]</p> <p>NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.</p> <p>NOTE: Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Read the dictionary entry.</p> <p>(v) gather together or acquire an increasing number or quantity of; heap up</p> <p>Click on the <u>underlined</u> word in the paragraph that most closely matches the definition provided.</p> <p>The snow on the side of the road was really starting to [<u>accumulate</u>]. The grass was now a pure, [<u>sparkling</u>] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [<u>negotiated</u>] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [<u>destination</u>] was, but I had to quickly admit that it wasn't my first [<u>suspicion</u>] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [<u>stumped</u>] as to which mysterious locale my sister was [<u>whisking</u>] us off to.</p> </div>
--	---

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 11: REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p>	
<p>Clarifications</p>	<p>Items require students to analyze a text (or texts) by making inferences or drawing conclusions about the author’s inclusion of key individuals, events, or ideas; point of view or purpose, 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 inferences and conclusions drawn from the text(s).</p>
<p>Standards</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-3 <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u></p> <p>RI-6 <u>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p>RH-6 <u>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</u></p> <p>RST-6 <u>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</u></p> <p>RI-7 <u>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u></p> <p>RI-8 <u>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RI-9 <u>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	<p>Text may be of low to high complexity at grade level; 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 Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all 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 Appropriate Stems for Dual-Text Stimuli 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 each text should be included in the stem when more than one text is used. Dual text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
<p>Task Model 1</p> <p>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. <p>Lead-in: This question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	<ul style="list-style-type: none"> • What inference can be made about the author’s opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author’s opinion of [provide a key individual/event/idea]? • What is most likely the author’s intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is most likely the author’s intent by mentioning [provide focused detail] in the text? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)/section(s)] from the text best support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text best [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] best support(s) your answer in Part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

Task Models	
<p>Task Model 2 Item Type: Hot Text, select text (ST) DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text.</p> <p>The item stem of PART B will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion.</p> <p>The answer choices of PART B will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. <p>Lead-in: This question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Click on the statement that best provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that best provides an inference that can be made about the author’s opinion of [provide idea/concept in the text]. • Click on the statement that best provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s

	<p>purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.].</p> <ul style="list-style-type: none"> Click on the statement that best provides a conclusion that can be drawn about the author’s opinion of [provide idea/concept in the text]. Click on the statement that best describes what the author most likely intended by mentioning [provide target detail] in the text. <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/section(s)/paragraph(s)] from the text that best support(s) your answer in Part A. Choose one answer. [Provide excerpt from text] <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] <p>Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]?</p> <ul style="list-style-type: none"> Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] <p>Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s point of view/author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]?</p> <p>PART B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that best support(s) your answer in Part A. <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	--

	<p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text.</p> <p>The following question has two parts. First, answer Part A. Then, answer Part B.</p> <p>Part A</p> <p>Click on the statement that best provides a conclusion that can be drawn about ideas in the text.</p> <p>A. [<i>Pong</i> suffered disappointments after each accomplishment it made in the gaming industry.]</p> <p>B. [<i>Pong</i> developed from a simple idea into a complex game that attracted people from all areas.]</p> <p>C. [<i>Pong</i> helped drive the success of the most profitable company to first produce gaming systems.]</p> <p>D. [<i>Pong</i> was the start of a popular gaming industry that was not able to maintain its triumphant achievements.]</p> <p>Part B</p> <p>Click on the sentence from the text that best supports your answer in Part A.</p> <p>[Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without <i>Pong</i>, though.] [A simple game of electronic tennis started a revolution in entertainment.]</p>
--	--

Task Models	
<p>Task Model 3 Item Type: Short Text, constructed response (WR) DOK: 3, 4</p>	<p>Task Description: The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The item stem will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text.</p> <p>Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>NOTE: Constructed-response (short-text items will be written to long informational passages.</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author’s opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author’s purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author’s opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author most likely intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [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 text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	<p>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 text to support and explain your answer.</p> <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> <p>• Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text]</p> <p>Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts].</p> <p>• Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text]</p> <p>Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts].</p> <p>• Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text]</p> <p>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 texts].</p> <p>• Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text]</p> <p>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 texts].</p> <p>Scoring Notes:</p> <p>Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.</p>
--	---

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

<p>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.</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 an 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>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.</p>	
<p>Clarifications</p>	<p>Item will focus on the analysis of information or author's point of view or purpose within one text or between two texts.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<p>Standards</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-3 <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u></p> <p>RI-6 <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p>Depth of Knowledge (DOK)</p>	<p>DOK 3, DOK 4</p>
<p>Stimuli/Passages</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 & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<p>Dual-Text Stimuli</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) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text. 2. The student will determine how information reveals the author’s point of view or purpose within a text. 3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts. 4. The student will determine how information reveals the author’s point of view or purpose across two texts.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST)

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

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide individuals/events/ideas/etc.] affect both texts? • Which statement best describes how [provide individuals/events/ideas/etc.] is [similar/different] in both texts? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? • How do the authors of both texts develop the relationships between [provide individuals/events/ideas/etc.]? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? • Which statement is most accurate about [provide individuals/events/ideas/etc.] in both [insert names of texts]? • How do(es) the development(s) of [provide individuals/events/ideas/etc.] in [title text #1] resemble(s) [provide individuals/events/ideas/etc.] in [title text #2]? • How do(es) the development of [provide individuals/events/ideas/etc.] in [title text #1] differ from the development of [provide individuals/events/ideas/etc.] in [title text #2]? • Both authors include information about [provide individuals/events/ideas/etc.] What do(es) the difference(s) between the information in the two texts tell the reader about [provide author(s) name(s)]'s [point(s) of view/purpose(s)]? • Which statement best describes how [provide individuals/events/ideas/etc.] affects [points of view/purposes] in both texts? • How does [provide author's name]'s [point of view/purpose] in [title text #1] differ from [provide author's name]'s [point of view/purpose] in [title text #2]? • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	---

Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author’s point of view or purpose. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The item stem will prompt the student to choose two/three answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. The correct answers will be clearly discernible and correct statements that analyze information or reveal author’s point of view or purpose within a text or between two texts. Correct answers should comprise no more than 50% of total possible answer choices. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison. Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text. 2. The student will determine how information reveals the author’s point of view or purpose within a text. 3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts. 4. The student will determine how information reveals the author’s point of view or purpose across two texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the author’s addition of [provide individuals/events/ideas/etc.] add to the development of the text? Select [two/three] options. • How do [provide individuals/events/ideas/etc.] develop over the course of the text? Select [two/three] options. • What does [provide individuals/events/ideas/etc.] show about [the development/description of idea/content]? Select [two/three] options. • How does the introduction of [provide individuals/events/ideas/etc.] change the text? Select [two/three] options. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the text? Select [two/three] options. • What does the information in the [first paragraph/first section/introduction] of the [provide text name] tell the reader about the author’s [point of view/purpose]? Select [two/three] options. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] What does the information in the text tell the reader about the author’s [point of view/purpose]? Select [two/three] options.

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide individuals/events/ideas/etc.] affects both texts? Select [two/three] options. • Which statement best describes how [provide individuals/events/ideas/etc.] is [similar/different] in both texts? Select [two/three] options. • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? Select [two/three] options. • How do the authors of both texts develop the relationships between [provide individuals/events/ideas/etc.] Select [two/three] options. • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? Select [two/three] options. • Which statement is most accurate about [provide individuals/events/ideas/etc.] in both [insert names of texts]? Select [two/three] options. • How do(es) the development(s) of [provide individuals/events/ideas/etc.] in [title text #1] resemble(s) [provide individuals/events/ideas/etc.] in [title text #2]? Select [two/three] options. • How do(es) the development of [provide individuals/events/ideas/etc.] in [title text #1] differ from the development of [provide individuals/events/ideas/etc.] in [title text #2]? Select [two/three] options. • Both authors include information about [provide individuals/events/ideas/etc.] What do(es) the difference(s) between the information in the two texts tell the reader about [provide author(s) name(s)]'s [point(s) of view/purpose(s)]? Select [two/three] options. • Which statement best describes how [provide individuals/events/ideas/etc.] affects [points of view/purpose] in both texts? Select [two/three] options. • How does [provide author's name]'s [point of view/purpose] in [title text #1] differ from [provide author's name]'s [point of view/purpose] in [title text #2]? Select [two/three] options. • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? Select [two/three] options. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 3</p> <p>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author’s point of view or purpose.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts OR reveals the author’s point of view or purpose. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the analysis made in Part A. The distractors will be a line or lines taken directly from the text that 1) support a misrepresentation of the relationship or author’s point of view or purpose within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts .</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A.</p> <p>NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text. 2. The student will determine how information reveals the author’s point of view or purpose within a text. 3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts. 4. The student will determine how information reveals the author’s point of view or purpose across two texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • How does the author’s addition of [provide individuals/events/ideas/etc.] add to the development of the text? • How do [provide individuals/events/ideas/etc.] develop over the course of the text?

	<ul style="list-style-type: none"> • What does [provide individuals/events/ideas/etc.] show about [the development/description of idea/content]? • How does the introduction of [provide individuals/events/ideas/etc.] change the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the text? • What does the information in the [first paragraph/first section/introduction] of the text tell the reader about the author’s [point of view/purpose]? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] What does the information presented in the text tell the reader about the author’s [point of view/purpose]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)/section(s)] from the text(s) best support(s) your answer in part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text(s) best shows the [comparison/connection/relationship] made in part A? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide individuals/events/ideas/etc.] affects both texts? • Which statement best describes how [provide individuals/events/ideas/etc.] is [similar/different] in both texts? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? • How do the authors of both texts develop the relationships between [provide individuals/events/ideas/etc.]? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? • Which statement is most accurate about [provide individuals/events/ideas/etc.] in both [insert names of texts]? • How do(es) the development(s) of [provide individuals/events/ideas/etc.] in [title text #1] resemble(s) [provide individuals/events/ideas/etc.] in [title text #2]? • How do(es) the development of [provide individuals/events/ideas/etc.] in [title text #1] differ from the development of [provide individuals/events/ideas/etc.] in [title text #2]?
--	---

	<ul style="list-style-type: none"> • Both authors include information about [provide individuals/events/ideas/etc.] What do(es) the difference(s) between the information in the two texts tell the reader about [author(s) name(s)]'s [point(s) of view/purpose(s)]? • Which statement best describes how [provide individuals/events/ideas/etc.] affects [points of view/purpose] in both texts? • How does [provide author's name]'s [point of view/purpose] in [title text #1] differ from [provide author's name]'s [point of view/purpose] in [title text #2]? • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none"> • Which sentence(s) from [title text #1] best support(s) your answer in part A? • Which sentence(s) from [title text #1] best shows the [comparison/connection/relationship/etc.] made in part A? • Which [pair/set] of sentences from the texts best support your answer in part A? • Which [pair/set] of sentences from the texts best shows the [comparison/connection/relationship/etc.] made in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

Task Models	
<p>Task Model 4 Item Type: Hot Text, select text (ST) DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author’s point of view or purpose.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts OR reveals the author’s point of view or purpose. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author’s point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answers. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The distractors will be a line or lines that 1) support a misrepresentation of the relationship or author’s point of view or purpose within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts or between the texts.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text. 2. The student will determine how information reveals the author’s point of view or purpose within a text. 3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts. 4. The student will determine how information reveals the author’s point of view or purpose across two texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for Part A:</p> <ul style="list-style-type: none"> • Click on the statement that best describes how [provide individuals/events/ideas/etc.] develop over the course of the text. [Provide excerpted selectable text]

	<ul style="list-style-type: none"> • Click on the statement that best describes what [provide individuals/events/ideas/etc.] shows about [the development/description of idea/content]. [Provide excerpted selectable text] • Click on the statement that best describes how [provide individuals/events/ideas/etc.] change over the course of the text? [Provide excerpted selectable text] • Click on the statement that best describes how the author’s addition of [provide individuals, ideas, events etc.] adds to the development of the text. [Provide excerpted selectable text] • Click on the statement that best describes what the information in the [first paragraph/first section/introduction] of the text tell the reader about the author’s [point of view/purpose]. [Provide excerpted selectable text] • Click on the statement that best describes what the information presented in these [sentences/paragraphs/sections] tell the reader about the author’s [point of view/purpose]. [Provide excerpted selectable text] <p>Appropriate Stems for Part B:</p> <ul style="list-style-type: none"> • Click on the [sentence(s)/paragraph(s)/section(s)] from the text that best support(s) your answer in part A. Select one option. • Click on [sentence(s)/paragraph(s)/section(s)] from the text that best shows the [comparison/connection/relationship/etc.] made in part A. Select one option. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide individuals/events/ideas/etc.] affects both texts? • Which statement best describes how [provide individuals/events/ideas/etc.] is [similar/different] in both texts? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? • How do the authors of both texts develop the relationships between [provide individuals/events/ideas/etc.]? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]?
--	---

	<ul style="list-style-type: none"> • Which statement is most accurate about [provide individuals/events/ideas/etc.] in both [insert names of texts]? • How do(es) the development(s) of [provide individuals/events/ideas/etc.] in [title text #1] resemble(s) [provide individuals/events/ideas/etc.] in [title text #2]? • How do(es) the development of [provide individuals/events/ideas/etc.] in [title text #1] differ from the development of [provide individuals/events/ideas/etc.] in [title text #2]? • Both authors include information about [provide individuals/events/ideas/etc.] What do(es) the difference(s) between the information in the two texts tell the reader about [author(s) name(s)]'s [point(s) of view/purpose(s)]? • Which statement best describes how [provide individuals/events/ideas/etc.] affects [points of view/purpose] in both texts? • How does [provide author's name]'s [points of view/purpose] in [title text #1] differ from [provide author's name]'s [points of view/purpose] in [title text #2]? • How does the development of the author's [points of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [points of view/purpose] in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none"> • Click on the sentence from [title text #1] that best supports your answer in part A. Select one option. [insert selectable text] • Click on the sentence from [title text #1] best shows the [comparison/connection/relationship] made in part A. Select one option. [insert selectable text] • Click on the sentence from [title text #1] and the sentence from [title text #2] that best support your answer in part A. Select one option. [insert selectable text title text #1] [insert selectable text title text #2] <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"> • Click on the sentence from [title #1] and the sentence from [title text #2] that best shows the [comparison/connection/relationship] made in part A. Select one option. [insert selectable text title text #1] [insert selectable text title text #2] <p>NOTE: This stem can only be used with two informational passages.</p> <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	---

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* tells the reader 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*.]

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
Clarifications	<p>Item require students to analyze the structure or features of a text. This could refer to an author’s decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author’s decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures impact meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should go beyond asking students to identify the way in which a text is structured.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RST-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	<p>Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can

	<p>be written for only the literary text. If both texts are informational, items may be written to either or both texts. 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> <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>Accessibility</p>	<p>Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.</p>
<p>Evidence Required</p>	<ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
<p>Allowable Item Types</p>	<p>Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)</p>

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

	<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 text?</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Select the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? • Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2,3</p>	<p>Task Description:</p> <p>The item stem will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding the text structure or features. The item stem will prompt the student to choose two or three options.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. Correct answers may never exceed 50% of total possible answer choices. The correct answers will be clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text 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 [two or three] answers. • What are the most likely reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select [two or three] answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the most likely reasons why the author structured the text this way? Select [two or three] answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? Select [two or three] answers. • 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 [two or three] answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Select [two or three] answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text]

	<p>Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/section(s)] in the text? Select [two or three] answers.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] <p>Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the text? Select [two or three] answers.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] <p>Select the statement that best explains why the author chose to include this [selection/paragraph]. Select [two or three] answers.</p> <ul style="list-style-type: none"> • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Select [two or three] answers. • Why is using [provide text structure] important to understanding [the author’s point of view/specific information/events/etc.] in the text? Select [two or three] answers. • What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select [two or three] answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • The author used [provide structure/format/feature/etc.] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Select [two or three] answers. • How might have the information in [[title text #2] affected the way [title text #1] is written? Select [two or three] answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
--	--

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 14: LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.</p>	
<p>Clarifications</p>	<p>Items should NOT ask students to identify the type of figurative language that is being used but rather interpret its meaning and impact on meaning (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>
<p>Standards</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech (e.g., personification) in context</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p>Depth of Knowledge (DOK)</p>	<p>DOK 3</p>
<p>Stimuli/Passages</p>	<p>Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
<p>Dual-Text Stimuli</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) must only be used as a background piece for the set of items and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. 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 6 Claim 1 Target 14



Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none">1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.3. The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.4. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

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

	<p>How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] affect the reader's interpretation of the meaning of the text?</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Provide 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/person quoted] [feelings/opinion/claim(s)] about [provide idea]? • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about the [the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the sentence(s)/paragraph(s) [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?
--	---

	<p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Models</p>	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 3</p>	<p>Task Description: The item stem will prompt the selection of two or three statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose two/three answers. The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Provide 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"] suggest about [the author/author's point of view/the events/the information/etc.] in the text? Select [two/three] options. • Read the [sentence(s)/paragraph(s)]. [Provide 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"]? Select [two/three] options. • Read the [sentence(s)/paragraph(s)]. [Provide directly sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]

	<p>Which statements best describe what the [provide figurative language] in the sentence(s)/paragraph(s) adds to meaning of the text? Select [two/three] options.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Provide 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 text? Select [two/three] options. • Read the [sentence(s)/paragraph(s)]. [Provide 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/person quoted] feelings about [insert idea]? Select [two/three] options. • Why did the author most likely use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/introductory/first] paragraph of the text? Select [two/three] options. • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]. Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? Select [two/three] options. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide 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 name/the narrator/the setting/the text/etc.]? Select [two/three] options. • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide 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"]? Select [two/three] options. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
--	---

	<p>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 name/the narrator/the setting/the text/etc.]? Select [two/three] options.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s) paragraph(s)] from [title text #1]. [Provide 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"]? Select [two/three] options. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
--	--

<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	
<p>Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).</p> <p>Target 1b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).</p>	
<p>Clarifications</p>	<p>Target 1a</p> <ul style="list-style-type: none"> • Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Organization items focus on the student’s ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative. • 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. <p>Target 1b</p> <ul style="list-style-type: none"> • Note: This target asks students to revise, not edit, which is Target 9. • Note: Items for this target focus on revision at the sentence or paragraph level. Items asking for students to replace or add words/phrases are Target 8. • Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text’s evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), and context/task. • 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). • 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.
<p>Standards</p>	<p>Target 1a</p> <p>W-3a <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>W-3b <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p>

English Language Arts Specification: Grade 6 Claim 2 Targets 1a and 1b



	<p>W-3c <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>Target 1b</p> <p>W-3a <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>W-3b <u>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u></p> <p>W-3c <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>L-3a <u>Vary sentence patterns for meaning, reader/listener interest, and style</u></p> <p>L-3b <u>Maintain consistency in style and tone</u></p>
<p>Depth of Knowledge</p>	<p>Target 1a DOK 3</p> <p>Target 1b DOK 2</p>
<p>Stimuli/Passages</p>	<ul style="list-style-type: none"> • Stimuli for this target will be brief narrative texts (one to three paragraphs—200–250 words). • 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.
<p>Stimuli/Text Complexity</p>	<ul style="list-style-type: none"> • The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do NOT lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)

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

English Language Arts Specification: Grade 6 Claim 2 Targets 1a and 1b



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

<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>Task Models</p>	
<p>Task Model 1 Target 1a Write Brief Texts Item Type: Written Response DOK 3</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a narrative. Complexity may be low to high within a grade level. Text should range between 200 and 250 words.</p> <p>Task Description: The stem will direct the student to compose one to three narrative paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used.</p> <p>Target Evidence Statements:</p> <p>Target 1a</p> <p>1. (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> • providing an opening that establishes a context and/or setting • providing an opening that introduces a narrator and character(s) • organizing the narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [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"> • Write the beginning* of a [story or narrative] that sets up the action to come [and/or shows what is going on at the start of the narrative and/or explains/introduces who the characters are].

	<ul style="list-style-type: none"> In one to two paragraphs, write an ending* for the story that solves [or finishes the story by solving] the problem in the story. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.] Write an ending* to the narrative that follows logically from the events or experiences in the narrative. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.] <p>* Be sure that stimulus clearly <i>needs</i> a beginning/ending.</p> <p>(Elaboration) A student is writing a [narrative, story, etc.] for [the teacher, class website, school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> The student wants to make the story more exciting [or interesting, etc.]. 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. *Note: Stem must always indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc. or by asking students to complete a paragraph/section that has been started (and underlined) for them. Continue the [story or narrative] and include meaningful dialogue (and/or description) to tell what happens to _____ [or when_____, or at the underlined part when _____, etc.]. (Characters, event, etc. should be <u>underlined</u>—see *Note.) Continue the narrative by further developing _____’s character to show [what happens (e.g., create or solve a conflict)] in the <u>underlined</u> section]. Note: When the item is asking writers 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. Write dialogue between characters X and Y to develop the [<u>underlined</u>] part about _____ [or to show what happens when _____, etc.]. (Characters or events, etc., should be <u>underlined</u>, See *Note.) <p>Rubric/Scoring Rules: <u>2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration).</u></p> <p>Rubric Templates</p>
--	--

	<p>Organization—Opening</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose • adequately connects to or sets up the body of the narrative <p>1 point The response:</p> <ul style="list-style-type: none"> • provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters • provides a limited and/or awkward connection to the body of the narrative <p>0 points The response:</p> <ul style="list-style-type: none"> • provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters • provides no connection to the body of the narrative <p>Organization—Ending</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • provides a transition from the “body of the story” to the conclusion • provides a satisfying ending to the [story/narrative about...] that provides closure and/or follows logically from the events or experiences in the story <p>1 point The response:</p> <ul style="list-style-type: none"> • provides a limited transition from the “body of the story” to the conclusion • provides a general or partial ending to the [story/narrative about...] that may provide some closure and/or somewhat follow logically from the events or experiences in the story <p>0 points The response:</p> <ul style="list-style-type: none"> • provides no transition from the “body of the story” to the conclusion • provides an unclear or incomplete ending to the [story/narrative about...] that provides little or no closure and/or does not follow logically from the events or experiences in the story <p>Elaboration</p> <p>2 points The response:</p>
--	---

	<ul style="list-style-type: none">• provides appropriate and mainly specific descriptive details and/or dialogue• provides adequate development of experiences, characters, setting, action, and/or events• uses adequate sensory, concrete, and/or figurative language• is mostly “shown” <p>1 point The response:</p> <ul style="list-style-type: none">• provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related• provides limited development of experiences, characters, setting, action, and/or events• uses limited sensory, concrete, and/or figurative language• is somewhat “told” <p>0 points The response:</p> <ul style="list-style-type: none">• includes few, if any, descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative• provides minimal, if any, development of experiences, characters, setting, action, and/or events• uses little or no sensory, concrete, and/or figurative language• is mostly “told”
--	--

Task Models	
<p>Task Model 2 Target 1b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. 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 200 words.</p> <p>Task Description: The stem will pose a question about a revision to the stimulus that improves some specified aspect of the text’s development (elaboration) or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) 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"> • [Embed narrative with a missing or inappropriate beginning] Choose the sentence(s) that would best introduce the [narrator/character/

	<p>setting/situation, etc.] [or to replace the first sentence (or underlined sentences)].</p> <ul style="list-style-type: none"> • [Embed short narrative with a missing or ineffective beginning] Choose the sentence(s) that would be the most effective beginning [to set up the action to come] for the narrative [story, etc.]. • [Embed short narrative with a missing or ineffective ending] Choose the sentence[s] that would be the most effective ending for the narrative. [or to replace underlined sentences at end of narrative] • Choose the transition word(s) [or phrase(s)] that best connect(s) [underlined] sentences [_____ and _____], show(s) readers how [_____ and _____] are connected, or show(s) how time changes, etc. Note: The text to be connected should be <u>underlined</u> and may consist of two events, situations, settings, etc. that need to be logically connected. <p>(Elaboration)</p> <p>A student is writing a [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 [answer the question/complete the task] that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by underlining a section or by indicating, for example, “between paragraphs 1 and 2,” or “at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> • Read the <u>underlined</u> sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the best sentence to add descriptive detail [before/after] the <u>underlined</u> sentence [to show (or explain) who the character is, what is going on, what the conflict is, where the story is set, how the character feels about____, etc.]. • Choose the best revision of [or replacement for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, show the relationship/tension/conflict, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Which of the following sentences best replaces [<u>underlined</u> text], [or would be best to come before/after [<u>underlined</u> text], etc.? • Revise the <u>underlined</u> sentence by choosing the sentence that best uses sensory language to help readers visualize _____ [the character/conflict/setting, etc.]. • Revise the <u>underlined</u> sentence by choosing the sentence that most precisely shows _____ [the character’s personality, the setting, etc.]. Note: Can also clarify “to replace the underlined sentence” or “to be added after the underlined sentence.” <p>Note: All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target 8 items.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points</p>
--	--

Task Models	
<p>Task Model 3 Target 1b Revise Brief Texts Item Type: Multiple Choice, multiple correct response DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. 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 200 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified aspect of the text’s development or organization. Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: [Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems: Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration) 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 [answer the question/complete the task] that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between part when _____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p>

	<ul style="list-style-type: none"> • Revise the <u>underlined</u> sentences by choosing the two sentences that provide more sensory details [or more precise language] to [<u>underlined</u> section or paragraph #], or that could be added before/after [<u>underlined</u> sentence], to help readers visualize the character (or setting, action, etc.). Note: Revision must be at least a full sentence; descriptive phrases, etc. are Target 8 items. • Read the <u>underlined</u> sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the two best sentences to add descriptive detail [before/after] the <u>underlined</u> sentence [to show (or explain) who the character is, or what is going on, or what the conflict is, or where the story is set, or how the character feels about _____, etc.]. • Choose the best revision of [or replacement for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, show the relationship/ tension/conflict, etc.]. • Revise the <u>underlined</u> sentence by choosing two sentences that more precisely show _____ [the character’s personality, the setting, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Choose two of the following sentences that would best replace _____ and _____ [<u>underlined</u> sentences or sections] [or choose two of the following sentences that could be added after the (one or two) <u>underlined</u> sentences/sections]. <p>Note for all stems in this task model: At this grade level, items can ask students to choose two answer choices to support one <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>Scoring Rules: All correct =1 point; other = 0 points</p>
--	--

Task Models	
<p>Task Model 4 Target 1b Revise Brief Texts Item Type: Hot Text, select text DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. 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 200 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be 4 to 6 possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 1. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [narrative, story, etc.] for [the teacher, class website, school magazine, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.]</p>

	<ul style="list-style-type: none"> Click on the [one or two] sentence(s) [if appropriate, specify the range of possibilities, such as “from paragraph #2 or #3,” or “from the ____ part of the story, etc.] that does (do) not belong in the narrative because it does (they do) not follow the order of events in the rest of the [narrative/story]. Note: This stem can <i>only</i> focus on time order, not inconsistent/irrelevant details, which are elaboration. For each <u>underlined</u> pair of words/phrases [transition word pairs embedded in text such as next/moreover; and then/also; finally/therefore – correct word must be clearly better than wrong answer], click on the word/phrase that [best] connects the events or shows how time changes, etc.]. Note: For grade 6, embed no more than two pairs. Note also that <u>underlined</u> pair can consist of a single word (e.g., "finally") or short phrase (e.g., "at long last"). <p>(Elaboration)</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 complete the task that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between part when ____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> [Embed within stimulus four or five underlined lines of dialogue] Click on [one or two] of the underlined line(s) of dialogue that do not fit with how the character acts in the rest of the narrative. [Embed within stimulus four or five underlined lines of description] Click on [one or two] of the underlined sentence(s) of description that do not fit with how the setting (or other detail) is described elsewhere in the narrative. Note: This item focuses <i>only</i> on irrelevant/inconsistent/contradictory details, not chronology, which is organization. [Embed within stimulus four or six underlined lines of description] Click on [one or two] places within the [<u>underlined</u> section or paragraph #] where more elaboration [or description] is needed to better [develop the characters, show the conflict, describe the scene, etc.]. Note: Need for descriptive information should be clear. [Embed within stimulus four to six underlined lines of dialogue] Click on [one or two] places in the [narrative/story] where dialogue should be added to help readers understand [the characters/what is going on in the story]. Note: Need for dialogue should be clear. <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
--	--

<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	
<p>Target 3a: WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p> <p>Target 3b: REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p>	
<p>Clarifications</p>	<p>Target 3a</p> <ul style="list-style-type: none"> • Note: Informational text provides information appropriate for the subject/audience. Explanatory text provides explanations via thoughtful analysis/synthesis appropriate for the subject/audience. • Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. • No item stems should promote formulaic writing. • Organization items focus on the student’s ability to compose a brief text (one to three paragraphs) by providing introductions, topic sentences, and/or conclusions appropriate for an explanatory text. • Elaboration/evidence items focus on the student’s ability to compose a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or utilizing development strategies that are appropriate for an explanatory text. • Note: Evidence includes data (survey or other), and/or research information (“experts say,” “research shows,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • Student Notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. They should not be complete sentences). A heading should be provided with the statement: <i>The student has taken the following notes from a credible source:</i> • Style should be appropriate for audience, purpose, and task. • Formatting (CCSS W-2a) will not be a focus of these items. <p>Target 3b</p> <ul style="list-style-type: none"> • Note: Informational text provides information appropriate for the subject/audience. Explanatory text provides explanations via thoughtful analysis/synthesis appropriate for the subject/audience. • Note: This target asks students to revise, <i>not</i> edit, (Target 9). • No item stems should promote formulaic writing. • Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text’s evidence/elaboration or organization. Note: Items for this target focus on

English Language Arts Specification: Grade 6 Claim 2 Targets 3a and 3b

	<p>revision at the sentence or paragraph level, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8.</p> <ul style="list-style-type: none"> • Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. • Organization items focus on the student’s ability to revise a brief text by providing introductory/topic sentences, transitions, and conclusions appropriate for audience, purpose (explanatory), and task. • Elaboration/evidence items focus on the student’s ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose (explanatory), and task. • Note: Evidence includes data (survey or other), and/or research information (“experts say,” “research shows,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • Formatting (CCSS W-2a) will not be a focus of these items.
<p>Standards</p>	<p>Target 3a</p> <p>W-2a. <u>Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>W-2b. <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>W-2c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u></p> <p>W-2d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-2e. <u>Establish and maintain a formal style.</u></p> <p>W-2f. <u>Provide a concluding statement or section that follows from the information or explanation presented.</u></p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Target 3b</p> <p>W-2a. <u>Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>W-2b. <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>W-2c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u></p>

English Language Arts Specification: Grade 6 Claim 2 Targets 3a and 3b

	<p>W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W-2e. Establish and maintain a formal style.</p> <p>W-2f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>L-3a Vary sentence patterns for meaning, reader/listener interest, and style</p> <p>L-3b Maintain consistency in style and tone.</p>
<p>Depth of Knowledge</p>	<p>Target 3a DOK 3</p> <p>Target 3b DOK 2</p>
<p>Stimuli/Passages</p>	<ul style="list-style-type: none"> Stimuli for this target will be brief explanatory texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length).
<p>Stimuli/Text Complexity</p>	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.) A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing. For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion. Stimuli should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). For 3a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, or a bulleted list, or a similar fictitious, but factually accurate, source. <p>Guidelines for Student Notes:</p> <ul style="list-style-type: none"> The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses. While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus.

- Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should **NOT** be:
 - written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
 - presented in any particular order.
 - grammatically parallel.
- Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: *The student has taken the following notes from a credible source:*
- Students should **not** be expected to include all notes in their responses.
- Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have already been paraphrased.
- There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.
- Students will need to select the appropriate details/evidence to include. While not being purposely irrelevant or misleading, not all notes will necessarily serve the student’s purpose for the task. For example, while an overall stimulus written for older students might be about both a given problem (e.g., invasive species) and its solution, the task might call for the student to address only a solution. Therefore, not all the notes will be applicable to the task.
- Guidelines for notes that provide evidence:
 - Avoid giving reasons as notes (which the students can just copy into their responses).
 - Examples of types of notes that may be provided include:
 - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
 - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
 - citations/information from credible publications
 - statistics

Sample grade 5 informational item with student notes:

A student is writing a report for science class about ways to model good health. Read the introduction and the first

English Language Arts Specification: Grade 6 Claim 2 Targets 3a and 3b

	<p>sentence of the next paragraph of the draft. Then complete the task that follows.</p> <p>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.</p> <p><u>What do we need to do to stay healthy?</u></p> <p>The student has taken the following notes from a credible source:</p> <table border="1" data-bbox="560 464 1854 841"> <thead> <tr> <th colspan="2" data-bbox="560 464 1854 493">NOTES</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 496 1264 841"> <p>Exercise –</p> <ul style="list-style-type: none"> • school nurse: “most important factor in weight control” • doesn’t have to be formal club/team • 30 minutes day – at least! <p>NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet) Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories</p> </td> <td data-bbox="1268 496 1854 841"> <p>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate</p> <p>- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel</p> <p>- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader’s experience (school nurse as expert, accessible information from the food pyramid, etc.).</p> </td> </tr> </tbody> </table> <p>Choose relevant facts and details from the student’s notes to develop a paragraph beginning with the underlined sentence.</p>	NOTES		<p>Exercise –</p> <ul style="list-style-type: none"> • school nurse: “most important factor in weight control” • doesn’t have to be formal club/team • 30 minutes day – at least! <p>NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet) Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories</p>	<p>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate</p> <p>- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel</p> <p>- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader’s experience (school nurse as expert, accessible information from the food pyramid, etc.).</p>
NOTES					
<p>Exercise –</p> <ul style="list-style-type: none"> • school nurse: “most important factor in weight control” • doesn’t have to be formal club/team • 30 minutes day – at least! <p>NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet) Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories</p>	<p>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate</p> <p>- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel</p> <p>- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader’s experience (school nurse as expert, accessible information from the food pyramid, etc.).</p>				
<p>Accessibility Concerns</p>	<p>Students will be required to read brief explanatory 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>Evidence Required</p>	<p>Target 3a Write Brief Texts</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to organize explanatory text by <ol style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) 				

English Language Arts Specification: Grade 6 Claim 2 Targets 3a and 3b

	<ul style="list-style-type: none"> b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented <p>2. (Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an explanatory text by</p> <ul style="list-style-type: none"> 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.) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose <p>Target 3b Revise Brief Texts</p> <p>1. (Organization) The student will revise explanatory text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented <p>2. (Elaboration) The student will revise explanatory text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p>
<p>Allowable Item Types</p>	<p>Target 3a: Written Response</p> <p>Target 3b: Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text reorder text</p>

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

Task Models

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

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

Stimulus: 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 explanatory forms (essay, research and/or news report, article, etc.).

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

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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length.

Student notes should

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

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

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

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

Target Evidence Statements:

1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by
 - a. introducing and clearly stating a focus (thesis)
 - b. maintaining a clear focus
 - c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect)
 - d. providing appropriate transitional strategies for coherence
 - e. providing a conclusion that follows from the information or explanation presented
2. **(Elaboration)** The student will select from information/evidence provided in order to develop **or elaborate on a** section of an explanatory text by
 - a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate

	<p>for the required task and form (essay, report, etc.)</p> <ul style="list-style-type: none"> b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • The introduction* of the student’s paper does not have a clear focus. Write an introduction* that provides a clear [controlling idea, or thesis] for the [report, essay, article, letter, etc.]. • Write a conclusion* for this essay (or report, article, etc.)_that [follows logically from the information in the (stimulus) or is appropriate for the audience and purpose of the (report, article, etc.)] <p>* Be sure that stimulus clearly <i>needs</i> an introduction/conclusion.</p> <p>(Elaboration) A student is writing a [report, essay, article, letter, etc.] for the [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.</p> <ul style="list-style-type: none"> • The student wants to add more supporting information for the [report, etc.]. Using appropriate information from the student notes, write one or two paragraphs* to further develop [the <u>underlined</u> (sub)topic.] Your elaboration should provide [the audience] with more specific [information/clearer evidence/more description of/more background information on/more historical information about – depending on content of student notes] the [idea/topic/part that is <u>underlined</u>]. Notes: 1) The <u>underlined</u> 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 <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;” 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 develop information on the effect of _____ [if stimulus provided the cause of _____]. [Or vice versa]. [Additional possibilities are problem/solution, compare/contrast, pro/con, etc.]. Note: Stem must indicate exactly where the information
--	---

	<p>is to be added.</p> <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>Rubric/ Scoring Rules: 2-Point Rubric (0, 1, 2) needs to be item-specific and for either organization or elaboration. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)</p> <p>Rubric Templates</p> <p>Organization—Introduction</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • introduces an adequate statement of the controlling idea/thesis that reflects the body of writing as a whole • provides adequate information to put the controlling idea/thesis into context • does more than list points/reasons to support the controlling idea/thesis— not formulaic • connects smoothly to the body paragraph <p>1 point The response:</p> <ul style="list-style-type: none"> • provides a partial or limited controlling idea/thesis • provides a controlling idea/thesis that partially reflects the body of writing as a whole • may provide limited and/or extraneous information to put the controlling idea/thesis into context • may list supporting points/reasons—formulaic • provides a limited and/or awkward connection to the body paragraph <p>0 points The response:</p> <ul style="list-style-type: none"> • provides no controlling idea/thesis or provides a controlling idea/thesis that is not appropriate for the body of writing as a whole • provides irrelevant or no information to put the controlling idea/thesis into context • provides no connection to the body paragraph <p>Organization—Conclusion</p> <p>2 points</p>
--	---

	<p>The response:</p> <ul style="list-style-type: none"> • provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen) • does more than restate or summarize the points/reasons—not formulaic • provides adequate connections and/or progression of ideas to contribute to coherence <p>1 point</p> <p>The response:</p> <ul style="list-style-type: none"> • provides a limited conclusion that is partially related to the information in the body of writing as a whole • lists, restates, or summarizes the points/reasons—formulaic • provides an awkward or partial connection and/or limited progression of ideas <p>0 points</p> <p>The response:</p> <ul style="list-style-type: none"> • provides no conclusion or a conclusion that is minimally related to the information in the body of writing • may restate random and/or incorrect details from the preceding information • provides no connections or progression of ideas <p>Elaboration</p> <p>2 points</p> <p>The response:</p> <ul style="list-style-type: none"> • develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes • does more than list supporting details or ideas • adequately elaborates ideas/reasons using precise words/language <p>1 point</p> <p>The response:</p> <ul style="list-style-type: none"> • provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes • lists supporting details or ideas with limited elaboration/evidence • partially elaborates ideas/reasons using general words/language <p>0 points</p> <p>The response:</p> <ul style="list-style-type: none"> • provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes • provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text • provides no appropriate elaboration and/or may use poor word choice for audience and purpose
--	---

Task Models	
<p>Task Model 2 Target 3b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2</p>	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). Text should not exceed 200 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified and <u>underlined</u> aspect of the text’s evidence/elaboration or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will revise explanatory text by identifying improved organizational elements such as <ol style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. (Elaboration) The student will revise complex explanatory text by identifying best use of elaboration techniques such as <ol style="list-style-type: none"> a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason (e.g., to introduce a thesis, to conclude the report, to elaborate by adding supporting evidence).</p> <p>(Organization) A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the</p>

	<p>task that follows. [Insert text]</p> <ul style="list-style-type: none"> • Embed stimulus with a missing introduction] Choose the sentence(s) [or paragraph] that would best introduce the topic [OR the best thesis statement] for the [report, essay, article, etc.]. Note: Answers can contain a single sentence “main idea” (or focus, etc.) or a multi-sentence answer. • [Embed stimulus with an ineffective/inappropriate introduction] The [essay, article, etc.] does not have a clear introduction. Choose the sentence that best replaces the first sentence. • [Embed stimulus with an ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence(s) that is more clearly related to/appropriate for the information presented in the [report, article, etc.]. • [Embed stimulus with a missing conclusion] Choose the [group of] sentence(s) that would be the best conclusion for the [essay, report, etc.]. <p>(Elaboration)</p> <p>A student is writing a [report, essay, letter, article, 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"> • The [essay, report, etc.] needs more supporting information [or facts or examples]. Choose the sentence that gives the best information to [be added before/after – or to replace] the underlined sentence to support [the topic/idea, etc.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc. • Revise the <u>underlined</u> sentence [section] by selecting a sentence [section] that includes more precise [or appropriate] information for the audience/purpose. [Note: This must be an entire sentence; if only a word or phrase is different, it should be Target 8.] • Choose the sentence that provides the best evidence to support the information in [or before/after] the [underlined sentence/etc.] <p>Scoring Rules: All correct=1 point, other=0 points</p>
--	---

Task Models	
<p>Task Model 3 Target 3b Revise Brief Texts Item Type: Multiple Choice, multiple correct response DOK 2</p>	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). Text should not exceed 200 words.</p> <p>Task Description: The stem 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. Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: [Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will revise complex explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) using precise language and domain-specific vocabulary to inform or explain establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose deleting the details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems: Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration) A student is writing a [report, essay, letter, or article] 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"> Choose two sentences that provide the best [evidence; can specify—examples, concrete details, definitions, facts, quotations, examples, etc., as appropriate for the task] to support the controlling idea [thesis] of the paper. Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1

	<p>and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none">• Choose two sentences that could be added [before/after the <u>underlined</u> sentence] that would add the best supporting information for the thesis.• Revise the <u>underlined</u> sentences [section] by selecting two sentences that include more [precise or specific information or examples, etc.].• Choose two 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]. <p>Note for all of the stems in this task model: At this grade level, items can ask students to choose two answer choices to support one <u>underlined</u> idea/topic, etc. OR students may be asked to choose sentences/details, etc. to develop/support two different underlined ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.</p> <p>Scoring Rules: All correct=1 point, other=0 points</p>
--	---

Task Models	
<p>Task Model 4 Target 3b Revise Brief Texts Item Type: Hot Text, select text DOK 2</p>	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). Text should not exceed 200 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be five to six possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will revise explanatory text by identifying improved organizational elements such as <ol style="list-style-type: none"> a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. (Elaboration) The student will revise complex explanatory text by identifying best use of elaboration techniques such as <ol style="list-style-type: none"> a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing a [report, essay, letter, or article] for the [teacher,</p>

	<p>principal, class, etc.] about _____. The student wants to revise the draft to 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"> • [Insert paragraph of 5 to 6 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.]. • [Insert paragraph of 5 to 6 sentences, with the best conclusion embedded somewhere within the body of the paragraph] The last sentence is not the best introduction for the [essay, report, paragraph, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion [for this topic/ to support the writer’s thesis, etc.]. • [Insert one or two <u>underlined</u> transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft by clicking on one [or two word(s)/phrase(s)] from each <u>underlined</u> pair that would improve the [connections] between the <u>underlined</u> [sentences, paragraphs, or sections]. Note: Limit to two pairs of words at this grade. Also note that the <u>underlined</u> pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). Note: only transition words/phrases, words that signal relationships, can be assessed outside of target 8. <p>(Elaboration) A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to improve the development of the ideas in the draft. Read the draft of the _____ and complete the task that follows. Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> • [Embed stimulus with 4 to 5 possible underlined “answers,” which can be sentences or parts of a sentence] Click on [one] place in the _____ that needs more [facts, details, examples] to support the [stated main (or controlling) idea or (sub)topic]. Note: Correct answer must clearly lack evidence/support, etc. • [Embed paragraph with one (or two) sentence(s) that is/are irrelevant or do/does not support the main idea] Click on the [one or two] sentences that should be deleted because it/they do(es) not support the <u>underlined</u> controlling idea [thesis, (sub)topic] in the paragraph [essay, report, etc.]. • Click on one sentence that should be deleted because it does not maintain the writer’s style for this audience. Note: Correct answer must be clearly different – and inappropriate (e.g., informal, or didactic, or off purpose). <p>Scoring Rules: All correct=1 point, other=0 points</p>
--	--

<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	
<p>Target 6a: WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.</p>	
<p>Target 6b: REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.</p>	
<p>Clarifications</p>	<p>Target 6a</p> <ul style="list-style-type: none"> • Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task. • Organization items focus on the student’s ability to compose a brief text (one to three paragraphs) by providing a claim and supporting evidence and conclusions appropriate for an argument. • Elaboration/evidence items focus on the student’s ability to compose a brief text (one to three paragraphs) for a specific purpose by providing supporting evidence to support a claim that is appropriate for an argumentative text. • Evidence includes data (survey or other), and/or research information (“experts say,” “studies show,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • Note: Counterclaims are not required until grade 7 • 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 credible source:</i> <p>Target 6b</p> <ul style="list-style-type: none"> • Note: This target asks students to revise, <i>not</i> edit, which is Target 9. • Note: Items for this target focus on revision at the sentence or paragraph level, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text’s evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • Organization items focus on the student’s ability to revise a brief text by providing claims and supporting reasons,

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

	<p>transitions to connect reasons to claims, and conclusions appropriate for an argument. Elaboration/evidence items focus on the student’s ability to revise a brief text by identifying appropriate reasons to support claims.</p> <ul style="list-style-type: none"> • Elaboration/evidence items focus on the student’s ability to revise a brief text by identifying appropriate evidence to support claims/counterclaims. • Evidence includes data (survey or other), and/or research information (“experts say,” “studies show,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.
<p>Standards</p>	<p>Target 6a W-1a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u> W-1b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u> W-1c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u> W-1d. Establish and <u>maintain a formal style.</u> W-1e. <u>Provide a concluding statement or section that follows from the argument presented.</u> W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Target 6b W-1a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u> W-1b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u> W-1c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u> W-1d. Establish and <u>maintain a formal style.</u> W-1e. <u>Provide a concluding statement or section that follows from the argument presented.</u> L-3a <u>Vary sentence patterns for meaning, reader/listener interest, and style</u> L-3b <u>Maintain consistency in style and tone.</u></p>
<p>Depth of Knowledge</p>	<p>Target 6a DOK 3 Target 6b DOK 2</p>
<p>Stimuli/Passages</p>	<ul style="list-style-type: none"> • Stimuli for this target will be brief argumentative texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length). • Note: This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Appeal to emotion is inappropriate for argument.

<p>Stimuli/Text Complexity</p>	<ul style="list-style-type: none"> • The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When the stimulus includes an introduction, it should avoid obvious preview of [3] supports; when the stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.) • The stimulus should be written as if it were part of a larger piece of writing. • For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion. • Stimuli should reflect a variety of argument forms such as essay, editorial (not letter to editor), etc. • For 6a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source. <p>Guidelines for Student Notes:</p> <ul style="list-style-type: none"> • The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses. • While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus. • Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should NOT be: <ul style="list-style-type: none"> ○ written as full sentences. (They must be sparse enough so that students must elaborate by using their own words.) ○ presented in any particular order. ○ grammatically parallel. • Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: <i>The student has taken the following notes from a credible source:</i> • 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
---------------------------------------	---

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

- 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 credible source:

NOTES	
<p>Exercise –</p> <ul style="list-style-type: none"> • school nurse: “most important factor in weight control” • doesn’t have to be formal club/team • 30 minutes day – at least! <p>NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet) Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories (doctors say)</p>	<p><i>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate</i></p> <p><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></p> <p><i>- The notes provide some evidence in the form of facts and statistics that are well within a 6th grader’s experience (school nurse and MDs as experts, 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 underlined sentence.</p>
<p>Accessibility Concerns</p>	<p>Students will be required to read brief argumentative 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>Evidence Required</p>	<p>Target 6a Write Brief Texts</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to organize arguments by: <ol style="list-style-type: none"> a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claims, so as to build a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) 2. (Elaboration) The student will select from information provided in order to develop or elaborate on a designated part of an argumentative text by: <ol style="list-style-type: none"> a. referencing and integrating relevant reasons supported by credible evidence b. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose <p>Target 6b Revise Brief Texts</p> <ol style="list-style-type: none"> 1. (Organization) The student will revise arguments by identifying improved organizational elements such as: <ol style="list-style-type: none"> a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claim, building a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, reasons, and evidence* d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) e. 2. (Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as: <ol style="list-style-type: none"> a. including relevant reasons to support claim b. including relevant and credible evidence to support reasons c. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose d. deleting details that do not support the claim*

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

	*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.
Allowable Item Types	Target 6a: Written Response Target 6b: Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text, reorder text

<p>Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.</p>	
<p>Task Models</p>	
<p>Task Model 1 Target 6a Write Brief Texts Item type: Written Response DOK 3</p>	<p>Note: Items for this target must have a setup that states audience, purpose (argument), and context/task.</p> <p>Stimulus: 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 argumentative forms (essay, editorials, etc.). Note: This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length.</p> <p>Student notes should:</p> <ol style="list-style-type: none"> a. be boxed. b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying). c. not be complete sentences; d. not be grammatically parallel. <p>A heading preceding the notes should read: <i>The student has taken the following notes from a trustworthy source:</i> [Note: it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items] Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p>Task Description: The stem will direct the student to develop one or two argumentative paragraphs, using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to organize arguments by: <ol style="list-style-type: none"> a. providing an opening that establishes a clear claim and context for argument* b. organizing reasons and evidence to support claims, so as to build a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion* that is appropriate to purpose and audience and follows from the argument(s)

	<p>*Be sure that the stimulus clearly lacks an effective introduction/conclusion.</p> <p>2. (Elaboration) The student will select from information provided in order to develop or elaborate on a section of an argumentative text by</p> <ol style="list-style-type: none"> a. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims b. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • The beginning* of the student’s [essay, letter, etc.] does not state a clear claim. Write an introduction* to the [argumentative essay, editorial, etc.] that establishes and introduces a clear claim about _____. • This essay [editorial, etc.] is missing a conclusion.* Write a conclusion that follows logically from the argument. <p>*Be sure the stimulus clearly needs an introduction/conclusion.</p> <p>(Elaboration) A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, 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.</p> <ul style="list-style-type: none"> • The student needs to add more support for the claim in the [essay, article, etc.]. Write one or two paragraphs that add (or develop) relevant evidence [examples, facts, etc. depending on the content of the student notes] from the student’s notes to support the underlined claim (or reason) [in/at the end of, etc. paragraph #]. Note: stem must indicate specifically where the information is to be inserted. This can be by underlining a <u>section</u> and indicating, for example, “[the underlined part] between paragraphs 1 and 2;” or “after [the underlined part] at the end of paragraph 3;” or by asking students to complete a paragraph that has been started for them. • A student has written an introduction [and the first body paragraph (or two)] of an argumentative essay that establishes and introduces a clear claim about _____. Use the student’s notes to add evidence to support [and further develop] the underlined <u>supporting claim [or reason]</u> [or continues the paragraph following the <u>underlined sentence, etc.</u>]. <p>*Questions that ask for additional evidence/paragraph(s) should not require</p>
--	---

	<p>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> <p>Rubric/ Scoring Rules: 2, 1, 0 Points: the rubric needs to be item-specific for organization and elaboration brief writes. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)</p> <p>Organization—Introduction</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole • provides adequate information to frame the argument to put the claim into context • does more than list arguments to support claim—not formulaic • provides a logical connection to the body paragraph <p>1 point The response:</p> <ul style="list-style-type: none"> • provides a partial or limited claim • provides a claim that partially reflects the argument(s) presented in the body of writing as a whole • provides limited and/or extraneous information to frame the argument to put the claim into context • may list arguments—formulaic • provides a limited and/or awkward connection to the body paragraph <p>0 points The response:</p> <ul style="list-style-type: none"> • provides no claim or provides a claim that is not appropriate for the body of writing as a whole • provides irrelevant or no information to frame the argument to put the claim into context • provides no connection to the body paragraph <p>Organization—Conclusion</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen) • does more than restate or summarize the arguments—not formulaic • provides adequate connections and/or progression of ideas to contribute to coherence
--	---

	<p>1 point The response:</p> <ul style="list-style-type: none"> • provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole • lists, restates, or summarizes the arguments—formulaic • provides an awkward or partial connection and/or limited progression of ideas <p>0 points The response:</p> <ul style="list-style-type: none"> • provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole • may restate random and/or incorrect arguments or just restate the claim • provides no connection or progression of ideas <p>Elaboration</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • develops adequate supporting arguments and/or relevant evidence based on the student notes • does more than list supporting arguments • adequately elaborates arguments using precise words/language <p>1 point The response:</p> <ul style="list-style-type: none"> • provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related • lists supporting arguments with limited elaboration/evidence • partially elaborates arguments using general words/language <p>0 points The response:</p> <ul style="list-style-type: none"> • provides minimal or no supporting arguments and/or evidence from the student notes • provides supporting arguments and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text • provides no appropriate elaboration and/or may use poor word choice for audience and purpose
--	---

Task Models	
<p>Task Model 2 Target 6b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (argument), and context/task.</p> <p>Stimulus: 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 argumentative forms (essay, editorials, etc.). Note: This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some <u>underlined</u> or otherwise specified aspect of the text’s evidence/elaboration or organization. Answer choices will present four options. The correct answer will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <p>1. (Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) <p>2. (Elaboration) The student will revise arguments by identifying best use of elaboration techniques such as</p> <ul style="list-style-type: none"> • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, 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>

- [Embed argument stimulus with a missing introduction] Choose the sentence(s) that would make the **best** introduction to establish and introduce the claim [set up the argument, etc.]. **Note:** Each answer choice can have a single “topic sentence” or a multi-sentence introduction.
- [Embed argument stimulus with an underlined ineffective/inappropriate introduction] The [introductory paragraph of then letter, article, etc.] does not state a clear claim. Choose the sentence(s) that best replaces the underlined sentence(s).
- [Embed argument stimulus with a missing conclusion] Choose the sentence(s) that **best** concludes [the introductory paragraph of] the argumentative [essay, letter, etc.].
- [Embed argument stimulus with an underlined inappropriate/ineffective concluding sentence] Revise the draft of the student’s essay about _____. Choose the sentence that would be the **best** conclusion for the argument [or should be added to (underlined sentence, final paragraph, etc.)] to conclude the argument [indicate where additional sentence would be added to existing conclusion].

(Elaboration)

A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, 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]

- Revise the student’s essay (article, paragraphs, etc.) about _____ by choosing the sentence that gives the **best** evidence to support [the underlined claim [or reason]. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2,” or “after [the underlined part] at the end of paragraph 3,” etc.
- Choose the sentence that **best** develops [or supports or explains] [the underlined reason/sentence (or underlined text at the end of paragraph 2, etc.)].
- Read the underlined text. Choose the sentence(s)/paragraph that should be added (or should replace) [the underlined information] to strengthen the author’s argument.

Scoring Rules: All correct = 1 point, other = 0 points

Task Models	
<p>Task Model 3 Target 6b Revise Brief Texts Item Type: Multiple Choice, multiple correct responses DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (argument), and context/task.</p> <p>Stimulus: 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 argumentative forms (essay, editorials, etc.). Note: This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should range between 200 and 250 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified <u>underlined</u> aspect of the text’s development or organization. Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: (Note: There are no Organization items for this task model)</p> <p>(Elaboration) The student will revise arguments by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> a. including relevant and credible evidence to support reasons b. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose c. deleting details that do not support the claim* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems: Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Elaboration) A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, etc.] about _____. The student wants to revise the draft to improve the development of the ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> • Revise the student’s paragraph(s) about ___ by choosing two sentences that would give the best evidence [facts, examples, etc. depending on content] to support the student’s [underlined] <u>claim</u> [or <u>reasons</u>]. Note 1: stem must indicate specifically where the information is to be inserted. This can be by underlining a <u>section</u> and indicating, for example, “[the underlined part] between paragraphs 1 and 2,” or “after [the underlined part] at the end of paragraph 3,” etc. Note 2: students

	<p>choose two answer choices to support one underlined <u>claim, reason,</u> etc.</p> <ul style="list-style-type: none"> Choose the two sentences that would best develop [or support or explain] [the underlined <u>reason/sentence/evidence</u> (or underlined <u>text</u> at the end of paragraph 2, etc.). Note: students choose two answer choices to support one underlined <u>claim, reason,</u> etc. The student wants to replace the two underlined sentences [inappropriate/irrelevant or weak in supporting the claim] with sentences that would be more appropriate for the author’s argumentative purpose [or for the stated audience]. Choose the two most appropriate sentences that could replace the two <u>underlined</u> [sentences/reasons, etc.]. Note: students choose two answer choices to support two underlined <u>claims, reasons,</u> etc. <p>Note for all of the stems in this task model: At this grade level, items can ask students to choose two answer choices to support one <u>underlined</u> idea/topic, etc. OR students may be asked to choose sentences/details, etc. to develop/support two different underlined ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.</p> <p>Scoring Rules: All correct = 1 point, other = 0 points</p>
--	---

Task Models	
<p>Task Model 4 Target 6b Revise Brief Texts Item Type: Hot Text, select text DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (argument), and context/task.</p> <p>Stimulus: 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 argumentative forms (essay, editorials, etc.). Note: This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be four to six possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <p>1. (Organization) The student will revise arguments by identifying improved organizational elements such as:</p> <ul style="list-style-type: none"> • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) <p>2. (Elaboration) The student will revise arguments by identifying best use of elaboration techniques such as</p> <ul style="list-style-type: none"> • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>Appropriate Stems:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p>(Organization) A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p>

	<ul style="list-style-type: none"> • [Insert paragraph of 5-6 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the argumentative [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best introduction for this [opinion letter, article, etc.]. • [Insert paragraph of 5 to 6 sentences, with the best conclusion embedded somewhere within the body of the paragraph] The last sentence is not the best introduction for the [essay, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion for this argument. • [Insert one or two underlined transition <u>word pairs</u> embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft of the argument by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [<u>sentences, paragraphs, or sections</u>]. Note: Limit to two pairs of words at this grade. Also note that the <u>underlined</u> pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). Note: only transition words/phrases, words that signal relationships, can be assessed outside of target 8. <p>(Elaboration) A student is writing [argumentative essay, editorial, etc.] for the [teacher, class, principal, student newspaper, 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. Note: stem must indicate specifically where the information is to be inserted. This can be by underlining a <u>section</u> and indicating, for example, “[the underlined <u>part</u>] between paragraphs 1 and 2,” or “after [the underlined <u>section</u>] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> • [Embed stimulus with 4 to 5 possible underlined “answers,” which can be sentences or parts of a sentence] Click on [one] place in the _____ that needs more [evidence: facts, details, examples] to support the underlined <u>claim or reason</u>. Note: Correct answer must clearly lack evidence/support, etc. • [Embed paragraph with one (or two) sentence(s) that is/are irrelevant or do/does not support the claim] Click on the [one or two] sentences that should be deleted because it/they do(es) not support the <u>underlined claim</u> [<u>reason</u>] in the paragraph [essay, report, etc.]. <p>Scoring Rules: All correct = 1 point, other = 0 points</p>
--	---

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 8. LANGUAGE and VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	
Clarifications	<ul style="list-style-type: none"> The more precise, descriptive, effective and/or domain-specific word choices assessed in this target should not be above the assessed grade level. Items for this target DO require an audience/purpose/context setup statement. This is a word/language choice target. This target focuses on word choice and calls for replacing a grade-appropriate word or phrase. It does not test revising/replacing a complete sentence. When the entire sentence or more is revised, the item is aligned to Target 1b, 3b, or 6b. If the revision adds new information at the sentence level (e.g., adds evidence or conclusion, or dialogue) it is not aligned to Target 8; it is aligned to Target 1b, 3b, or 6b.
Standards	<p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>L-3b <u>Maintain consistency in style and tone.</u></p> <p>L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>
Depth of Knowledge	DOK 1, 2
Stimuli/Passages	<ul style="list-style-type: none"> Stimuli for this target may be brief (from three sentences to one to two paragraphs.) narrative, informational, or argumentative texts in order for students to determine language that is specific to audience and purpose.
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. The stimulus should provide words/phrases to get at evidence statements 1, 2, and 4 as well as evidence statement 3 (vague imprecise words). However, for evidence statement 3, words/phrases to be replaced should be <i>varied</i> and <i>grade appropriate</i>. At least one of the words/phrases needing replacement should avoid recycling the typical and obvious vague words/phrases used in early grades: <ul style="list-style-type: none"> Words such as good/bad, things/stuff, said/tell, nice, a lot, very, etc. are most appropriate at lower grades; regardless, stimulus should include less typical and obvious words/phrases whenever possible and avoid over-testing the obvious words. As students move toward the secondary level (from grades 6+), in addition to replacing vague, general, and/or overused words (<i>interesting, important, exciting, amazing, etc.</i>) 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

	<p>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.)</p> <ul style="list-style-type: none"> • For domain-specific vocabulary (standard L6), the vocabulary must be grade-appropriate. Note that the use of certain content-specific vocabulary is appropriate at earlier grade levels than indicated by readability indices because that vocabulary is tied to curricula used at those earlier grade levels. Note also that, for vocabulary that has different meanings in different contexts, attention must be paid to the grade level of the particular use of the word. For example, 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 different meaning. Migrate is listed as a fifth grade word, but attention must be paid to the way it is being used to determine the appropriate grade level at which it should be assessed. • Target 8 assesses Tier 2 words (e.g., not Tier 3 vocabulary exclusive to science, social studies, or a specific content area). See Appendix A (pp. 32–34) of the Common Core State Standards document for additional clarification of Tier 2 vocabulary. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
<p>Accessibility Concerns</p>	<p>Students will be required to read brief narrative, informational/explanatory, or argumentative texts (three sentences to one to two short paragraphs). Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
<p>Evidence Required</p>	<ol style="list-style-type: none"> a. The student will identify and use the best on or below grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/ explanatory writing. b. The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing. c. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.

	<p>d. The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose.</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>
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text

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

Task Models

Task Model 1
Item Type: Multiple-Choice, single correct response
DOK: 1, 2

Note: Items for this target must have a setup that states audience, purpose, and context/task.

Stimulus: Text should be at grade level. Text will be brief—varying from three sentences to one-to-two short paragraphs, depending on the needs of the task.

Task Description: The **stem** will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. **Answer choices** will present four options of similar structure. The **best answers** will be clearly discernible and accurate solutions to improve the writing in the stimulus. The **distractors** will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.

Target Evidence Statements:

- 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 convey the precise or intended meaning of a text, especially with informational/explanatory writing.
- b. The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing.
- c. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.
- d. The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose.

Appropriate Stems:

Note: Item stems should emphasize the writing purpose (in addition to form), such as explanatory report or argumentative essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.

A student is writing a [varied forms and purposes, e.g., story, narrative, informational article, informational or argumentative essay, research report, letter to the editor/editorial, argumentative paper, etc.] for the [teacher, principal, literary magazine, student newspaper, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]

- The student wants to replace the underlined [word/phrase] to make the meaning clearer [or more precise]. Which [word/phrase] would be the best replacement for [the underlined word or phrase]?
- The student wants to explain the idea(s) in the _____ more clearly [or better]. What is/are [a] more specific word(s)/phrase to use instead of [the underlined word(s)/phrase]?

	<ul style="list-style-type: none"> • Read the sentence from the paragraph. What would be the most exact word to replace [<u>underlined</u> word/phrase] in this sentence? • Read the <u>underlined</u> sentence from the paragraph. To add more description, select the best word(s)/phrase to replace [the word(s)/phrase*]. • The author of the [letter] wants to replace [the <u>underlined</u> word(s)/phrase*]. Which replacement best fits the intended audience? • The student wants to make sure that his word choices are appropriate to inform [or explain to or to convince] his audience about _____. Choose the best word (or phrase) to replace [the <u>underlined</u> word or phrase]*. • The student wants to replace [the <u>underlined</u> word/phrase] to make the writing more convincing. Choose the best word (or phrase) to support the student’s claim about _____. • The student wants to replace [the <u>underlined</u> word/phrase] to make the writing more descriptive [or detailed]. Choose the word [or phrases] that gives the reader the best mental picture [or image] of the [story, event, etc.]. Note: the answer choices should not be full sentences, which would be target 1b, 3b, 6b. • Choose the best way to revise the <u>underlined</u> word [phrase]* so that the essay maintains a(n) consistent/appropriate style [or tone]. <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> <p>Scoring Rules: Correct answer = 1 point; other = 0 points.</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple-Choice, multiple correct response DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about two ways to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices 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 best answers will be two clearly discernible and accurate solutions to improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. 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 convey the precise or intended meaning of a text, especially with informational/explanatory writing. 2. The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing. 3. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. 4. The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as explanatory report or argumentative 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, narrative, informational article, informational or argumentative essay, research report, letter to the editor/editorial, argumentative paper, etc.] for the [teacher, principal, literary magazine, student newspaper, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> • The student wants to replace [the <u>underlined</u> word(s)/phrase] to make the meaning clearer [or more precise or more specific]. Which two [words/phrases] would make the best word choices? • The student wants to make sure that his word choices are appropriate for the audience. Choose two more precise [exact or specific] words that the student could use in place of [the <u>underlined</u> word*].

	<ul style="list-style-type: none"> • Read the sentence from the paragraph. Choose two words that would be more specific [or more precise or more concrete] to replace [the <u>underlined word</u>]* and [a second <u>underlined word</u>]* in the paragraph. • The student wants to make sure that his word choices are appropriate to inform [to convince] his audience about _____. Choose the best two words [phrases] to replace [the <u>underlined words</u> (or phrases)]*. • For the [or for each] <u>underlined word</u> [or phrase]*, choose the two best [pairs of] words [or phrases] to give readers the best mental picture of the [story, narrative, etc.]. • The student wants to revise the _____ to make the writing more detailed. To add more description, select the two best pairs of words [phrases] to replace the words* [<u>underlined word</u>]* and [a second <u>underlined word</u>]*. [OR Choose the best two words [phrases] to replace [one <u>underlined word</u>]. <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> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
--	---

Task Models	
<p>Task Model 3 Item Type: Hot Text, select text DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be at grade level. Text will be brief—varying from three sentences to one-to-two short paragraphs.</p> <p>Task Description: The stem will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The best answers will be clearly discernible and accurate solutions to improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. All answer choices, distractors as well as correct answer(s), must be <u>underlined</u>.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> a. The student will identify and use the best academic or grade-level or below 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 convey the precise or intended meaning of a text, especially with informational/ explanatory writing. b. The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing. c. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. d. The student will identify and use the best general academic or domain-specific word(s)/phrase to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as explanatory report or argumentative 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, narrative, informational article, informational or argumentative essay, research report, letter to the editor/editorial, argumentative paper, etc.] for the [teacher, principal, literary magazine, student newspaper, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> • The student wants to revise [the essay, report, etc.] to make the meaning clear [or communicate the message more clearly]. Click on two of the <u>underlined</u> words or phrases* that need to be more precise [or more specific or exact]. Note: Target language must be clearly too general or vague; all possible answers must be <u>underlined</u>.

	<ul style="list-style-type: none"> • The student wants to make the word choices appropriate to inform [or to convince] the audience about _____. Click on two of the <u>underlined</u> words/phrases that should be replaced. Note: Choices must be clearly inappropriate. For example, phrases such as “I’m really not sure but I think” or “It would be stupid to believe that” would not be convincing for an audience in an argumentative paper. Note: All answer choices must be <u>underlined</u>. • The student needs to add more concrete [or specific or exact] detail to the story. Click on two of the <u>underlined</u> words* that are too general and should be replaced by more concrete [or specific or exact] descriptive words. • [Embed two <u>underlined</u> pairs of words separated by slash marks.] For each <u>underlined</u> pair of words*, click on the word that gives the most specific/precise information. • [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 exact] information about the topic. For each <u>underlined</u> pair of words, click on the word that gives the most exact [or specific] information for the audience. • [Include in text two <u>underlined</u> pairs of words—one more descriptive or grade-appropriate than the other—separated by slash marks (Word A/Word B).] The student wants to revise the ____ to make the writing more descriptive. For each <u>underlined</u> pair of words, click on the word that gives readers the best picture of the [story, narrative, event, etc.]. • [Include in text two <u>underlined</u> pairs of words*—one more specific or convincing or audience-appropriate or grade-appropriate than the other—separated by slash marks (Word A/Word B).] The student wants to choose words that would be more convincing [or informative or explanation] for the audience. Click on the word in each pair that is the most convincing [or informative] for a reader. • Click on the <u>underlined</u> word (or words) that should be replaced because it/they do not maintain a consistent style [or tone] for the audience. Note: All answer choices must be <u>underlined</u>. • <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>Scoring Rules: All correct = 1 point; other = 0 points.</p>
--	---

<p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	
<p>Target 9: EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</p>	
<p>Clarifications</p>	<ul style="list-style-type: none"> • Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary. • A setup statement (audience, purpose, and context) is not generally necessary for this target. • Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. Every item must measure at least one new-to-grade skill. (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess <ul style="list-style-type: none"> • a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) IF the skill is appropriately complex for the grade. <i>Examples:</i> <ul style="list-style-type: none"> ○ <i>It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (The skill is grade-appropriate but the stimulus is too far below grade level.)</i> ○ <i>Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)</i> ○ <i>Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school.</i> • a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) • Items that require students to correct errors must specify the category of error or errors in each stem. The categories are grammar usage, [capitalization], punctuation, and spelling. (Word choice is Target 8.) • For Grade 6, items that ask students to correct errors should have no more than three errors requiring corrections. While up to three errors may be assessed in a single item, limit error types to no more than two categories of errors. • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed <i>without</i> naming the specific

	<p>error. When a grade-appropriate skill cannot be assessed <i>efficiently</i> without also using basic grammar terms (e.g., verb, tense, possessive) the named error must be clearly identified (e.g., <u>underlined</u>) so that students can answer the question without having demonstrative knowledge of the term. For example,</p> <ul style="list-style-type: none"> ○ Which of the following [<u>underlined</u> pairs of words or <u>underlined</u> words] uses possessives correctly? Note: in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 6 students. However, because the error is <u>underlined</u>, the student does not need to know the term itself to make the appropriate correction. ○ A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I <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. Note for inappropriate verb shifts: Any shift must be clearly incorrect, inconsistent, or confusing. <ul style="list-style-type: none"> • 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>. Note: “On-and-on” sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., “On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.”) have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having “errors of conventions.” <ul style="list-style-type: none"> ○ Examples of conventions errors: <ul style="list-style-type: none"> ▪ <u>Comma splice</u>: “It snowed 10 inches today, tomorrow it is going to rain.” ▪ <u>Fused sentence</u>: “It snowed 10 inches today tomorrow it is going to rain.” • Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as “For dinner we had spaghetti” and “She washed and he dried the dishes”). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) .
<p style="text-align: right;">Standards</p>	<p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p>
<p style="text-align: right;">Depth of Knowledge</p>	<p>DOK 1 or 2 Note: Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when</p>

	<p>they are separated by phrases/clauses or the subject is a collective noun (as an example). Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with “difficulty,” and item writers must be sure that true analysis is required before labeling an item DOK 2.</p>
<p>Stimuli/Passages</p>	<ul style="list-style-type: none"> • Stimuli for this target, when used, may be narrative, explanatory, or argumentative texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
<p>Stimuli/Text Complexity</p>	<ul style="list-style-type: none"> • The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
<p>Accessibility Concerns</p>	<p>Students will be required to read brief grade-level narrative, explanatory, or argumentative. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. subjective pronouns 2. objective pronouns 3. possessive pronouns. 4. intensive pronouns. 5. inappropriate shifts in pronoun number and person.* 6. vague or ambiguous or unclear pronoun references.* 7. commas to set off nonrestrictive or parenthetical elements.* 8. parentheses to set off nonrestrictive or parenthetical elements.* 9. dashes to set off nonrestrictive or parenthetical elements.* 10. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words. 	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 11. subject-verb agreement. 12. pronoun-antecedent agreement. 13. inappropriate sentence fragments, run-on sentences. 14. frequently confused words (to/too/two; there/their). 15. inappropriate shifts in verb tense. 16. punctuation to separate items in a series. 	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;">Grade 5:</p> <ol style="list-style-type: none"> 17. perfect verb tense. 18. verb tense to convey various times, sequences, states, and conditions. 19. correlative conjunctions. 20. comma to separate an introductory element from the rest of a sentence. 21. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 22. underlining, quotations marks, or italics to indicate titles of works. <p style="text-align: center;">Grade 4:</p> <ol style="list-style-type: none"> 23. relative pronouns. 24. relative adverbs. 25. progressive verb tenses. 26. modal auxiliaries to convey various conditions. 27. correct order of adjectives within a sentence according to conventional patterns. 28. capitalization. 29. commas and quotation marks to mark direct speech and quotations. 30. comma before a coordinating conjunction in a compound sentence.
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

Task Models	
<p>Task Model 1 Item Type: Multiple-Choice, single correct response DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> Do not include a stimulus if the answer choices repeat the exact text from the stimulus. If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect). The text may include one (or more) sentence that includes no more than three grammar usage, 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 (4 and 5) and/or language conventions chart. Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>longer</i> introductory clauses or independent clauses + coordinating conjunctions) . <p>Task Description: The stem will pose a question about how to edit to correct an error or errors in grammar usage, punctuation, [capitalization- not a new-to-grade skill], or spelling. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The distractors will be revisions to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, spelling, or punctuation rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.</p> <p>Appropriate Stems: See Evidence Required, beginning on page 3, for grade 6 appropriate grammar usage, [capitalization— not a new-to-grade skill beyond grade 4], spelling, and punctuation errors. A variety of items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill.</p> <ul style="list-style-type: none"> Read the sentence[s] and the question that [follows/follow]. [Insert sentence(s) containing up to three errors, with at least one new-to-grade error in grammar usage (e.g., error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills)); can also add errors from previous 2 grades and/or language progression chart]. Choose the sentence that corrects the [one or two or three] grammar

<p>_____</p>	<p>usage error[s]. _____</p> <ul style="list-style-type: none"> • Choose the sentence [or sentences/short paragraph] that is punctuated correctly [e.g., correctly uses dash, parenthesis, commas in [non]restrictive elements, or items in a series. Question can also be worded as choose the sentence that has punctuation errors]. • Choose the sentence that is correctly punctuated [e.g., choices could contain sentences that do not have necessary commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or run on (language progression chart skill), as well as correct answer]. • 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 underlined sentence containing grammar usage – or other – error(s) here.] Which sentence corrects the [one or two or three] grammar usage [or other] error(s) in the underlined sentence? [Example: error with intensive pronouns (new-to-grade skill) and inappropriate shifts in verb tense and pronoun number/case, etc.] • Choose the sentence containing a spelling error [e.g., grade-appropriate and/or frequently misspelled words. Note: Frequently confused words are labeled “grammar usage errors” not “spelling errors”]. • Read the following sentence that has [number] error[s] in [grammar usage/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence with errors here.] Which sentence corrects [all] the [specify grade-appropriate grammar usage/punctuation/spelling] error[s]? <p>Note: The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors</p> <p>Scoring Rules: Correct = 1 point; other = 0 points.--</p>
--------------	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response DOK 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be grade level. Text will be brief— the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, 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 (4 and 5) and/or language progression chart. • Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions). <p>Task Description: The stem will pose a question about two ways to correct an error or errors in grammar usage, punctuation, or spelling. Answer choices 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 correct two answers will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The distractors will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p>Appropriate Stems: See Evidence Required, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types</p> <ul style="list-style-type: none"> • Choose the two sentences that are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements, or items in a series]. • Choose two sentences that are correctly punctuated [e.g., choices could contain sentences that are missing commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or fused sentences (language progression chart skill), along with the two correct answers]. • Read the sentences and the question that follows. [Insert one sentence containing up to three errors in grammar usage or other.]

	<p>Choose two ways that correct [number and types of errors] [e.g., error in pronoun case (new-to-grade) and verb agreement error (language progression chart)].</p> <ul style="list-style-type: none">• Choose the two sentences containing spelling errors [e.g., grade-appropriate spelling words. Note: Frequently confused words are labeled “grammar usage errors” not “spelling errors”]. <p>Note: The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
--	---

Task Models	
<p>Task Model 3 Item Type: Hot Text, select text DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief – the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect). The text may include one (or more) sentence that includes no more than three grammar usage, 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 (4 and 5) and/or language progression chart. Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). Errors – particularly with commas – must be clear. For example, short introductory phrases/clauses don't always need commas after them; likewise, very short independent clauses may not necessitate a comma (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) **. <p>Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible “errors” in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 6], sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p>Appropriate Stems:</p> <p>See Evidence Required, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill.</p> <ul style="list-style-type: none"> [Insert short text/paragraph] Click to highlight the sentence [or two sentences] that has [name the number] errors in grammar usage. [Sentences could contain error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills),

	<p>along with ambiguous <u>pronouns</u>, <u>inappropriate</u> shifts in verb tense, agreement errors, etc.]</p> <ul style="list-style-type: none"> • [Insert short text.] Click on the [one or two] sentence(s) that is/are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements]. • [Insert short text, with 5 to 7 underlined possible answers] Click to highlight the [one or two or three] errors in punctuation (and/or grammar usage) that should be edited. Note: Be sure that the length of the stimulus is appropriate for the number of embedded errors. • Read this paragraph from a student's research report. [Insert short text.] Then click on [one or two] sentence[s] that [does/do] not use commas correctly[e.g., to set off non-restrictive elements and—if additional errors used—commas in series]. • Read the student's paragraph about _____ [insert short text—paragraph with at 5 to 7 sentences, some with spelling errors]. Click on the [one or two or three] sentences that contain spelling errors [or grammar usage errors for frequently confused words]. • [Embed two to three pairs of words within sentence(s).] For each pair of words, click on the word that shows correct grammar usage. [For example, to assess subject/object pronouns (new-to-grade): My friends and I/me want to show they/them our new backpacks. Can also add frequently confused word pairs from language progression chart] • Read the following paragraph and the directions that follow. [Insert 3-4 sentences, with 5-6 underlined <u>word(s)</u>, each followed by an underlined <u>punctuation mark</u>, as possible answers]. Click to highlight the one <u>underlined</u> section that has a punctuation error** [or has no punctuation errors/uses punctuation correctly. Errors can be with the use of parenthesis, dash, ellipses for (non)restrictive elements, etc. For example: My favorite <u>teacher - Mrs. Smith -</u> always tells us, "Don't <u>run</u>, with scissors in your hands!" But today <u>we</u>, had a fire drill. We suddenly noticed <u>that - Mrs. Smith -</u> was running <u>quickly</u>, down the hall with scissors in her hand.]. • [Insert 3-4 sentences, with 5-6 underlined words with one/two/three spelled incorrectly or correctly] Click on the [one or two or three] <u>underlined</u> word that is not spelled correctly [or is spelled correctly]. Note: Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. • <p>Note: The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors</p> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
--	---

--	--

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Clarifications	<p>All items are text-dependent. No item is answerable without listening to the presentation.</p> <p>As much as possible, items should allude to content presented in the stimulus, or if necessary, content may be paraphrased. Items may contain direct excerpts from the script of the presentation when necessary to assess the skill. As much as possible, when excerpts are used, they are used in the item stem rather than as answer options. The purpose of using excerpts in items is to examine the excerpt within the context of the stimulus, and not to examine the excerpt as isolated content.</p> <p>Items do not assess minor details.</p> <p>Students should only need to listen to the presentation once in order to respond to items.</p> <p>Items should use the word “speaker” when the stimulus is commissioned. Items should use the word “author” or the author’s name when the stimulus is permissionable or public domain.</p>
Standards	<p>SL-2 <u>Interpret information presented in diverse media and formats e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</u></p> <p>SL-3 <u>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p>
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	<p>Stimuli are audio presentations* that may include images. Presentations are one minute in length.</p> <p>The presentation must have a definite purpose and express a viewpoint on a topic. The presentation may contain an argument with claims. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions. The presentation may lack sufficient evidence for the claims made.</p> <p>*Stimuli may include exposition, argument, and functional presentations in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts intended for a broad audience.</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>
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.

<p>Accessibility Concerns</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>Evidence Required</p>	<ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.
<p>Allowable Item Types</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>Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2, 3</p>	<p>Task Description: For each of the evidence statements, the answer choices will present four options of similar structure. The correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for Evidence Statement 1: The item stem will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which statement best describes [speaker’s] viewpoint/argument/claim in the presentation/about [topic]? • What is the most likely purpose of the presentation? • What is the central idea of the presentation? • Which statement best expresses [concept in presentation]? • 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 best describes the meaning of the [excerpt type]? • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? • Which detail from the presentation explains/supports [idea in the presentation]? • According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a point of view, purpose, central idea, or key point of the presentation]? <p>Description for Evidence Statement 2: The item stem will pose a question that requires the student to analyze the delivery of content in the presentation.</p> <p>Appropriate Stems:</p>

	<ul style="list-style-type: none"> • What is the most likely reason/Why does [speaker] include [content in presentation]? • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] stress by including [content in presentation]? • How does [speaker] support [content in presentation]? • [question that requires the student to identify an explicitly stated detail relating to the delivery of content in the presentation]? <p>Description for Evidence Statement 3: The item stem will pose a question that requires the student to analyze a quality (sufficiency of evidence) of the presentation.</p> <p>Appropriate Stem:</p> <ul style="list-style-type: none"> • Which idea/claim from the presentation is not fully supported/is unclear? NOTE: This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. <p>Description for Evidence Statement 4—Option 1: The item stem will pose a question that requires the student to select a conclusion or inference that is supported by content in the presentation</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which conclusion/statement is best supported by evidence from/can be made based on the presentation? • Based on the presentation, which statement is suggested about/best describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? <p>Description for Evidence Statement 4—Option 2: The item stem will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which evidence/detail from the presentation indicates/best supports [conclusion or inference based on the presentation]? • [conclusion or inference based on the presentation]. Which evidence/detail from the presentation best supports this conclusion/statement? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2, 3</p>	<p>Task Description:</p> <p>For each of the evidence statements, the answer choices will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>The item stem will either state the number of correct responses or state “Select all that apply.”</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which statements best describe [speaker’s] viewpoint/argument/claim in the presentation/about [topic]? Select [number] options. • Which of the following best describe the purposes of the presentation? Select [number] options. • Which of the following best describe the central ideas of the presentation? Select [number] options. • Which statements best express [concept in presentation]? Select [number] options. • 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 statements best describe the meaning of the [excerpt type]? Select [number] options. • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? Select [number] options. • Which details from the presentation explain/support [idea in the

	<p>presentation]? Select [number] options.</p> <ul style="list-style-type: none"> • According to the presentation, [question that requires the student to identify explicitly stated details relating to point of view, purpose, central idea, or key point(s) of the presentation]? Select [number] options. <p>Description for Evidence Statement 2: The item stem will pose a question that requires the student to analyze the delivery of content in the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • What are the most likely reasons/Why does [speaker] include [content in presentation]? Select [number] options. • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? Select [number] options. • Which ideas/claims/points does [speaker] stress by including [content in presentation]? Select [number] options. • How does [speaker] support [content in presentation]? Select [number] options. • [question that requires the student to identify explicitly stated details relating to the delivery of content in the presentation]? Select [number] options. <p>Description for Evidence Statement 3: The item stem will pose a question that requires the student to analyze a quality (sufficiency of evidence) of the presentation.</p> <p>Appropriate Stem:</p> <ul style="list-style-type: none"> • Which ideas/claims from the presentation are not fully supported/are unclear? Select [number] options. NOTE: This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. <p>Description for Evidence Statement 4—Option 1: The item stem will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which conclusions/statements are best supported by evidence from/can be made based on the presentation? Select [number] options. • Based on the presentation, which statements are suggested about/best describe [topic in presentation]? Select [number] options. • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? Select [number] options. <p>Description for Evidence Statement 4—Option 2: The item stem will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which evidence/details from the presentation indicate/best support [conclusion or inference based on the presentation]? Select [number]
--	---

	<p>options.</p> <ul style="list-style-type: none">• [conclusion or inference based on the presentation]. Which evidence/details from the presentation best support this conclusion/statement? Select [number] options. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	---

Task Models	
<p>Task Model 3</p> <p>Item Type: Two-part multiple choice, with evidence responses</p> <p>DOK: 2, 3</p>	<p>Task Description:</p> <p>The item has two parts: part A and part B.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation.</p> <p>The item stem of PART B will pose a question that elicits evidence for PART A. Typically, the question will ask the student to choose the text detail that best supports the answer in PART A. If there are no supporting text details, then the question may instead ask the student to choose the option that 1) applies or builds on the response in PART A or 2) is a detail that supports a concept related to the concept tested in PART A.</p> <p>The answer choices of PART B will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications or further analyses of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in PART A directly determines which answer choice will be selected in PART B. Thus, some or all answer choices in PART B should provide plausible support for more than one answer choice in PART A.</p> <p>Note on PART B for all Evidence Statements: If the required evidence cannot be put in one correct answer, then PART B may contain two correct answers. If PART B has two correct answers, then it must have five or six options instead of four options.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Lead-in for all Items:</p> <ul style="list-style-type: none"> • The following question has two parts. First, answer part A. Then, answer part B. <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 4. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for Evidence Statement 1:</p> <p>The item stem of PART A will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation.</p> <p>Appropriate Stems for PART A:</p>

	<ul style="list-style-type: none"> • Which statement best describes [speaker’s] viewpoint/argument/claim in the presentation/about [topic]? • Which of the following best describes the purpose of the presentation? • What is the central idea of the presentation? • 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]? • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? • Based on/According to/In the presentation, [question about interpreting or analyzing point of view, purpose, central idea, or meaning of content in the presentation]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/best supports [concept related to that tested in part A]? <p>Description for Evidence Statement 2: The item stem of PART A will pose a question that requires the student to analyze the delivery of content in the presentation.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • What is the most likely reason/Why does [speaker] include [content in presentation]? • How does [content in presentation] support [speaker’s purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] stress by including [content in presentation]? • How does [speaker] support [content in presentation]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/best supports [concept related to that tested in part A]? <p>Description for Evidence Statement 4: The item stem of PART A will pose a question that requires the student to select a conclusion or inference supported by content in the presentation.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which conclusion/statement is best supported by evidence from/can be
--	---

	<p>made based on the presentation?</p> <ul style="list-style-type: none">• Based on the presentation, which statement is suggested about/best describes [topic in presentation]?• [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? <p>Appropriate Stem for PART B:</p> <ul style="list-style-type: none">• Which sentence/words/detail/text from the presentation provides evidence for/best supports your answer in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
--	--

Task Models	
<p>Task Model 4 Item Type: Matching Tables DOK: 1, 2, 3</p>	<p>Task Description: The student will mark the cells in a table that meet certain criteria.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. <p>Description for all Evidence Statements:</p> <p>The item stem will describe the task the student must perform to complete the table. The item stem may include a description of the purpose of the table. The item stem may include a question, a statement, and/or other information that is necessary to set the task for the student.</p> <p>The table will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to viewpoints, purposes, ideas, qualities, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence.</p> <p>The correct answer choices will fit clearly into one or more categories in the table. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Complete the table to show [description of table purpose]. Click in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. • [description of table purpose]. Complete the table by clicking in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. • [question that the completed table will answer]? Click in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>

<p>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	
<p>Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).</p>	
<p>Clarifications</p>	<p>Clarifications for the Item Writers:</p> <ul style="list-style-type: none"> • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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.
<p>Standards</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-6 <u>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p>RI-8 <u>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> <p>RI-9 <u>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p>RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</u></p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u></p> <p>RH-7 <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p>RST-7 <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RH-9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p> <p>RST-9 <u>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and</u></p>

	<p><u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and providing basic bibliographic information for sources.</p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	<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 should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or primary and secondary 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 acknowledgement to the actual researcher or university included in the stimulus. The exception to this would be items in which the item writer has crafted a study that was performed by middle school or high school students. In-line citations (parenthetical referencing) should not be used. 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 225 words for the middle school grade band.</p>
Stimuli/Text Complexity	<p>Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.</p>
Accessibility Concerns	<p>Students will be required to read brief text stimuli and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired</p>

	<p>or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
Evidence Required	<ol style="list-style-type: none"> 1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
<p>Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G6.T2.A: Two Sources on the Same Topic This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to 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 author’s opinions.</p> <p>Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic This stimulus should be a primary source and a secondary source the student found on the topic mentioned in the lead-in. Both sources should lend themselves to 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.</p> <p>Stimulus: G6.T2.C.a: Informational Source This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed visually (in a flowchart, diagram, or table). That information should lend itself to paraphrasing.</p> <p>Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table This stimulus should be a flowchart, diagram, or table that visually expresses the information found in Stimulus G6.T2.C.a.</p> <p>Stimulus: G6.T2.D.a: Informational Source This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing.</p> <p>Stimulus: G6.T2.D.c: Experiment Results This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a.</p> <p>Task Description: The test taker will be presented with two sources on the same topic. The item stem will pose a question asking the test taker to choose the note that correctly paraphrases and integrates the information from both sources. The answer choices will present four notes related to the sources. Each note should be at least one sentence that a) paraphrases and integrates information from both sources or b) paraphrases information that is present in one source,</p>

but not both. The answer choices may give credit to the authors of the stimuli, but if one answer choice gives credit, then they should all follow that pattern. Do not use in-line citations when giving credit. An example of appropriate credit would be “according to Dr. Smith” or “in a study by Indiana University.” To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest.

The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources.

Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note that plagiarizes language by using too much of the wording of the source (no more than one plagiarized distractor for this item type), 8) a paraphrased note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.

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

Target Evidence Statement:

The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** A student is writing a report about <topic>. Read both sources and the directions that follow.

Stimulus: G6.T2.A: Two Sources on the Same Topic,

Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,

Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or

Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results

Stem:

- The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources?

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 3 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 4 Item Type: Multiple Choice, Multiple-Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G6.T2.A: Two Sources on the Same Topic This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to 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 author’s opinions.</p> <p>Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic This stimulus should be a primary source and a secondary source the student found on the topic mentioned in the lead-in. Both sources should lend themselves to 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.</p> <p>Stimulus: G6.T2.C.a: Informational Source This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed visually (in a flowchart, diagram, or table). That information should lend itself to paraphrasing.</p> <p>Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table This stimulus should be a flowchart, diagram, or table that visually expresses the information found in Stimulus G6.T2.C.a.</p> <p>Stimulus: G6.T2.D.a: Informational Source This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information</p>

	<p>should lend itself to paraphrasing.</p> <p>Stimulus: G6.T2.D.c: Experiment Results This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a.</p> <p>Task Description: The test taker will be presented with two sources on the same topic. The item stem will pose a question asking the test taker to choose the notes that correctly paraphrase and integrate the information from both sources. The answer choices will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note should be at least one sentence that a) paraphrases and integrates information from both sources or b) paraphrases information that is present in one source, but not both. The answer choices may give credit to the authors of the stimuli, but if one answer choice gives credit, then they should all follow that pattern. Do not use in-line citations when giving credit. An example of appropriate credit would be “according to Dr. Smith” or “in a study by Indiana University.” To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The correct answer choice will be notes that correctly paraphrase and integrate the information from both sources.</p> <p>Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note that plagiarizes language by using too much of the wording of the source (no more than one plagiarized distractor for this item type), 8) a paraphrased note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read both sources and the directions that follow. Stimulus: G6.T2.A: Two Sources on the Same Topic, Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,
--	--

	<p>Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results</p> <p>Stem:</p> <ul style="list-style-type: none"> ○ The student took notes about information in the sources. Choose [two/three] notes that correctly paraphrase information by combining details from both sources. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 6 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: RH-1, RST-1, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T2.A: Two Sources on the Same Topic This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to 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 author’s opinions.</p> <p>Stimulus: : G6.T2.F: Two Sources on the Same Topic with Original Ideas This stimulus should be two sources that contain original or creative ideas. Although the stimulus may contain some content that is common knowledge, there must also be original ideas (e.g., an article about being green that suggests repurposing an old trashcan as a dog food container).</p> <p>Task Description: The test taker will locate sentences in a student paragraph that are plagiarized from either source. The item stem will ask the test taker to click on sentences from the student’s paragraph (delimited text) that plagiarize an idea. The delimited text should be a paragraph from a student report which is on the same topic as the source texts. The paragraph should mix sentences of original student ideas and language that paraphrase the stimuli information with sentences of plagiarized ideas from the sources. 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</p>

	<p>options.</p> <p>The correct answer choices will be one or more sentences that have plagiarized an idea from the source text. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that reflect correct student writing that hasn't been plagiarized. 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) an inaccurate paraphrased sentence(s)/piece(s) of text based on prior knowledge or opinion, but are found in the sources, 2) sentence(s)/piece(s) of text that are not directly related to the original stimulus idea, and/or 3) sentence(s)/piece(s) of text that are a direct quotation of the source using quotation marks and acknowledging the author in the text.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement: The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic> for <audience>. Read the trustworthy sources that the student found and the directions that follow. Stimulus: G6.T2.A: Two Sources on the Same Topic, or Stimulus: G6.T2.F: Two Sources on the Same Topic with Original Ideas Stem: <ul style="list-style-type: none"> ○ The student wants to include information from the sources in [his/her] report but does not want to plagiarize the authors' ideas from the sources. Read the paragraph from the student's report. Click on [one/two/three] sentence(s) in the paragraph that [is/are] plagiarized. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 7 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: RI-8</p> <p>CAT Secondary Standard Alignment: RI-1, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: 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>Stimulus: G6.T2.H: No Stimulus</p> <p>Task Description: The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or <u>not</u> supported by credible evidence. The item stem will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not</p>

supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited.

The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. 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 should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is **not** supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims.

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 analyze information within and among sources of information.

Appropriate Stems:

- **Lead-in:** no lead-in

Stimulus: G6.T2.H: No Stimulus

Stems:

- A student is writing a research report about <topic>. The student found a source. Read the source and click on [one/two] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence.

	<ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. The student found a source. Read the source and click on [one/two] claim(s) that the author make(s) that [is/are] not supported by credible, or trustworthy, evidence. ○ A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the two claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. ○ A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the two claims that are not supported by credible, or trustworthy, evidence. The claims could be from one or both sources. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 8 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: RH-9, RST-9</p> <p>CAT Secondary Standard Alignment: RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T2.I: Historical Secondary Source This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text.</p> <p>Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment.</p> <p>Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text This stimulus should be results a student found/collected on an experiment or study that is expressed in words.</p> <p>Task Description: The test taker will locate sentences in a source that supports the information from the stimulus. The item stem will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The delimited text should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited</p>

text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited.

The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **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 should reflect common student errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus.

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 analyze information within and among sources of information.

Appropriate Stems:

- **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows.
Stimulus: G6.T2.I: Historical Secondary Source,
Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source,
 or
Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text
Stems:
 - The student found another source. Read the source. Click on [one/two] sentence(s) in Source 2 that support(s) the information presented in Source 1.
 - The student found another source. Read the source. Click on [one/two] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1.

Rubric/ Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	
Clarifications	<p>Clarifications for the Item Writer:</p> <ul style="list-style-type: none"> • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.
Standards	<p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	<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 should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or primary and secondary 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 acknowledgement to the actual researcher or university included in the stimulus. The exception to this would be items in which the item writer has crafted a study that was performed by middle school or high school students. In-line citations (parenthetical referencing) should not be used. 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</p>

	more than 225 words for the middle school grade band.
Stimuli/Text Complexity	Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.
Accessibility Concerns	Students will be required to read brief text stimuli and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ol style="list-style-type: none"> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice; single correct response • Multiple Choice; multiple correct response

Task Models

<p>Task Model 1: Item Type: Multiple Choice; Single Correct Response DOK level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G6.T3.A: No Stimulus</p> <p>Stimulus G6.T3.B: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will be presented with a research plan. The item stem will pose a question asking the test taker to choose a source that a student could use that supports research. The answer choices will present four options that represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan presented in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information such as clip-art websites, games, magazine articles with</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 and does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) a source that is relevant, but not credible.

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

Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able to discriminate between sources that are credible and those that are not. This information may be in the form of the sources' title (article in an international science journal is more credible than a blog), the qualifications of the sources' authors, and/or the credibility of the sources' domains (org/edu/gov are more credible than com).

Target Evidence Statement:

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in

Stimulus G6.T3.A: No Stimulus

Stems:

- A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
- A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?

- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.

Stimulus G6.T3.B: Research Report Plan

Stems:

- The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
- The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
- The student needs to find a credible, or trustworthy, source with

	<p>relevant information. Which source would most likely have credible and relevant information?</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2: Item Type: Multiple Choice; Single Correct Response</p> <p>DOK level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 3 Item Type: Multiple Choice; Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G6.T3.D: Student Writing This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose a relevant source that a student could use to add information to her/his writing. The answer choices will present four options which represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a source that clearly contains the information from a credible source needed to add to the student writing that is presented in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic and does not contain any factual evidence, and/or 4) a source that could be used in research but is</p>

	<p>not relevant to the student writing. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. <p>Stimulus G6.T3.D: Student Writing</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ Which source would most likely give the student more information for the paragraph from [his/her] report? ○ Which [website/of these] is most likely the most useful source for information to add to the paragraph from the student's report? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4: Item Type: Multiple Choice; Multiple Correct Response DOK level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G6.T3.A: No Stimulus</p> <p>Stimulus G6.T3.B: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will select a credible source to support a research task/topic. The item stem will pose a question asking the test taker to choose a source that a student could use to support research. The answer choices will present six to eight options that represent digital and/or print sources; however, regardless of the number of answer options, the correct</p>

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 credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic, and does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) a source that is relevant, but not credible.

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

Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able to discriminate between sources that are credible and those that are not. This information may be in the form of the sources’ title (article in an international science journal is more credible than a blog), the qualifications of the sources’ authors, and/or the credibility of the sources’ domains (org/edu/gov are more credible than com).

Target Evidence Statement:

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
- **Stimulus G6.T3.A: No Stimulus**

Stems:

- A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	<p>Choose [two/three] credible, or trustworthy, sources that are most likely relevant for the topic.</p> <ul style="list-style-type: none"> • Lead-in: A student has made a plan for research. Read the plan and the directions that follow. Stimulus G6.T3.B : Research Report Plan Stems: <ul style="list-style-type: none"> ○ Choose [two/three] credible, or trustworthy, sources that will most likely provide the information needed to answer the research question. ○ Choose [two/three] credible, or trustworthy, sources that will most likely provide the information needed for the report. ○ The student needs to find credible, or trustworthy, sources with relevant information. Choose [two/three] sources that would most likely have credible and relevant information for the report. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5: Item Type: Multiple Choice; Multiple Correct Response DOK level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 6 Item Type: Multiple Choice; Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G6.T3.D: Student Writing This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose the relevant sources that a student could use to add information to her/his writing. 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</p>

	<p>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.</p> <p>The correct answer choices will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic and does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. Stimulus G6.T3.D: Student Writing Stems: <ul style="list-style-type: none"> ○ Choose [two/three] sources that would most likely give the student more information for the paragraph from [his/her] report. ○ Choose [two/three] sources that would most likely give the student the most useful information for the paragraph from [his/her] report. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 7 Item Type: Hot Text; Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T3.E: Paragraph from a Print Source This stimulus should be an informational text that the student found on the topic</p>

	<p>mentioned in the lead-in that includes key details and specific references.</p> <p>Task Description: The test taker will locate pieces of text that question the accuracy of the information in the stimulus. The item stem will ask the test taker to click on sentences from the source that question the accuracy of the stimulus. The delimited text should be a source that is on the same topic as the stimulus, but contains some information that questions the accuracy of what was stated in the stimulus. If the stimulus is a historical secondary source, the delimited text should be a historical primary source on the same topic. If the stimulus is experiment results expressed as text, the delimited text should be an article or journal that is on the same scientific topic. 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 correct answer choices will be one or more sentences that question the accuracy of information that is given in the stimulus. 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 4 sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) informational sentences that contain the same implicit information as the stimulus, 2) informational sentences that contain common knowledge that is generally accepted as accurate, but that do not contradict the information in the stimulus, 3) informational sentences that are in quotations or paraphrased by an expert in the field, but that do not contradict the information in the stimulus, 4) informational sentences that are on-topic, but do not prove the information in the stimulus to be inaccurate, 5) informational sentences that do not directly question the accuracy of the stimulus, 6) sentences that give an opinion and cannot be used to assess accuracy, 7) sentences that are reasoned judgment based on the information presented and cannot be used to assess accuracy, 8) informational sentences that question accuracy, but not the accuracy of the information given in the stimulus.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the accuracy of a source in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> ● Lead-in: A student is writing a research report about <topic> for <audience>. [He/she] found a source that [he/she] is evaluating for accuracy. Read Source 1 and the directions that follow. Stimulus: G6.T3.E: Paragraph from a Print Source Stem: <ul style="list-style-type: none"> ○ After looking at Source 2 below, the student realizes that [his/her] original information may be inaccurate. Click on
--	---

	<p>[one/two/three] sentence(s) in Source 2 that question(s) the accuracy of Source 1.</p> <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	--

<p>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	
<p>Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.</p>	
<p>Clarifications</p>	<p>Clarifications for the Item Writer:</p> <ul style="list-style-type: none"> • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. The stimulus must match the guidelines for it to work. Also, there should only be one claim in the stimulus and it must be clear. The evidence statement is “The student will cite evidence to support arguments, ideas, or analyses” not identify them.
<p>Standards</p>	<p>RI-9 <u>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p>RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-7 <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p>RST-7 <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p>RH-9 <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p> <p>RST-9 <u>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p> <p>W-1b <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p>W-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p>WHST-8 <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or primary and secondary 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 acknowledgement to the actual researcher or university included in the stimulus. The exception to this would be items in which the item writer has crafted a study that was performed by middle school or high school students. In-line citations (parenthetical referencing) should not be used. 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 225 words for the middle school grade band.
Stimuli/Text Complexity	Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.
Accessibility Concerns	Students will be required to read brief text stimuli and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	1. The student will cite evidence to support arguments, ideas, or analyses.

English Language Arts Specification: Grade 6 Claim 4 Target 4

Allowable Item Types	<ul style="list-style-type: none">• Multiple Choice, single correct response• Multiple Choice, multiple correct response• Hot Text, Select Text• Matching Tables
-----------------------------	---

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: RH-1, RST-1</p> <p>CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T4.A: Historical Secondary Source with Argument This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event.</p> <p>Stimulus: G6.T4.B: Historical Secondary Source with Critique This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event.</p> <p>Stimulus: G6.T4.C: Historical Secondary Source with Analysis This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event.</p> <p>Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment.</p> <p>Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment.</p> <p>Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment.</p> <p>Stimulus: G6.T4.G: Student Argumentative Writing This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which are supported by reasons and evidence.</p>

	<p>Task Description: The test taker will select a fact to support a given argument/critique/analysis. The item stem will ask the test taker to choose a fact that supports a given argument/critique/analysis. The answer choices should be informational sentences from one or more sources. If the stimulus is a historical secondary source, the answer choices may be from historical primary source or historical secondary source documents. If the stimulus is a scientific source, the answer choices should be results of an experiment, simulation, and/or research study. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice should be a fact that clearly supports the argument/critique/analysis in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion statement, 4) a reasoned judgment statement, and/or 5) a speculation statement (scientific stimuli only.) Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will cite evidence to support arguments, ideas, or analyses.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. Stimulus: G6.T4.A: Historical Secondary Source with Argument, Stimulus: G6.T4.B: Historical Secondary Source with Critique, Stimulus: G6.T4.C: Historical Secondary Source with Analysis, Stimulus: G6.T4.D: Scientific Source with Argument, Stimulus: G6.T4.E: Scientific Source with Critique, or Stimulus: G6.T4.F: Scientific Source with Analysis Stems: <ul style="list-style-type: none"> ○ The student found information in different sources. Which piece of information best supports [the author’s argument/the author’s review of <topic>/the author’s point of view about <topic>] in Source 1? ○ The student found information in different sources. Which piece of information best supports the author’s analysis or examination of the information in Source 1? • Lead-in: A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow.
--	---

	<p>Stimulus: G6.T4.G: Student Argumentative Writing</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ The student found information in sources. Which piece of information supports the claim in the student’s paragraph? ○ The student found information in sources. Which piece of information best supports the claim in the student’s paragraph? <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 3 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: RH-1, RST-1</p> <p>CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T4.A: Historical Secondary Source with Argument This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event.</p> <p>Stimulus: G6.T4.B: Historical Secondary Source with Critique This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event.</p> <p>Stimulus: G6.T4.C: Historical Secondary Source with Analysis This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event.</p> <p>Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment.</p> <p>Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment.</p> <p>Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment.</p> <p>Stimulus: G6.T4.G: Student Argumentative Writing This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which are supported by reasons and evidence.</p>

	<p>Task Description: The test taker will select facts to support a given argument/critique/analysis. The item stem will ask the test taker to choose facts that support a given argument/critique/analysis.</p> <p>The answer choices should be six to eight informational sentences from one or more sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If the stimulus is a historical secondary source, the answer choices may be from historical primary source or historical secondary source documents. If the stimulus is a scientific source, the answer choices should be results of an experiment, simulation, and/or research study. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., two short, two long). Order choices from shortest to longest.</p> <p>The correct answer choices should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion statement, 4) a reasoned judgment statement, and/or 5) a speculation statement (scientific stimuli only.)</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will cite evidence to support arguments, ideas, or analyses.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. Stimulus: G6.T4.A: Historical Secondary Source with Argument, Stimulus: G6.T4.B: Historical Secondary Source with Critique, Stimulus: G6.T4.C: Historical Secondary Source with Analysis, Stimulus: G6.T4.D: Scientific Source with Argument, Stimulus: G6.T4.E: Scientific Source with Critique, or Stimulus: G6.T4.F: Scientific Source with Analysis <p>Stems:</p> <ul style="list-style-type: none"> ○ The student found information in additional sources. Choose [two/three] pieces of information that best support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. ○ The student found information in additional sources. Choose [two/three] pieces of information that best support the author's analysis, or examination of information, in Source 1.
--	---

	<ul style="list-style-type: none"> • Lead-in: A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow. Stimulus: G6.T4.G: Student Argumentative Writing Stems: <ul style="list-style-type: none"> ○ The student found information in additional sources. Choose [two/three] pieces of information that best support the claim in the student’s paragraph. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: RH-1, RST-1</p> <p>CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T4.A: Historical Secondary Source with Argument This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event.</p> <p>Stimulus: G6.T4.B: Historical Secondary Source with Critique This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event.</p> <p>Stimulus: G6.T4.C: Historical Secondary Source with Analysis This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event.</p> <p>Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment.</p> <p>Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment.</p> <p>Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment.</p> <p>Stimulus: G6.T4.G: Student Argumentative Writing This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which are supported by reasons and evidence.</p>

	<p>Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The item stem will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The delimited text should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, the delimited text should be results of an experiment, simulation, and/or research study. 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.</p> <p>The correct answer choice(s) should be one or more facts that clearly support the argument/critique/analysis. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences/pieces of text that 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, but does not directly relate to the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion made by the author of the delimited text, 4) reasoned judgment made by the author of the delimited text, and/or 5) speculation made by the author of the delimited text (scientific stimuli only.)</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors.</p> <p>Target Evidence Statement: The student will cite evidence to support arguments, ideas, or analyses.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. <ul style="list-style-type: none"> Stimulus: G6.T4.A: Historical Secondary Source with Argument, Stimulus: G6.T4.B: Historical Secondary Source with Critique, Stimulus: G6.T4.C: Historical Secondary Source with Analysis, Stimulus: G6.T4.D: Scientific Source with Argument, Stimulus: G6.T4.E: Scientific Source with Critique, or Stimulus: G6.T4.F: Scientific Source with Analysis <p>Stems:</p> <ul style="list-style-type: none"> ○ The student found another source. Read Source 2 and click on [one/two/three] fact(s) that best support(s) [the author’s argument/the author’s review of <topic>/the author’s point of view about <topic>] in Source 1. ○ The student found two additional sources: Source 2 and Source 3. Read both sources and click on one fact from Source 2 and one fact
--	--

	<p>from Source 3 that best support [the author’s argument/the author’s review of <topic>/the author’s point of view about <topic>] in Source 1.</p> <ul style="list-style-type: none"> ○ The student found another source. Read Source 2 and click on [one/two/three] fact(s) that best support(s) the author’s analysis, or examination of information, in Source 1. ○ The student found two additional sources: Source 2 and Source 3. Read both sources and click on one fact from Source 2 and one fact from Source 3 that best support the author’s analysis, or examination of information, in Source 1. <ul style="list-style-type: none"> • Lead-in: A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow. Stimulus: G6.T4.G: Student Argumentative Writing Stems: <ul style="list-style-type: none"> ○ The student found a source. Read Source 1 and click on [one/two/three] fact(s) that best support(s) the claim in the student’s paragraph from the paper. ○ The student found two sources: Source 1 and Source 2. Read both sources and click on one fact from Source 2 and one fact from Source 3 that best support the claim in the student’s paragraph from the paper. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: RH-1, RST-1</p> <p>CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G6.T4.A: Historical Secondary Source with Argument This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event.</p> <p>Stimulus: G6.T4.B: Historical Secondary Source with Critique This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event.</p> <p>Stimulus: G6.T4.C: Historical Secondary Source with Analysis This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event.</p> <p>Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author</p>

	<p>includes an argument about a study or experiment.</p> <p>Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment.</p> <p>Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment.</p> <p>Stimulus: G6.T4.G: Student Argumentative Writing This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which are supported by reasons and evidence.</p> <p>Task Description: The test taker will select facts from a credible source that support a given argument/critique/analysis. The item stem will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The delimited text should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 correct answer choice(s) should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. Distractors are the delimited sentences/pieces of text that 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 from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited</p>
--	---

	<p>text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.)</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors.</p> <p>Target Evidence Statement: The student will cite evidence to support arguments, ideas, or analyses.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. Stimulus: G6.T4.A: Historical Secondary Source with Argument, Stimulus: G6.T4.B: Historical Secondary Source with Critique, Stimulus: G6.T4.C: Historical Secondary Source with Analysis, Stimulus: G6.T4.D: Scientific Source with Argument, Stimulus: G6.T4.E: Scientific Source with Critique, or Stimulus: G6.T4.F: Scientific Source with Analysis Stems: <ul style="list-style-type: none"> ○ The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [one/two] fact(s) from only the trustworthy source that best support(s) [the author’s argument/the author’s review of <topic>/the author’s point of view about <topic>] in Source 1. ○ The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [one/two] fact(s) from only the trustworthy source that best support(s) the author’s analysis, or examination of information, in Source 1. • Lead-in: A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow. Stimulus: G6.T4.G: Student Argumentative Writing Stems: <ul style="list-style-type: none"> ○ The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [one/two] fact(s) from only the trustworthy source that best support(s) the student’s claim in the paragraph from the paper. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Model 6 Item Type: Matching Tables DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-1b</p> <p>CAT Secondary Standard Alignments: RH-9, RST-9, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G6.T4.H: Two Informational Sources on the Same Topic</p>

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event

This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic

This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:

The test taker will be presented with two sources and a table with a student’s claims regarding a topic or event listed down the left and labels for the sources listed along the top. The **item stem** will ask the test taker to decide if a source supports a claim by clicking on a box.

The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.

Sample Interaction Image:

Claims:	Source 1	Source 2	Both Sources	Neither Source
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

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

Target Evidence Statements:

The student will cite evidence to support arguments, ideas, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.

Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
Stem:

	<ul style="list-style-type: none">○ The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only one box selected for each claim. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
--	---