Content Standard	**MA.3.AT.1:** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
Content Limits	Addends, sum, minuend, and subtrahend are whole numbers within 1000 (exclusive). Items should be one-step questions. Items may use base-10 blocks. Items should not use variables. Use an empty box or question mark to represent the unknown.
Construct-Relevant Vocabulary	addend, addition, difference, equation, subtraction, sum, unknown
Recommended Response Mechanisms (Item Types)	Drag and Drop Embedded Text Entry Equation Response Graphic Response Multiple Choice Short Answer
DOK	2
Model Task	
Context	Context Required
Allowable Stimulus Material	N/A
Evidence Statements	
Students create and solve an equation to solve a story problem.	
Students create a model to represent a story problem.	
Students enter the missing number to complete an equation.	
Sample Item	
Mary and Tim played a game. They earned a total of 500 points. Mary earned 382 points. Which equation models the number of points Tim earned? A. 382 + 500 = ? **B. 500 – ? = 382** C. 500 + 382 = ? D. ? – 382 = 500	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	May consider glossing phrases related to base-10 blocks.
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Graphics should be braillable whenever possible. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.A*** *Represent and solve problems involving multiplication and division.* CCSS.Math.Content.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Content Limits	*All numbers must be 100 or less. *Use whole numbers only. *Give only one unknown per equation. *Do not use the words “times as much/many”
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Hot Spot - May require selecting a certain region of a graphic. Graphic response - Drag-and-Drop - May require sorting objects into equal groups. Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC3
DOK	2, 3

Model Task	
Context	Context is required. Any situation involving multiplication and division of quantities represented in groups or arrays and any situation involving organizing quantities into equal portions.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 2	1. Solve a simple word problem involving multiplication or division.	• Equation response • Multi-select response • Multiple choice response	X		X	
	2. Create an equation to model a simple situation with multiplication or division.	• Equation response • Multi-select response	X		X	
	3. Model multiplication and division equations by sorting objects into equal groups.	• Equation response • Graphic response • Multiple choice response • Multi-select response	X		X	
DOK 3	4. Create an equation to model a complex situation with multiplication or division.	• Equation response	X		X	
	5. Create a model using a multiplication or division equation that represents a complex situation.	• Equation response • Graphic response	X		X	

Example	
Context	Craig has 3 bunches of 6 grapes. Use products or dividends with factors of 3, 4, 6 or 9.
Context easier	Craig has six bunches of grapes. Each bunch has five grapes. Use products or dividends with more familiar fact families (e.g. Where 2, 5 or 10 is a factor or divisor).
Context more difficult	Craig has eight bunches of nine grapes. Use products or dividends with less familiar fact families (where 7 or 8 is a factor or divisor).

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments

DOK 2	Craig has 6 bunches of grapes. Each bunch has 5 grapes. How many grapes does Craig have?	Easy	1	Equation response	This is a DOK 2 because student is solving for the product in a word problem. This is easy because the product has a factor of 5.
	Craig has 72 grapes. He separates the grapes into 9 equal bunches. How many grapes are in each bunch?	Hard	1	Equation response	This is a DOK 2 because the student is finding the dividend in the word problem. This is hard because the dividend has a factor of 8.
DOK 3	Craig has 54 grapes in total. Create three multiplication problems that model three different bunches of grapes.	Medium	3	Equation response	This is a DOK 3 because the student is creating multiple equations based on the context. This is medium because has factors of 6 and 9.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.D*** *Solve problems involving the four operations, and identify and explain patterns in arithmetic.* CCSS.Math.Content.3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Content Limits	Whole numbers. Adding and subtracting whole numbers within 1,000. Multiplying and dividing whole numbers within 100.
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response Proposition response
Math Practice Cluster	PC1, PC2
DOK	2, 3

Model Task	
Context	Context is required. Any context that involves two steps in order to solve the problem.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Determine a solution to a two-step word problem.	• Equation response	X	X		
DOK 3	2. Determine whether an answer is reasonable based on estimation and/or rounding.	• Equation response • Multiple choice response • Proposition response	X	X		

<table>
<tr><td></td><td>3. Construct an equation that models a multi-step word problem.</td><td>• Equation response</td><td>X</td><td>X</td><td></td><td></td></tr>
<tr><td colspan="7">Example</td></tr>
<tr><td>Context</td><td colspan="6">A bookstore is recording its sales numbers and goals each week. Students solve a two-step equation for a given problem. This is a medium context because students are translating mathematical language to solve the problem. Setting up an equation is not required but may be provided.</td></tr>
<tr><td>Context easier</td><td colspan="6">Students are given a diagram to show the amount of books sold by the bookstore in a given week.

Example:

<table><tr><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td><td>Total</td></tr><tr><td>40</td><td>60</td><td></td><td></td><td></td><td>250</td></tr></table></td></tr>
<tr><td>Context more difficult</td><td colspan="6">Students are given facts and a question to help solve a problem. Questions reach the higher end of the content limits (sum to 1,000 / products to 100).</td></tr>
<tr><td>Item Models</td><td>Sample Item</td><td>Difficulty</td><td>PC</td><td>Response Mechanism</td><td colspan="2">Notes, Comments</td></tr>
<tr><td rowspan="2">DOK 2</td><td>On Monday, the bookstore sold 75 books. On Tuesday, the bookstore sold 125 books. The bookstore needs to sell 500 books by Friday. How many more books must the store sell? (A chart/table may be provided.)</td><td>Easy</td><td>1</td><td>Equation Response</td><td colspan="2">This is a DOK 2 because students are determining a solution to a two-step word problem.

This is easy because a table is given with specific information that helps support the solution process.</td></tr>
<tr><td>A bookstore has 4 boxes of 20 books in each box. On the first day, the store sold 16 books. How many books remain to be sold?</td><td>Medium</td><td>2</td><td>Equation Response</td><td colspan="2">This is a DOK 2 because students are determining a solution to a two-step word problem.</td></tr>
</table>

					This is medium because students are translating the mathematical language and may/may not need to write an equation in order to find the solution.
	A bookstore has a 5-day goal to sell 1,000 books. On day 1, the store sells 160 books. On the other four days, they sell an equal amount of books to reach their goal. How many books are sold on day 2?	Hard	2	Equation Response	This is a DOK 2 because students are determining a solution to a two-step word problem. This is hard because the sum is 1,000 and students are only given minimal facts to solve the problem.
DOK 3	On Monday, the bookstore sold 75 books. On Tuesday, the bookstore sold 125 books. The bookstore needs to sell 500 books by Friday. Write an equation that can be used to find how many more books, *b*, the store must sell.	Medium	2	Equation response	This is a DOK 3 because students are writing an equation that models the problem. This is medium because students are given context clues to indicate the operation.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.A*** *Represent and solve problems involving multiplication and division.* CCSS.Math.Content.3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
Content Limits	*Products within 100. *Whole number factors.
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response Multi-select response Proposition response Table response
Math Practice Cluster	PC1, PC3
DOK	2, 3

Model Task	
Context	Context is allowed. Most items should have context based on groups of objects.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Interpret and/or describe what factor pairs represent in a given arrangement.	• Proposition response • Multiple-choice response • Multi-select response	X		X	
	2. Create a multiplication problem that describes a given arrangement.	• Equation response • Multi-select response • Table response	X		X	

DOK 3	3. Create multiple pairs of factors to create a given arrangement.	• Equation response • Table response	X		X	

Example	
Context	Tom is planting 20 flowers in a rectangular-shaped garden. Use numbers that have 4-5 factors other than 1.
Context easier	Tom is planting 10 flowers in a rectangular-shaped garden. Use numbers that have 2-3 factors other than 1.
Context more difficult	Tom is planting 36 flowers in a rectangular garden. Use numbers that have more than 5 factors other than 1 and more than one design for the flower arrangement.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Tom planted 5 rows of flowers with 7 flowers in each row. Write a multiplication equation that shows the number of flowers in Tom's rectangular-shaped garden.	Easy	1	Equation response	This is a DOK 2 because students are writing an equation given a context. This is easy because the product of 35 has three factors other than 1.
DOK 2	Tom told Mary he planted 4 X 5 flowers. How might Mary describe the arrangement of flowers in Tom's rectangular-shaped garden?	Medium	1	Proposition response	This is a DOK 2 because students are describing/interpreting given a context. This is medium because the product of 20 has four factors other than one.

DOK 2	Tom told Mary he planted 48 flowers in the rectangular-shaped garden. Select the correct sentence Mary could use to describe how the flowers were planted.	Hard	1	Multiple choice response	This is DOK 2 because students are selecting a correct interpretation that describes how the flowers were planted in the garden. This is hard because the number 48 has more than five factors.
DOK 3	Tom has to plant 18 flowers in the garden. Complete the table to show three different designs for how Tom could plant the flowers. The table has columns labeled “Number of Rows” and “Number of Columns”, and rows named “Design 1”, “Design 2”, and “Design 3”.	Medium	1	Table response	This is a DOK 3 because students have to determine three different arrangements for the flowers based on the number 18. This is medium because the number 18 has five factors other than one.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.A*** *Represent and solve problems involving multiplication and division.* CCSS.Math.Content.3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*
Content Limits	*Product is less than 100. *Whole number factors and quotients. *Equation must be given, and not created.
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response
Math Practice Cluster	PC1, PC2, PC3
DOK	2

Model Task	
Context	Items at this standard should not have a context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Find the unknown number in a given multiplication or division equation.	• Equation response • Multiple choice response	X	X	X	

Example	
Context	A class is participating in a game where the students are competing in teams.

	The product or dividend is a number between 20-50.				
Context easier	A class of 24 students is divided into four teams. The product or dividend is a number from 0-20. A problem where the unknown is a product or a quotient.				
Context more difficult	A class of 64 students is divided into eight teams. The product or dividend is a number from 50-100.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	A multiplication problem is shown. 6 x 3 = ? What is the value of the unknown number?	Easy	1, 2, 3	Equation response	This is a DOK 2 because students are using a variety of strategies beyond recall to solve for the unknown. This is easy because the product is a number from 0-20, and the unknown is a product.
	A division problem is shown. 9 equals ___ divided by 3 What is the value of the unknown number?	Medium	1, 2, 3	Equation response	This is a DOK 2 because students are using a variety of strategies beyond recall to solve for the unknown. This is medium because the dividend is a number between 20-50.
DOK 2	A division problem is shown. 72 X ? = 9	Hard	1, 2, 3	Equation response	This is a DOK 2 because students are finding the unknown number within a context.

	What is the value of the unknown number?				This is hard because there is a number between 50-100.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.D*** *Solve problems involving the four operations, and identify and explain patterns in arithmetic.* CCSS.Math.Content.3.OA.D.9 – Identify arithmetic patterns (including patterns in the addition table or multiplication table); and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*
Content Limits	Adding and subtracting whole numbers within 1,000. Multiplying and dividing whole numbers within 100.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Hot Spot - May require selecting certain cells of an addition or multiplication table. Multiple choice response Multi-select response Table response
Math Practice Cluster	PC1, PC2, PC3
DOK	2, 3

Model Task

Context	Items at this standard should not have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Identify unknown numbers in a pattern.	• Graphic response • Equation response • Table response		X	X	

	2. Identify the pattern in a sequence of numbers.	• Multiple choice response • Multi-select response		X	X	
DOK 3	3. Determine characteristics or trends across numerical situations such as sum, doubles, and/or multiples.	• Multiple choice response • Multi-select response	X	X	X	

Example	
Context	A pattern is shown. What is the missing number in the pattern? Examine multiples of 3, 4, 6, or 9. The rule for a pattern is subtraction or multiplication.
Context easier	Examine multiples of 2, 5, or 10. Present the pattern in the context of an addition/multiplication table. The rule for a pattern is addition.
Context more difficult	Examine multiples of 7 or 8. Present the pattern as a list of numbers, not in the context of an addition/multiplication table. The rule for a pattern is division.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	A partial multiplication table (6 X 6) is given. Enter the multiples of 5 to complete the table.	Easy	2, 3	Table Response	This is a DOK 2 because students are identifying values in a table. This is easy because students are working with the multiples of 5 within a partial multiplication table.
	A multiplication table is given. (6 x 10) Enter the multiples for 6 to complete the table.	Medium	2, 3	Table Response	This is a DOK 2 because students are identifying values in a table. This is medium difficulty because students are working with the multiples

					of 6 within a partial multiplication table.
	A multiplication table is given (10 x 10). Enter the multiples for 8 to complete the table.	Hard	2, 3	Table Response	This is a DOK 2 because students are identifying values in a table. This is hard because students are given a 10 x 10 multiplication table and are working with the multiples of 8 within the table.
DOK 3	A multiplication table is shown. Which statement correctly describes finding multiples of 6?	Medium	2, 3	Multiple choice response	This is a DOK 3 because students are determining characteristics or trends across numerical situations such as sum, doubles, and/or multiples. This is medium difficulty because students are working with multiples of 6.

Content Standard	***CCSS.Math.Content.3.NBT*** *Number & Operations in Base Ten* ***Math.Content3.4.NBT.A*** *Use place value understanding and properties of operations to perform multi-digit arithmetic.* Math.Content.3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Content Limits	*Addends and sums are less than or equal to 1000 *Minuends, subtrahends, and differences are less than or equal to 1000
Calculator	No calculator
Acceptable Response Mechanisms	Equation response Multi-select response
Math Practice Cluster	PC2, PC3
DOK	1

Model Task	
Context	Items at this standard should not have a real-world context.

DOK Demands

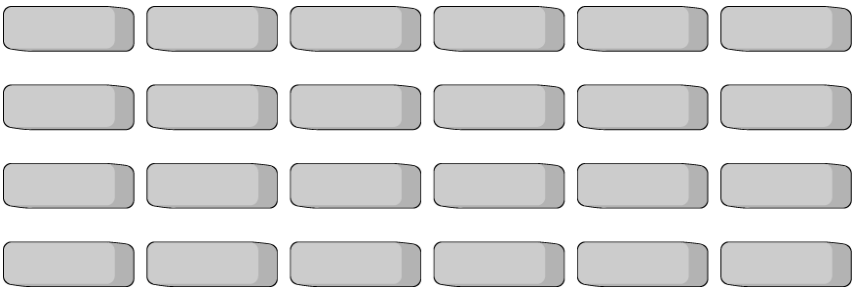
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Calculate the sum or difference of two or more numbers.	• Equation response • Multi-select response		x	x	

Example	
Context	Add and subtract more than two values with no borrowing or carrying. Add and subtract two values including borrowing or carrying.
Context easier	Add and subtract values two values with no borrowing or carrying.

Context more difficult	Subtract and add numbers using 3-digit numbers where the student will borrow or carry multiple times. Increase the number of values being added and/or subtracted.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	1. What is the sum of 153 and 121?	Easy	2	Equation response	DOK 1 because calculating the difference or sum of two numbers and not using the standard algorithm necessarily. Easy difficulty because no borrowing or carrying.
	2. Select all expressions that are equal to 324. [some options require borrowing/carrying, some do not]	Medium	2	Multi-select response	DOK 1 because calculating the difference or sum of two numbers and not using the standard algorithm necessarily. Medium difficulty because options should include borrowing and not borrowing .
	3. What is the sum of 153, 121, and 171?	Hard	2	Equation response	DOK 1 because calculating the difference or sum of two numbers and not using the standard algorithm necessarily. Hard difficulty because incorporating borrowing or carrying and more than two numbers.

Content Standard	**MA.3.C.2:** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
Content Limits	Items use whole numbers, where factors are 0–10. *Note: This is in line with the limits for MA.3.C.3, MA.3.C.5, and MA.3.C.6.*
Construct-Relevant Vocabulary	area, area models, arrays, equal-sized groups, number line
Recommended Response Mechanisms (Item Types)	Drag and Drop Equation Response Graphic Response Multiple Choice Multi-Select Short Answer Table Matching
DOK	2
Model Task	
Context	Directly related context should be allowed for equal-sized groups and arrays—but not number lines.
Allowable Stimulus Material	Any of the models listed in the standard, namely: equal-sized groups, arrays, area models, and number lines
Evidence Statements	
Students determine the answer to a multiplication problem given an array, equal-sized groups, number line, or area models.	
Given a visual array/group/model/number line, students identify/match the corresponding equation.	
Students create an array to model a product.	
Given a multiplication equation, students identify/match the corresponding model(s).	
Sample Item	

Jackson has 4 packages of erasers. Each package has 6 erasers. He creates the given model.



Write a multiplication equation that represents this model.

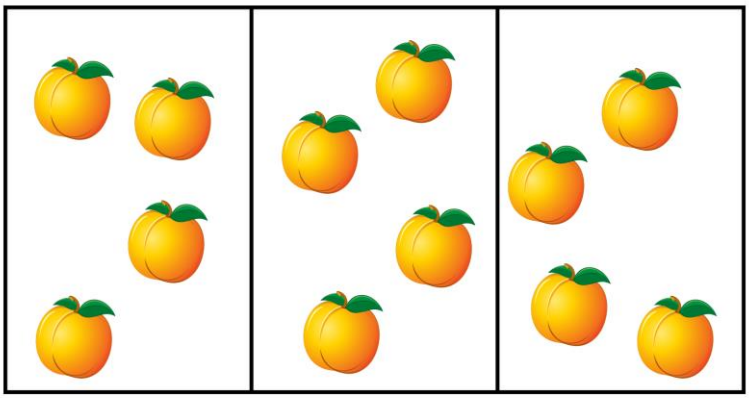
Rubric:

- 4 x 6 = 24 OR 6 x 4 = 24

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	Items should focus more on the USE and application of the models rather than the terminology that describes them.
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**MA.3.C.3:** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
Content Limits	Items should use whole numbers (divisor, dividend, quotient). Dividend should be within 100 (divisor and quotient maximum is 10). Calculation of the quotient is not required. Items may use arrays, area models, and equal-sized groups. Items should not assess the division property of 0.
Construct-Relevant Vocabulary	area model, array, divide, dividend, divisor, equal-sized groups, inverse, multiplication, partition, quotient
Recommended Response Mechanisms (Item Types)	Embedded Text Entry Equation Response Graphic Response Multiple Choice Multi-Select Short Answer
DOK	2
Model Task	
Context	Context not required, but may be used when construct relevant.
Allowable Stimulus Material	Array or area model
Evidence Statements	
Students create a division model.	
Students write/identify an equivalent multiplication expression.	

Sample Item
Jackie has 12 peaches. She wants to divide the peaches into 3 groups. Each group must have the same number of peaches. Move the peaches into correct groups. Rubric: 

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	Partition Inverse
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Be mindful of colors used. Graphics should be braillable whenever possible. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.A*** *Represent and solve problems involving multiplication and division.* CCSS.Math.Content.3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
Content Limits	*Dividends up to 100. *Whole number dividends. *Whole number quotients.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Drag-and-Drop – May require moving objects into groups. Multiple choice response Multi-select response Proposition response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2

Model Task

Context	Context is allowed. Most items should have context based on groups of objects.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify the quotient for a given problem.	• Equation response • Graphic response • Multiple choice response		X	X	

DOK 2	2. Find a number to answer a question based on the interpretation of a quotient within a context.	• Equation response • Graphic response • Multi-select response • Proposition response	X		X	

Example	
Context	Heidi has 24 apples. She is separating the apples into six equal groups. Use numbers for the dividend that are between 20 and 50.
Context easier	Heidi has 10 apples. She is separating the apples into two equal groups. Use smaller numbers when expressing the dividends (e.g., dividends less than 20).
Context more difficult	Heidi has 56 apples. She is separating the apples into eight equal groups. Use larger numbers when expressing the dividends. (e.g., dividends larger than 50 but not greater than 100).

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Heidi has 12 apples and six bags. She places an equal number of apples in each bag. Drag apples to show how many apples are in each bag.	Easy	2, 3	Graphic response	This is a DOK 1 because this is a low-level task and visually ensuring that there are an equal number of apples in each bag. This is easy because the number 12 is a dividend less than 20.
	Heidi has 48 apples. She uses the expression 48 ÷ 6 to show the number of containers needed for each group of apples. How many containers will Heidi need?	Medium	3	Equation response	This is a DOK 1 because the student is given an expression to interpret the quotient.

					This is medium because the number 48 is a dividend between 20 and 50.
DOK 2	Heidi puts 48 apples into bags of equal size as shown. Create a division equation that shows the number of apples in each bag.	Medium	1, 3	Equation response	This is a DOK 2 because the student is writing an equation. This is medium because the number 48 is a dividend between 20 and 50.
	Select all of the situations that can be solved by 56÷8.	Hard	1,2	Multi-select response	This is a DOK 2 because the student is identifying a context for the given expression. This is hard because 56 is larger than 50.

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking* ***CCSS.Math.Content.3.OA.B*** *Understand properties of multiplication and the relationship between multiplication and division.* CCSS.Math.Content.3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)
Content Limits	*Whole numbers. *Product or dividend must be 100 or less.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Drag and drop Matching item response Multiple choice response Multi-select response
Math Practice Cluster	PC3
DOK	2

Model Task

Context	No context needed.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Create an equivalent expression based on applying a particular	• Equation response • Graphic response • Matching item response • Multiple choice response			X	

	property (i.e., Commutative, Associative, Distributive)	• Multi-select response				

Example	
Context	No context needed. Difficulty is based on the property used within this standard. (e.g., Associative Property or Distributive Property)
Context easier	Use of the Commutative Property with two factors.
Context more difficult	Use of multiple properties to determine an equivalent expression.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	An equation is shown. 4 + 9 = 9 + □ What is the missing value? • 4 • 5 • 9 • 13	Easy	3	Multiple choice response	This is a DOK 2 because students are creating an equivalent expression. This is easy because the sample item is using the Commutative property.
	Drag numbers to the boxes to create a **different** expression that is equal to (3 + 4) + 5. (3 + 4) + 5 = (□ + □) + □	Medium	3	Graphic response	This is a DOK 2 because students are creating an equivalent expression. This is medium because the sample item is using the Associative property.
	Which expression is equal to 7 X (2 X 3)?	Medium	3	Multiple choice response	This is a DOK 2 because students are creating an equivalent expression.

					This is medium because the sample item is using the Associative property.
	Select all the expressions that could be used to find 6 X 10. ○ 6 X (2 X 5) ○ 6 + (2 X 5) ○ (6 X 2) X 5 ○ 10 X 6 ○ (6 X 8) X (6 X 2)	Hard	3	Multi-select response	This is a DOK 2 because students are creating an equivalent expression. This is hard because multiple properties must be applied.

Content Standard	**MA.3.C.6:** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
Content Limits	Factors and quotients are whole numbers 0–10. Divisors are whole numbers 1–10. There should be no remainders for division.
Construct-Relevant Vocabulary	division, multiplication, product, quotient
Recommended Response Mechanisms (Item Types)	Embedded Text Entry Equation Response Multiple Choice
DOK	1
Model Task	
Context	No Context
Allowable Stimulus Material	N/A
Evidence Statement	
Students will find a product/quotient.	
Sample Item	
What is the value of 42 ÷ 6? Rubric • 7, or any equivalent value	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	N/A for this standard American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.B*** Math.Content.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets*.
Content Limits	Categories are five or fewer and use multiplication and division within 100
Calculator	Neutral
Acceptable Response Mechanisms	Equation response Graphi response – Drag and drop, Hot spot Table response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

Model Task	
Context	Real-world context is required for items at this standard. Contexts should provide categorical data.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Compare two or more data values from a given graph to solve one- and two-step word problems.	• Drag and drop response • Equation response	X	X		
	2. Construct a scaled bar or picture graph based on given data.	• Graphic – Hot spot	X	X		

<table>
<tr><td rowspan="2">DOK 3</td><td>3. Create a scale for given data and construct a graph.</td><td>• Graphic – Drag and Drop
• Equation response
• Hot spot</td><td>X</td><td>X</td><td>X</td><td></td></tr>
<tr><td>4. Construct a scaled bar or picture graph based on parameters.</td><td>• Graphic Drag and drop
• Hot spot</td><td>X</td><td>X</td><td>X</td><td></td></tr>
<tr><td colspan="7">Example</td></tr>
<tr><td>Context</td><td colspan="6">John surveys his class about by asking them to select their favorite foods from a set of 4.</td></tr>
<tr><td>Context easier</td><td colspan="6">Decrease amount of data (2 to 3 categories)

Provide partially completed graph.</td></tr>
<tr><td>Context more difficult</td><td colspan="6">Increase amount of data (5 categories).

Extend to two-step problems.</td></tr>
<tr><td>Item Models</td><td>Sample Item</td><td>Difficulty</td><td>PC</td><td>Response Mechanism</td><td colspan="2">Notes, Comments</td></tr>
<tr><td rowspan="2">DOK 2</td><td>John surveys his class about their favorite foods, as shown in the table.

<table><tr><td colspan="2">Favorite Food</td></tr><tr><td>Pizza</td><td>8</td></tr><tr><td>Salad</td><td>5</td></tr><tr><td>Hamburger</td><td>2</td></tr></table>
Click on the graph to complete the bar graph. < Provided graph has 2 of the 3 categories already shown on bar graph; scale by 2s></td><td>Easy</td><td>1</td><td>Graphic response</td><td colspan="2">This is a DOK 2 item because it is requiring the student to create a graph based on data. It is easy because it consists of 3 separate categories.</td></tr>
<tr><td>John surveys his class about their favorite foods, as shown in the bar graph.</td><td>Medium</td><td>1</td><td>Equation response</td><td colspan="2">This is a DOK 2 item because the student is being asked to compare categories of data. This is a medium item</td></tr>
</table>

<table>
<tr><td></td><td><insert graph that has 4 categories; scale by 2s>

How many more students prefer pizza over hot dogs?</td><td></td><td></td><td></td><td>because it consists of 4 categories of data.</td></tr>
<tr><td></td><td>John surveys his class about their favorite foods, as shown in the table.

<table><tr><td colspan="2">Favorite Food</td></tr><tr><td>Hot Dogs</td><td>5</td></tr><tr><td>Pizza</td><td>9</td></tr><tr><td>Salad</td><td>6</td></tr><tr><td>Chicken</td><td>3</td></tr><tr><td>Fish</td><td>8</td></tr></table>
Click on the graph to create a bar graph that represents the data.
<graph needs to be created entirely; scale by 4s></td><td>Hard</td><td>1</td><td>Graphic response</td><td>This is a DOK 2 item because of its reliance on the student creating a graph based on data. It is a hard item because it contains 5 categories.</td></tr>
<tr><td>DOK 3</td><td>John surveys his class about their favorite foods, as shown in the table.

<table><tr><td colspan="2">Favorite Food</td></tr><tr><td>Hot Dogs</td><td>5</td></tr><tr><td>Pizza</td><td>8</td></tr><tr><td>Hamburger</td><td>2</td></tr></table>
Click and drag the food symbols to create a pictograph.

Then click and drag a number into the box to show the scale.</td><td>Easy</td><td>1</td><td>Graphic response</td><td>This is a DOK 3 item because the student is required to construct a graph based on given data as well as determine scale. It is easy because of the number of categories.</td></tr>
</table>

	John surveys his class about their favorite foods, as shown in the table. Favorite Food Hot Dogs 5 Pizza 8 Salad 5 Hamburger 2 Click and drag the food symbols to create a pictograph. Then click and drag a number into the box to show the scale.	Medium	1	Graphic response	This is a DOK 3 item because the student is required to construct a graph based on given data as well as determine scale. It is medium difficulty because of the number of categories.
	John surveys his class about their favorite foods, as shown in the table. Favorite Food Hot Dogs 5 Pizza 8 Salad 5 Hamburger 2 Chicken 8 Click and drag the food symbols to create a pictograph. Then drag a number into the box to show the scale.	Hard	1	Graphic Resposne	This is a DOK 3 item because the student is required to construct a graph based on given data as well as determine scale. It is hard because of the number of categories.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.B*** Math.Content.3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
Content Limits	Units are limited to whole numbers, halves, or quarters. Standard rulers should not be used - only special rulers that are marked off in halves or quarters. Measurements are limited to inches.
Calculator	Neutral
Acceptable Response Mechanisms	Equation response Graphic response – grid, hot spot Multi-select Matching item
Math Practice Cluster	PC1, PC2
DOK	1, 2

Model Task

Context	Allowable - approximately half of items at this standard should have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Measure the length of a given object.	• Equation resposne • Graphic response - grid		X		

DOK 2	2. Classify and/or sort objects based on their measure.	• Matching item • Multi-select	X	X		
	3. Construct a line plot based on given data.	• Graphic response - hot spot	X	X		

Example					
Context	Solve problems involving measuring lengths of pencils to the nearest half unit or using provided data.				
Context easier	Limit amount of data. Limit measurements to nearest whole unit.				
Context more difficult	Increase amount of data. Measurements include whole, half, and quarter units.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	A pencil is shown. <insert pencil above a ruler; the pencil length is a value in inches to the nearest whole inch> What is the length of the pencil in inches?	Easy	2	Equation response	This is a DOK 1 item because it is asking the student to measure a length. It is easy because the measurement is limited to whole values.
	A pencil is shown. <insert pencil above a ruler; the pencil length is a value in inches to the nearest half inch> What is the length of the pencil in inches?	Medium	2	Equation response	This is a DOK 1 item because it is asking the student to measure a length. It is easy because the measurement is limited to half values.
	A pencil is shown. <insert pencil above a ruler; the pencil length is a value	Hard	2	Equation response	This is a DOK 1 item because students need to measure pencils. It is hard because it

<table>
<tr><td></td><td>in inches to the nearest quarter inch>

What is the length of the pencil in inches?</td><td></td><td></td><td></td><td>requires them to measure to the quarter inch.</td></tr>
<tr><td rowspan="3">DOK 2</td><td>The lengths of several pencils are shown.
<table><tr><td colspan="2">Pencil Length (inches)</td></tr><tr><td>Pencil 1</td><td>6</td></tr><tr><td>Pencil 2</td><td>9</td></tr><tr><td>Pencil 3</td><td>6</td></tr><tr><td>Pencil 4</td><td>8</td></tr></table>Click to create a line plot that shows these data.</td><td>Easy</td><td>1</td><td>Graphic response</td><td>This is a DOK 2 item because it requires the student to construct a line plot based on given data. It is easy because of its limited data and whole number values.</td></tr>
<tr><td>The lengths of several pencils are shown.

<table that shows lengths of 6 pencils, some to a half-inch, others to whole inch>

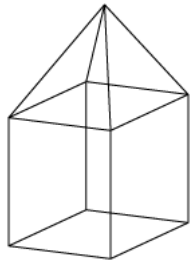
Click to create a line plot that shows these data.</td><td>Medium</td><td>1</td><td>Graphic response</td><td>This is a DOK 2 item because it requires the student to construct a line plot based on given data. It is medium difficulty because the amount of data and the number values.</td></tr>
<tr><td>The lengths of several pencils are shown.

<table that shows lengths of 8 pencils, some to a quarter-inch, others to half-inch>

Click to create a line plot that shows these data.</td><td>Hard</td><td>1</td><td>Graphic response</td><td>This is a DOK 2 item because it requires the student to construct a line plot based on given data. It is hard difficulty because the amount of data and the number values.</td></tr>
</table>

Content Standard	**MA.3.G.1:** Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.
Content Limits	N/A
Construct-Relevant Vocabulary	cones, cubes, cylinders, face or side, prisms, pyramids, spheres, three-dimensional, vertex (vertices)
Recommended Response Mechanisms (Item Types)	Multiple Choice Multi-Select Short Answer Table Matching
DOK	2
Model Task	
Context	Context Allowed
Allowable Stimulus Material	Images of geometric figures or real-world objects
Evidence Statements	
Given a real-world object, students select a shape that models it.	
Given a shape, students identify a real-world object that it models.	
Sample Item	

A model of a trophy is given.



Select **two** objects that form the trophy.

- Cone
- Cylinder
- **Prism**
- **Pyramid**
- Sphere

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	Vertex Face Edge Side
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Graphics should be braillable whenever possible. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.3.G Geometry*** ***CCSS.Math.Content.3.G.A*** **Reason with shapes and their attributes** CCSS.Math.Content.3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Content Limits	Shapes include two dimensional shapes and the following quadrilaterals in particular: rhombus, rectangle, square, trapezoid. Attributes include: number of sides, number of angles, whether the shape has a right angle or not, whether sides are the same length or not, whether the sides are straight lines or not. Do not include references to parallel or perpendicular sides - this is assessed in grade 4. There are two competing definitions for trapezoids - one that requires *exactly* one pair or parallel sides, and another that requires *at least* one pair of parallel sides (using this definition, parallelograms are trapezoids). Some students are taught one definition, others, the other. Thus, items that require the student to choose a definition in order to arrive at the correct answer should be avoided.
Calculator	Neutral for all calculators
Acceptable Response Mechanisms	Graphic response - Drawing Matching response Multi-select response Multiple choice response Proposition response
Math Practice Cluster	PC2, PC3
DOK	1, 2, 3

Model Task							
Context	Items should not have context.						
DOK Demands							
DOK	Task demand	Response mechanism		PC1	PC2	PC3	None
DOK 1	1. Select properties that are shared by a set of shapes.	• Multi-select			X		
	2. Select shapes that belong to the same sub-categories				X		
DOK 2	3. Use a set of qualifications to construct a shape.	• Graphing - Drawing			X		
	4. Use a set of qualifications to name a shape.	• Multiple choice response					
	5. Classify shapes based on properties.	• Matching response					
DOK 3	6. Given a set of shapes in two groups, explain why the shapes were classified this way.	• Proposition			X	X	
Example							
Context	A set of shapes is shown <3-4 shapes, some in traditional and some in nontraditional orientation>.						
Context easier	Decrease the number of shapes to 1-2, include only traditional orientation.						
Context more difficult	Increase the number of shapes to 5-6, include all shapes in nontraditional orientation.						
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments		
DOK 1	Two shapes are shown.	Easy	2	Multi-select	Identify and select properties that the shapes have in common determines DOK1.		

	Which properties do they have in common?				Including 2 shapes in traditional orientation makes this an easy item.
	A set of shapes is shown. <5-6 shapes in non-traditional orientation such as > Which properties do they have in common?	Hard	2	Multi-select	Identify and select properties that the shapes have in common determines DOK1. Including 6 shapes in non-traditional orientation makes this a hard item.
	Which shapes belong to both of these groups? - quadrilaterals - not rectangles <shapes are given as distractors>	Easy	2	Multi-select	Identify and select shapes that belong to given categories determines DOK1. Including 2 qualifications makes this an easy item.
	Which shapes belong to all of these groups? - quadrilaterals - not rectangles - sides of different lengths - One right angle <shapes are given as distractors>	Medium	2	Multi-select	Identify and select shapes that belong to given categories determines DOK1. Including 4 qualifications makes this a medium item.

Content Standard	***CCSS.Math.Math*** .4.G Geometry ***CCSS.Math.Math*** 4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles. CCSS.Math.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Content Limits	All objects (point, line, line segment, angles) and properties (right, acute, obtuse, perpendicular, parallel) noted in the standard, as individual objects or within two-dimensional figures.
Calculator	Neutral for all calculators.
Acceptable Response Mechanisms	Graphic response – Drawing, Hot spot Matching item Multi-select response Multiple choice response
Math Practice Cluster	PC1, PC2
DOK	1, 2

Model Task						
Context	Items themselves should not be in a context, but shapes or figures used can be real-world (for example, an item that asks "How many right angles are in this shape?", with the shape being a "house").					
	DOK Demands					
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify geometric objects and properties noted by the standard, either as individual objects or as part of a more complex figure.	• Matching • Multi-select • Multiple choice • Graphic response - hot spot (use only for highlighting parts of complex figures and not individual objects)	x	x		

DOK 2	2. Construct a geometric figure based on given constraints/properties.	• Graphic response - drawing	x	x		

Example	
Context	Draw a shape with exactly one acute angle. (basic objects considered in the context of more complex figure.)
Context easier	Limit to one basic object as noted by the standard. Lines are shown horizontally/vertically. Angles are shown in traditional orientations (one arm is horizontal). Arms of all angles the same length.
Context more difficult	Extend to a shape that has multiple objects/properties (e.g. right angles and parallel lines). Lines are shown in nontraditional orientations (not horizontal/vertical). Angles are shown in nontraditional orientations (no arm is horizontal).

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Several angles are shown. Which angle is acute? <4 angles in standard orientation (such as one arm is horizontal); arms of all angles the same length>	Easy	2	Multiple choice	Identifying a geometric object determines DOK1. One object is considered (acute angles), angles are given in traditional orientation determines easy item.
	A shape is shown. <a polygon>	Medium	1,2	Hot spot	Identifying a geometric object determines DOK1.

	Click to show all the obtuse angles in the shape.				Basic object considered in the context of more complex figure determines medium item.
	A set of shapes is shown. <complex shapes include lines intersecting in different angles and in nontraditional orientations> Select all the properties that apply to each shape. <properties given: contains parallel line, contains perpendicular lines, contains acute angle, contains obtuse angle>	Hard	1,2	Matching Item	Identifying a geometric object determines DOK1. Multiple properties, complex figures with intersecting lines determine hard item.
DOK 2	A. Use the Connect Line tool to draw an acute angle. B. Use the Connect Line tool to draw an obtuse angle.	Easy	1,2	Graphic response - drawing	Drawing a geometric object determines DOK 2. Drawing basic objects determines easy item.
	Use the Connect Line tool to draw a shape that has exactly one acute angle.	Medium	1,2	Graphic response - drawing	Drawing a geometric object determines DOK 2. Drawing a figure that includes a shape with a basic concept determines medium item.

	Use the Connect Line tool to draw a shape that has exactly one pair of parallel lines and at least one acute angle.	Hard	1,2	Graphic response - drawing	Drawing a geometric object determines DOK 2. Drawing a figure with 2 properties determines hard item.

Content Standard	***CCSS.Math.Content.3.G Geometry*** ***CCSS.Math.Content.3.G.A*** **Reason with shapes and their attributes** Math.Content.3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape*.
Content Limits	Fractions with denominators 2, 3, 4, 6, and 8 (3.NF). Shapes include quadrilateral (parallelogram, rhombus, rectangle, square, isosceles trapezoid), isosceles triangle, regular hexagon, circle (these are all the shapes covered in geometry standards K-3). The shape used and the number of partitions should be suitable for this grade. For example, having a student partition a hexagon into 6 parts is acceptable, but 8 is not.
Calculator	Neutral for all calculators
Acceptable Response Mechanisms	Equation response Graphic response - drawing, hot spot Multi-select response Table match response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

Model Task	
Context	None

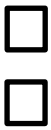
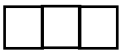
DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Recognize the fraction an area of a shape represents.	• Equation response	x	x		

	2. Identify the shapes that are divided into equal parts.	• Multi-select response	x	x		
DOK 2	3. Partition a shape into equal areas.	• Graphic response - Drawing	x	x		
	4. Shade a fraction of shape.	• Graphic response - Hotspot	x	x		
	5. Match given partitions with the fraction each represents.	• Matching response	x	x		
DOK 3	6. Construct a complete shape given only one of the partitioned areas of the whole shape.	• Graphic response - Hotspot	x	x	x	

Example	
Context	A shape is shown.
Context easier	Decrease number of partitions. Limit partitions to horizontal/vertical partitions. Limit partitions to ½ and ¼.
Context more difficult	Increase number of partitions. Include irregular/nontraditional partitions. Partition includes 1/3, 1/6 and 1/8.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	A square is shown. Part of the square is shaded. Which fraction of the total area of the square does the shaded part represent?	Easy	1, 2	EQ response	Horizontal partition determines easy item. Recognize the fraction represented by the shaded area determines DOK1.

	A square is shown. Part of the square is shaded. Which fraction of the total area of the square does the shaded part represent?	Medium	1, 2	EQ response	Nontraditional partition determines medium item. Recognize the fraction represented by the shaded area determines DOK1.
	A square is shown. Part of the square is shaded. Which fraction of the total area of the square does the shaded part represent?	Hard	1, 2	EQ response	Nontraditional partition determines with multiple partition lines determine hard item. Recognize the fraction represented by the shaded area determines DOK1.
DOK 2	A rectangle is shown. <insert a rectangle divided into 4 equal parts> Shade 1/2 of the shape.	Easy	1, 2	GI - Hotspot	Number of total partitions is small (4), with a requested fraction of ½ determines easy item. Shading a fraction of a shape determines DOK 2.
	A rectangle is shown. <insert a rectangle divided into 12 equal parts> Shade 1/3 of the shape.	Medium	1, 2	GI - Hotspot	Number of total partitions is moderate (12), with a requested fraction of 1/3 determines a medium item. Shading a fraction of a shape determines DOK 2.

	A rectangle is shown. <insert a rectangle divided into 24 equal parts> Shade 1/8 of the shape.	Hard	1, 2	GI - Hotspot	Number of total partitions is large (24), with a requested fraction of 1/8 determines a hard item. Shading a fraction of a shape determines DOK 2.
DOK 3	A half of a shape is shown. Click squares to complete the whole shape.	Easy	1, 2, 3	GI – Hotspot	Fraction given is ½ - determines an easy item. Constructing the whole based on the fraction determines DOK 3.
	A third of a shape is shown.  Click squares to complete the whole shape.	Medium	1, 2, 3	GI – Hotspot	Fraction given is 1/3 - determines a medium item. Constructing the whole based on the fraction determines DOK 3.
	A sixth of a shape is shown.  Click squares to complete the whole shape.	Hard	1, 2, 3	GI – Hotspot	Fraction given is 1/6 and includes multiple partition lines - determines a hard item. Constructing the whole based on the fraction determines DOK 3.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.A*** CCSS.Math.Content.3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Content Limits	*Excludes compound units such as cm^3 and finding the geometric volume of a container. *Excludes multiplicative comparison problems (problems involving notions of "times as much"). *Unit conversions are not included.
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice
Math Practice Cluster	PC1, PC2
DOK	1, 2

Model Task

Context	Allowable – focusing on measuring volume or mass. Most items at this standard should have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify a given measured amount.	• Equation response • Multiple choice		X		
DOK 2	2. Estimate an unknown quantity by comparing it with a given measurement.	• Equation response • Multiple choice	X	X		

	3. Interpret and calculate a one-step word problem involving measurement.	• Equation response • Multiple choice	X	X		

Example	
Context	Mark and Gina have graduated cylinders with water. (Double-digit scale) One-step word problems can have addition or subtraction.
Context easier	Single-digit scale
Context more difficult	Three-digit scale One-step word problems can extend to multiplication or division.

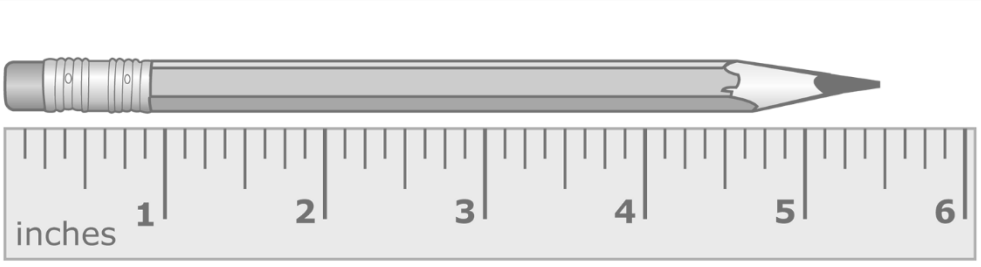
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Mark has the beaker shown. <graphic of a cylinder with a scale 1 to 5 liters> What is the amount of water in the beaker?	Easy	2	Equation response	This is a DOK 1 item because the student is identifying a measured amount. It is easy because it utilizes single digit numbers.
	Which beaker shows 32 millileters of water? <four beakers with various amounts of water>	Medium	2	Multiple choice response	This is a DOK 1 item allowing the student to identify a measured amount. It is medium difficulty because of the two digit scale.
	Mark has the beaker shown. <graphic of a cylinder with a scale 100 to 250 mL>	Hard	2	Equation response	This is a DOK 1 item because the student is identifying a measurement. It is hard because of the three digit scale.

	What is the amount of water in the beaker?				
DOK 2	Mark and Gina have similar containers filled with different amounts of water as shown. <graphic of Gina's container labeled and filled with 4 mL next to Mark's container, which has half the water but no labels> Gina's container has 4 mL of water. About how much water, in mL, does Mark have?	Easy	2	Equation response	This is a DOK 2 item because the student is estimating the amount of liguid. It is an easy item because of the single digit scale.
	Gina and Mark each have a container of water as shown. <graphic of Mark's container with 23 mL of water and Gina's container with 10 mL of water> What is the difference between the amounts of water in their beakers?	Medium	2	Equation response	This is a DOK 2 item because of the estimation component. It is of medium difficulty because of the two digit scale.
	Gina has the container shown. <graphic of Gina's container with a scale from 100 to 200 by tens, but not labeled,	Hard	2	Equation response	This is a DOK 2 item because it is requiring the student to calculate differneces in measured amounts. It is a

	with water up to 130. Mark's container is the same but labeled every 5 and water up to 150 mL> She does not know how much water is in her container. Mark has a container that is the same size. About how much less water, in mL, does Gina have than Mark?				hard item because of the three digit scale.

Content Standard	**MA.3.M.2:** Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.
Content Limits	Weight is only in pounds. Length is only to a quarter-inch. Temperature is only in Celsius or Fahrenheit.
Construct-Relevant Vocabulary	Celsius, degrees, estimate, Fahrenheit, inches, pounds, temperature, units, weight
Recommended Response Mechanisms (Item Types)	Drag and Drop Equation Response Graphic Response Hot Spot Matching Table Multiple Choice Multi-Select Short Answer
DOK	2
Model Task	
Context	Context Required
Allowable Stimulus Material	Online ruler or images of other measuring tools and real-world objects
Evidence Statements	
Students identify the tool or unit that should be used to measure an object.	
Students identify a given measurement of an object.	
Sample Item	

A pencil and a ruler are given.



What is the length of the pencil to the nearest quarter-inch?

Rubric:

- $5\frac{1}{2}$, or any equivalent value

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Graphics should be braillable whenever possible. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.A*** Math.Content.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Content Limits	Times should be to the nearest minute. Addition and subtraction.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Drag and Drop, Grid, Hot spot Multiple choice response Table response
Math Practice Cluster	PC1, PC2
DOK	1, 2

Model Task

Context	Context allowable related to measuring time. Most items at this standard should have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Recognize and identify a time shown to a single-minute increment on a clock.	• Equation response • Multiple choice response	X	X		
DOK 2	2. Calculate a change of time.	• Equation response	X	X		

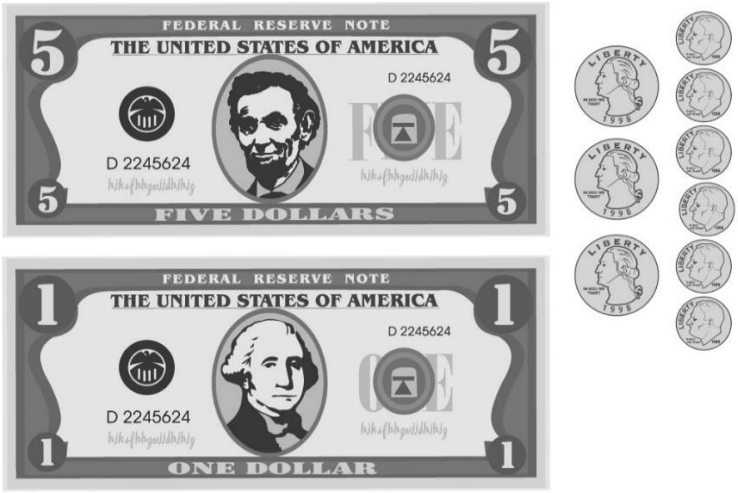
	3. Show change of time on a number line or clock.	• Graphic response - Drag and drop • Hot spot response	X	X		
DOK 3	4. Construct a schedule by adding and subtracting time intervals.	• Graphic response - Drag and drop • Table response	X	X		

Example	
Context	Alex goes to the store. Use time and time intervals to the nearest quarter hour to solve problems.
Context easier	Tell time to the nearest hour. Add or subtract minutes within the same hour.
Context more difficult	Tell time to any minute. Add and subtract minutes within two consecutive hours.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	A clock is shown. <Anolog clock showing 10:00> What time is it? A. 8:00 a.m. B. 10:00 a.m.* C. 12:00 p.m. D. 2:00 p.m.	Easy	1	Multiple choice response	This is a DOK 1 item because the student is identify a given time. Since they are only asked times to the nearest hour, this is an easy item.
	Alex goes to the grocery store at the time show. <graphic of a digital clock saying 4:45> Which clock shows the time Alex goes to the grocery store?	Medium	1	Multiple choice response	This is a DOK 1 item because it is asking the student identify a time. It is a medium item because it asks for accuracy to the quarter hour.

	Alex goes to the grocery store at the time shown. <analog clock reading 10:37> What time does Alex go to the grocery store?	Hard	1	Multiple choice response	This item is a DOK 1 because it is asking students to identify a time. This is a hard item because it is dealing with accuracy to the nearest minute.
DOK 2	Alex arrives at the grocery store at 3:00 pm. He leaves the grocery store at 5:00 pm. How many hours was he in the grocery store?	Easy	1	Equation response	This is a DOK 2 item because the student needs to calculate a change of time. It is easy because it is dealing with time to the nearest hour.
	Alex arrives at the grocery store at 5:15 p.m. He leaves 1 hour and 15 minutes later. Place an arrow on the number line to show the time he left the grocery store.	Medium	1	Graphic response	This item is a DOK 2 because it requires the student to calculate a change in time and show it on a numberline. Since the time interval is to the nearest quarter hour, it is of medium difficulty.
	Alex at the grocery store at 5:17 p.m. He leaves at 5:59 p.m. How many minutes was he in the grocery store?	Hard	1	Equation response	This is a DOK 2 item because the student needs to calculate change in time. It involves time to the nearest minute which makes it a hard item.
DOK 3	Alex has chores every day. The length, in time, of each chore is shown. He starts at 9:00 AM. Complete the table to show what time he will start and finish each chore. <Table includes 3 chores each lasting less than 15 minutes>	Easy	1	Table response	This is a DOK 3 item because it requires the student to construct a schedule. It is easy because it includes times within 1 hour.

	Alex has chores every day. The length, in time, of each chore is shown. He starts at 9:00 AM. Complete the table to show what time he will start and finish each chore. <Table includes 3 chores each lasting exactly 15 minutes>	Medium	1	Table response	This is a DOK 3 item because it requires the student to construct a schedule. It is medium difficulty because it measure time to the quarter hour.
	Alex has chores every day. The length, in time, of each chore is shown. He starts at 9:00 AM. Complete the table to show what time he will start and finish each chore. <Table includes 4 chores each lasting various intervals of time. The sum should span multiple hours>	Hard	1	Table response	This is a DOK 3 item because it requires the student to construct a schedule. It is hard because it spans multiple hours.

Content Standard	**MA.3.M.4:** Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase.
Content Limits	Some items may require the cent symbol (less than $1), while others may require the dollar symbol (greater than $1). Items dealing with real-world problems should only require a one-step solution process.
Construct-Relevant Vocabulary	cents (¢), dollars ($), symbol, value
Recommended Response Mechanisms (Item Types)	Drag and Drop Equation Response Graphic Response Multiple Choice Short Answer
DOK	2
Model Task	
Context	Context not required, but may be used when construct relevant.
Allowable Stimulus Material	Images of coins and/or bills
Evidence Statements	
Given a picture of coins and/or bills, students determine the dollar amount.	
Students create a model for a given amount of money.	
Given an amount of money, a picture of money, or a one-step problem, students determine if there is enough to purchase given items.	
Sample Item	
What is the total value of the money?  [Student is presented a text box to enter short answer.] Rubric: • $7.35, or any equivalent value	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Graphics should be braillable whenever possible. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.C*** Math.Content.3.MD.C.7 Relate area to the operations of multiplication and addition. Math.Content.3.MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Math.Content.3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Math.Content.3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Math.Content.3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Content Limits	Rectangles and shapes that can be decomposed into rectangles. Whole-number side lengths. Multiplication is within 100.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Grid, Hot spot Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

<table>
<tr><th colspan="7">Model Task</th></tr>
<tr><td>Context</td><td colspan="6">Items at this standard may have a real-world context related to figures and their areas, but most items at this standard should not have a real-world context.</td></tr>
<tr><th colspan="7">DOK Demands</th></tr>
<tr><td>DOK</td><td>Task demand</td><td>Response mechanism</td><td>PC1</td><td>PC2</td><td>PC3</td><td>None</td></tr>
<tr><td rowspan="2">DOK 2</td><td>1. Find the area of a rectangle using various strategies, such as multiplying side lengths and using tiling to demonstrate the distributive property as it relates to area.</td><td>• Hot spot response
• Graphic response
• Equation response
• Multiple choice response
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<tr><td>2. Find the area of rectilinear figures by decomposing them into non-overlapping rectangles.</td><td>• Hot spot response
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• Equation response
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<tr><td>DOK 3</td><td>3. Draw conclusions about unknown side lengths in order to calculate the area of a rectilinear figure.</td><td>• Equation response
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<tr><th colspan="7">Example</th></tr>
<tr><td>Context</td><td colspan="6">A park with a given area is shown. (Dimensions are a single digit factor multiplied by a double-digit factor).</td></tr>
<tr><td>Context easier</td><td colspan="6">Figures are rectangles.

Side lengths have smaller values (i.e. single-digit factors)

Grid squares are shown within the figures.</td></tr>
<tr><td>Context more difficult</td><td colspan="6">More complex rectilinear figures.

Side lengths have larger value (i.e. double-digit factors)

Grid squares may not be provided.

Figures may have unknown side lengths.

Two rectilinear figures are joined.</td></tr>
</table>

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	A park is in the shape of the rectangle shown. <graphics of a rectangle with dimensions 7 miles and 6 miles including grid lines> What is the area of the park?	Easy	1	Equation response	This is a DOK2 item because it requires the student to find the area of a rectangle. It is easy because the grid lines are provided.
	A park is shown. < graphic of rectangular park with a length of 11 and width of 13 kilometers> What is the area of the park in square kilometers?	Medium	1	Equation response	This is a DOK2 item because it requires the student to find the area of a rectangle. It is medium difficulty because the grid lines are not provided.
	A park is shown. <graphic of a rectilinear park in the shape of an T with dimensions shown > What is the area of the park?	Hard	1	Equation response	This is a DOK2 item because it requires the student to find the area of a rectangle. It is hard because of the composed rectilinear shape.
	A rectangular park is shown. < graphic of a rectangle with dimensions where the length is divided in two (i.e., two rectangles next to each other)> Write an epression that can be used to find the area of the park.	Hard	1	Equation response	This is a DOK 2 item because the student needs to construct a method to find the area. It is hard because it is comprised of 2 shapes.

DOK 3	A rectangular park has a width of 9 miles and a length greater than the width. What are all the possible areas of the park? A. 24 square miles B. 27 square miles C. 55 square miles D. 63 square miles E. 86 square miles F. 103 square miles	Easy	2	Multi-select response	This is a DOK 3 item because the student needs to draw a conclusion about an unknown side legth. It is easy because of the demensions provided.
	A park is shown. <insert graphic of rectilinear in the shape of a T with at least 1 unknown side length> What is the area of the park?	Medium	1	Equation response	This is a DOK 3 item because the student needs to draw a conclusion about an unknown side legth. It is medium difficulty because of the shape provided.
	A city is planning on opening a new rectangular park. The area of the park must be between 80 and 85 square miles. What are two possible measures for the side lengths of the park?	Hard	2	Equation response	This is a DOK 3 item because the student needs to draw a conclusion about an unknown side legth. It is hard because of the demensions provided.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.C*** Math.Content.3.MD.C.7 Relate area to the operations of multiplication and addition. Math.Content.3.MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. Math.Content.3.MD.C.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Math.Content.3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Math.Content.3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Content Limits	Rectangles and shapes that can be decomposed into rectangles. Whole-number side lengths. Multiplication is within 100.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Grid, Hot spot Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

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Side lengths have larger value (i.e. double-digit factors)

Grid squares may not be provided.

Figures may have unknown side lengths.

Two rectilinear figures are joined.</td></tr>
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Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	A park is in the shape of the rectangle shown. <graphics of a rectangle with dimensions 7 miles and 6 miles including grid lines> What is the area of the park?	Easy	1	Equation response	This is a DOK2 item because it requires the student to find the area of a rectangle. It is easy because the grid lines are provided.
	A park is shown. < graphic of rectangular park with a length of 11 and width of 13 kilometers> What is the area of the park in square kilometers?	Medium	1	Equation response	This is a DOK2 item because it requires the student to find the area of a rectangle. It is medium difficulty because the grid lines are not provided.
	A park is shown. <graphic of a rectilinear park in the shape of an T with dimensions shown > What is the area of the park?	Hard	1	Equation response	This is a DOK2 item because it requires the student to find the area of a rectangle. It is hard because of the composed rectilinear shape.
	A rectangular park is shown. < graphic of a rectangle with dimensions where the length is divided in two (i.e., two rectangles next to each other)> Write an epression that can be used to find the area of the park.	Hard	1	Equation response	This is a DOK 2 item because the student needs to construct a method to find the area. It is hard because it is comprised of 2 shapes.

DOK 3	A rectangular park has a width of 9 miles and a length greater than the width. What are all the possible areas of the park? A. 24 square miles B. 27 square miles C. 55 square miles D. 63 square miles E. 86 square miles F. 103 square miles	Easy	2	Multi-select response	This is a DOK 3 item because the student needs to draw a conclusion about an unknown side legth. It is easy because of the demensions provided.
	A park is shown. <insert graphic of rectilinear in the shape of a T with at least 1 unknown side length> What is the area of the park?	Medium	1	Equation response	This is a DOK 3 item because the student needs to draw a conclusion about an unknown side legth. It is medium difficulty because of the shape provided.
	A city is planning on opening a new rectangular park. The area of the park must be between 80 and 85 square miles. What are two possible measures for the side lengths of the park?	Hard	2	Equation response	This is a DOK 3 item because the student needs to draw a conclusion about an unknown side legth. It is hard because of the demensions provided.

Content Standard	***CCSS.Math.Content.3.MD*** *Measurement and Data* ***CCSS.Math.Content.3.MD.D*** Math.Content.3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Content Limits	Polygons that can be tiled with square units. Whole-number side lengths Multiplication is within 100.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Grid, hot spot Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

Model Task	
Context	Items at this standard may have a real-world context related to perimeters of shapes. Approximately half of items at this standard should have real-world contexts.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify what the perimeter of a figure means and represents.	• Multiple choice response	X			

DOK 2	2. Construct a polygon with a given perimeter or area.	• Graphic response	X	X		
	3. Find the perimeter of a polygon given the side lengths.	• Equation response • Multi-select response	X	X		
	4. Find an unknown side length of a polygon given the perimeter.	• Equation response • Multi-select response	X	X		
DOK 3	5. Construct a rectangle with a given perimeter based on area (or a given area based on perimeter).	• Graphic response	X	X	X	

Example	
Context	Ben has a garden with a given perimeter and/or area. (A graphic of a 10 by 2 rectangle is shown.)
Context easier	Decrease perimeter by using single-digit factors. Grid squares provided within the graphic. All sides are labeled.
Context more difficult	Increase side lengths of figures. (But note: Factors should be within 100 and should not require students to needlessly count large numbers of tiles.) Construct more than one rectangle. At least one unknown side length. Do not include a graphic.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Ben is planning a garden. Which measurement describes the perimeter of his garden? A. the length of fence he will need B. the amount of soil he will need C. the number of seeds he will buy D. the length of the garden multiplied by the width	Easy	1	Multiple choice response	This is a DOK 1 item because the student is identifying perimeter. It is easy because of the focus on perimeter as an attribute.

DOK 2	Ben's garden has a perimeter of 32 feet. Draw a rectangle that could represent the garden.	Easy`	2	Graphic response	This is a DOK 2 item because it requires the student to construct a rectangle based on a perimeter. It is easy because of the dimensions.
	Ben has a rectangular garden with sides lengths of 2 feet and 5 feet. What is the perimeter of Ben's garden?	Medium	1	Equation response	This is a DOK 2 item because the student is finding perimeter. It is medium difficulty because of the dimensions provided.
	Ben has a garden with sides lengths of 12 feet and 16 feet. What is the perimeter of Ben's garden?	Hard	1	Equation response	This is a DOK 2 item because the student is finding perimeter. It is hard difficulty because of the dimensions provided.
	Ben wants to create a rectangular garden with a perimeter of 48 feet. Draw two different rectangles that could represent Ben's garden.	Hard	2	Graphic	This is a DOK 2 item because it requires the student to construct a rectangle based on given parameters. It is hard because of the number of rectangles that need to be created.
DOK 3	Ben's garden is shown. < graphic of a rectangle with an area of 80 square feet and a perimeter of 36 feet> Draw a rectangle with the same area and different perimeter.	Easy	1	Graphic response	This is a DOK 3 item because it requires the student to construct a rectangle based on a a given perimeter and area. It is easy because of the dimensions provided.
	Ben wants to create a rectangular garden with an area less than 40 square feet. He has 30 feet of fencing. Draw a rectangle that could represent Ben's garden.	Medium	1	Graphic response	This is a DOK 3 item because it requires the student to construct a rectangle based on a a given perimeter and area. It is medium difficutly because of the dimensions provided.

	Ben's garden is shown. < graphic of a rectangle with an area of 160 square feet and a perimeter of 72 feet> Draw a rectangle with the same area and different perimeter.	Hard	1	Graphic response	This is a DOK 3 item because it requires the student to construct a rectangle based on a a given perimeter and area. It is hard because of the dimensions provided.

Content Standard	**MA.3.NS.1:** Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
Content Limits	N/A
Construct-Relevant Vocabulary	expanded form, standard form
Recommended Response Mechanisms (Item Types)	Drag and Drop Embedded Equation Response Equation Response Graphic Response Hot Spot Multiple Choice Multi-Select Table Matching
DOK	2
Model Task	
Context	Context is not required, but may be used when construct relevant.
Allowable Stimulus Material	Place value models (e.g., base-10 blocks)
Evidence Statements	
Students match or create a place value model with its corresponding number written in standard form.	
Students identify numbers in non-traditional expanded form (e.g., 285 = 28 × 10 + 5 × 1 or 2 × 100 + 6 × 10 + 25 × 1).	
Sample Item	
Select **two** values that are equal to 5,465. ▪ 5 thousands, 46 tens ▪ **5 thousands, 4 hundreds, 65 ones** ▪ 54 hundreds, 65 tens ▪ **5,465 ones** ▪ 546 hundreds, 5 ones	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	May consider glossing phrases related to place value blocks/ base-10 blocks.
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Graphics should be braillable whenever possible. The first evidence statement should include a mix of items where the student is given a model and a few where the students create the model to ensure this task demand is represented in braille/large print version. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**MA.3.NS.2:** Compare two whole numbers up to 10,000 using >, =, and < symbols.
Content Limits	Items use only whole numbers up to 10,000. Items use only the comparison symbols <, >, or =. Items compare only two numbers.
Construct-Relevant Vocabulary	compare, equal to, greater than, less than
Recommended Response Mechanisms (Item Types)	Equation Response Hot Text Matching Table Multiple Choice Short Answer
DOK	2
Model Task	
Context	No Context
Allowable Stimulus Material	N/A
Evidence Statements	
Students create a comparison or evaluate a statement for two whole numbers.	
Sample Item	

Select the correct symbol for each pair of numbers.

	<	>	=
42 □ 64			
79 □ 46			
39 □ 51			

Rubric:

	<	>	=
42 □ 64	X		
79 □ 46		X	
39 □ 51	X		

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	N/A for this standard American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

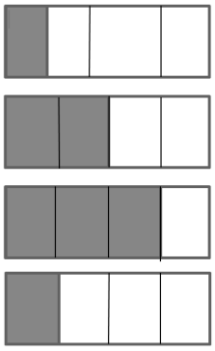
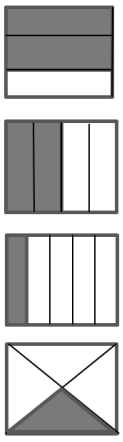
Content Standard	***CCSS.Math.Content.3.NF*** *Number and Operations - Fractions* ***CCSS.Math.Content.3.NF.A*** *Develop understanding of fractions as numbers.* CCSS.Math.Content.3.NF.A.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
Content Limits	*Denominators limited to 2, 3, 4, 6, and 8. *Combining or putting together unit fractions rather than formal addition or subtraction of fractions. *Maintain concept of a whole as one entity that can be equally partitioned in various ways when working with unit fractions. Limit usage of the words numerator and denominator in items—focus should not be on assessing vocabulary terms. *Fractions *a*/*b* can be improper fractions and students should not be guided to put fractions in lowest terms or to simplify. *Focus more on area models since 3.NF.2 uses number lines exclusively.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic Response - Drag and drop, drawing, hot spot Multiple -Choice response Multi-Select response Table Match response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

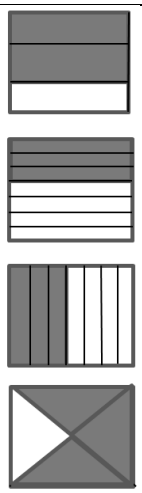
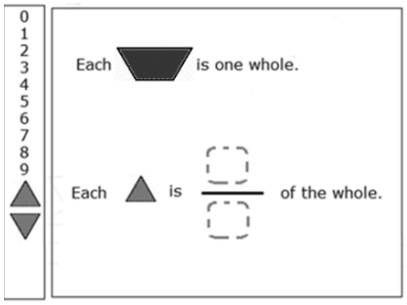
Model Task	
Context	Context is allowed. Most items should not have context. Equally partitioning wholes, identifying and modeling unit fractions and non-unit fractions, and building and modeling wholes and fractions by combining unit fractions within or without a situational context.
DOK Demands	

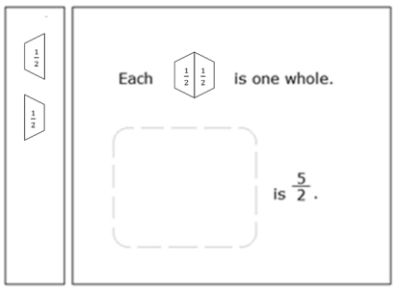
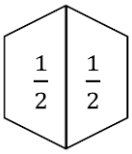
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify a model given a fraction.	• Multiple choice response • Multi-select response		X	X	
	2. Identify a fraction given a model.	• Equation response		X	X	
DOK 2	3. Partition a whole into equal parts and identify that each part is a unit fraction.	• Graphic response – DND • Multiple choice response • Multi-select response	X	X	X	
	4. Recognize fractions in the form of a/b where a > b.	• Graphic response – HS • Multiple choice response • Multi-select response • Equation response		X	X	
	5. Build fractions from unit fractions: combine/put together unit fractions to form a whole, to form a fractional part of a whole, or to form an "improper" fraction.	• Equation response • Graphic response – DND, Draw, HS	X	X	X	
DOK 3	6. Specify a fractional-part of a whole and construct the whole figure.	• Graphic response – DND, Draw, HS • Multiple choice response	X	X	X	

Example	
Context	Equally partitioned whole objects with any orientation. • Unit fractions or non-unit fractions less than one with denominators 2, 3, 4, 6 & 8 • Non-unit fractions greater than one limited to halves and fourths
Context easier	Identify unit fractions using: • Easy to distinguish models such as ½, 1/3, and 1/4
Context more difficult	Identify fractions using a variety of complex models that may include: • Any fraction (not necessarily unit) less than 1 or other fractions greater than 1 with denominator 3, 6 or 8 • Within a context • Repeated unit fractions

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments

DOK 1	Each model shown has been shaded to represent a fraction. Which model shows ¼ shaded? 	Easy	1, 3	Multiple-Choice Response	This is a DOK 1 item because students are identifying a unit fraction from a model. This is easy because the student is identifying a unit fraction with a denominator of 4.
DOK 1	Each model shown has been shaded to represent a fraction. Which model showss ¼ shaded? 	Medium	1, 3	Multiple-Choice Response	This is a DOK 1 item because students are identifying a unit fraction from a model. This is medium because students are to find a unit fraction from equally partitioned objects with different orientations.
DOK 1	Each model shown has been shaded to represent a fraction. Which model shows ¾ shaded?	Hard	1, 3	Multiple-Choice Response	This is a DOK 1 item because students are identifying a unit fraction from a model. This is hard because students are to find a non-unit fraction and are given some models with larger

					denominators and different orientations.
DOK 2	The model shown represents one whole. Use the triangles to see how many equal parts the model can be divided into. Place numbers in the boxes to show the fraction of the whole each triangle represents.  	Easy	1, 2, 3	Graphic Response - DND	This is a DOK 2 item because students are partitioning a whole into equal parts and identifying that each part is a unit fraction. This is easy because students are partitioning the figure into thirds.
	Each shape shown represents ½ of a whole. Drag the shapes into the box to show 5/2.	Medium	1, 3	Graphic Response - DND	This is a DOK 2 item because students are partitioning a whole into equal parts and identifying that each part is a unit fraction when students are

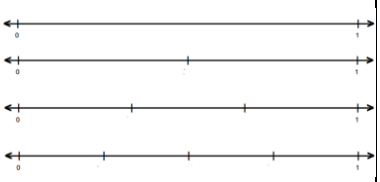
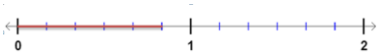
					distinguishing the part from the whole unit. This is medium because students are dealing with a fraction greater than one, but with a denominator of 2.
	Each shape shown represents ½ of a whole.  How many shapes should be put together to make 5/2?	Medium	1, 3	Equation response	This is a DOK 2 item because students are partitioning a whole into equal parts and identifying that each part is a unit fraction when students are distinguishing the part from the whole unit. This is medium because students are dealing with a fraction greater than one, but with a denominator of 2.
	Jan and Laura have a total of 3 same-sized cookies they want to divide equally between the two of them. They divide each cookie in half as shown. What fraction of the cookies should each girl receive?	Hard	1, 2, 3	Equation Response	This is a DOK 2 item because students are partitioning a whole into equal parts and identifying that each part is a unit fraction. This is hard because students are taking a complex model with a relatively “easy” unit fraction and potentially expressing that fraction

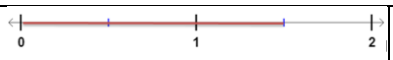
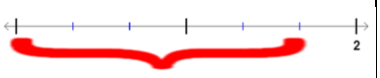
					in multiple ways, such as a repeated unit fraction.
DOK 3	If this rectangle represents 1/3 of a whole, what could the whole look like? Drag rectangles on the grid to show what one whole could look like. *This kind of problem could also require the student to draw shapes or use hotspot to add to given shapes, depending on the kind of shape and scoring capabilities.	Medium	1, 2, 3	Graphic Response – Drag and drop	This is a DOK 3 because students are given a fractional-part of a whole and asked to construct the whole figure. This is medium because students are given a unit fraction of 1/3 but not necessarily in an easy to define orientation.

Content Standard	***CCSS.Math.Content.3.NF*** *Number and Operations – Fractions* ***CCSS.Math.Content.3.NF.A*** *Develop understanding of fractions as numbers.* CCSS.Math.Content.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. CCSS.Math.Content.3.NF.A.2a Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. CCSS.Math.Content.3.NF.A.2b Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
Content Limits	*Denominators limited to 2, 3, 4, 6, 8. *Models restricted to number lines starting at 0. • Part A: number line interval from 0 to 1. • Part B: number lines can extend from 0 to 1+.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic Response - Drag and drop (DND), drawing, hot spot Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC2, PC3
DOK	2
Model Task	
Context	Items at this standard should not have a real-world context.
DOK Demands	

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Identify and represent unit fractions of 1/b on a number line.	• Graphic Response – DND, Draw • Multiple choice response • Equation response	X	X	X	
	2. Identify and represent fractions of size a/b as "*a*" lengths 1/*b* from 0 on the number line.	• Equation response • Graphic Response – DND, Draw • Multiple choice response • Multi-select response	X	X	X	
	3. Identify and interpret fractional values on number lines.	• Equation response • Graphic Response – DND, Draw, HS • Multiple choice response • Multi-select response	X	X	X	
	4. Reason, compare and draw conclusions about equi-partitioning wholes and constructing fractional models and number line representations to justify.	• Equation response • Graphic Response – DND, Draw, HS • Multiple choice response • Multi-select response	X	X	X	

Example	
Context	Recognize and represent unit fractions and non-unit fractions on number lines. • Number lines limited to the interval 0 to 2 • Unit fractions and non-unit fractions less than 1 with denominators of 2, 3, 4, 6, 8 • Non-unit fractions greater than 1 limited to halves and fourths • 1 -2 fractions represented or referenced in the item
Context easier	Given number lines limited to the interval 0 to 1 with scale increments of halves, thirds, and fourths Unit fractions and non-unit fractions less than 1 limited to ½, 1/3, and ¼. Only 1 fraction represented or referenced in the item.
Context more difficult	Number lines can extend beyond the interval 0 to 2 Any fraction less than or greater than 1 with denominator 2, 3, 4, 6 or 8

	More than 2 fractions may be represented or referenced in the item				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Which number line is divided into thirds? 	Easy	1, 3	Multiple-Choice	This is a DOK 2 because students have to recognize which number line is appropriate for representing a particular unit fraction. It is easy because the increments of halves, thirds and fourths used on the number line are used.
	Which fraction is represented by the total length marked on the number line shown? 	Medium	1, 3	Equation	This is a DOK 2 because students have to identify a non-unit fraction on a number line. It is medium because a non-unit fraction less than 1 with denominator of 6 is used.
	What fraction is represented by the length marked on the number line shown?	Medium	1, 2, 3	Equation	This is a DOK 2 because students have to identify and interpret fraction a/b as “a” unit fraction lengths from 0 on a number line..

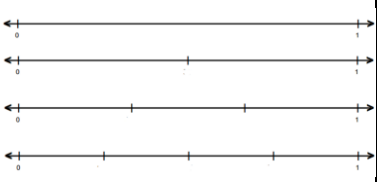
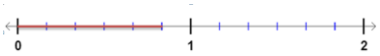
					It is medium because it involves identification of a unit fraction within an non-unit fraction greater than 1 with denominator of 2.
	What fraction is represented by the total length marked on the number line? 	Hard	1, 2, 3	Equation	This is DOK 2 because students have to identify and interpreti fraction a/b as “a” unit fraction lengths from 0 on a number line. This is hard because an improper fraction with denominator of 3 is used.
	Look at the number lines shown. Select the number line that can be used to correctly plot the fraction 3/4. Then, plot the fraction on the selected number line.	Easy	1, 2, 3	Combinatio n Response – HS, DND	This is DOK 2 because students compare and draw conclusions about a correctly partitioned number line and construct representations of proper and improper fractions on a number line. It is easy because a non-unit fraction less than 1 is used and the number lines are limited to increments

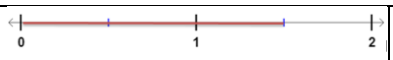
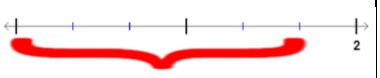
					of halves, thirds and fourths.
	Look at the fractions listed. ¼, ¾, 3/2, 5/4 Divide the number line shown into equal parts and plot these fractions on the number line. [24 x 24 grid with number line in the center extending from 0 to 2 with labels at 0, 1 and 2 and unlabeled tick marks at quarter intervals. Fractions as palette images]	Hard	1, 3	Graphic Response – DND and Draw	This is a DOK 2 because students reason about equi-partitioning wholes and equivalent fractions and construct representations of proper and improper fractions on a number line. It is hard because 4 fractions are referenced and students are constructing/equipartitioning a number line.

Content Standard	***CCSS.Math.Content.3.NF*** *Number and Operations – Fractions* ***CCSS.Math.Content.3.NF.A*** *Develop understanding of fractions as numbers.* CCSS.Math.Content.3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. CCSS.Math.Content.3.NF.A.2a Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. CCSS.Math.Content.3.NF.A.2b Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
Content Limits	*Denominators limited to 2, 3, 4, 6, 8. *Models restricted to number lines starting at 0. • Part A: number line interval from 0 to 1. • Part B: number lines can extend from 0 to 1+.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic Response - Drag and drop (DND), drawing, hot spot Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC2, PC3
DOK	2
Model Task	
Context	Items at this standard should not have a real-world context.
DOK Demands	

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Identify and represent unit fractions of 1/b on a number line.	• Graphic Response – DND, Draw • Multiple choice response • Equation response	X	X	X	
	2. Identify and represent fractions of size a/b as "*a*" lengths 1/*b* from 0 on the number line.	• Equation response • Graphic Response – DND, Draw • Multiple choice response • Multi-select response	X	X	X	
	3. Identify and interpret fractional values on number lines.	• Equation response • Graphic Response – DND, Draw, HS • Multiple choice response • Multi-select response	X	X	X	
	4. Reason, compare and draw conclusions about equi-partitioning wholes and constructing fractional models and number line representations to justify.	• Equation response • Graphic Response – DND, Draw, HS • Multiple choice response • Multi-select response	X	X	X	

Example	
Context	Recognize and represent unit fractions and non-unit fractions on number lines. • Number lines limited to the interval 0 to 2 • Unit fractions and non-unit fractions less than 1 with denominators of 2, 3, 4, 6, 8 • Non-unit fractions greater than 1 limited to halves and fourths • 1 -2 fractions represented or referenced in the item
Context easier	Given number lines limited to the interval 0 to 1 with scale increments of halves, thirds, and fourths Unit fractions and non-unit fractions less than 1 limited to ½, 1/3, and ¼. Only 1 fraction represented or referenced in the item.
Context more difficult	Number lines can extend beyond the interval 0 to 2 Any fraction less than or greater than 1 with denominator 2, 3, 4, 6 or 8

	More than 2 fractions may be represented or referenced in the item				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Which number line is divided into thirds? 	Easy	1, 3	Multiple-Choice	This is a DOK 2 because students have to recognize which number line is appropriate for representing a particular unit fraction. It is easy because the increments of halves, thirds and fourths used on the number line are used.
	Which fraction is represented by the total length marked on the number line shown? 	Medium	1, 3	Equation	This is a DOK 2 because students have to identify a non-unit fraction on a number line. It is medium because a non-unit fraction less than 1 with denominator of 6 is used.
	What fraction is represented by the length marked on the number line shown?	Medium	1, 2, 3	Equation	This is a DOK 2 because students have to identify and interpret fraction a/b as “a” unit fraction lengths from 0 on a number line..

					It is medium because it involves identification of a unit fraction within an non-unit fraction greater than 1 with denominator of 2.
	What fraction is represented by the total length marked on the number line? 	Hard	1, 2, 3	Equation	This is DOK 2 because students have to identify and interpreti fraction a/b as “a” unit fraction lengths from 0 on a number line. This is hard because an improper fraction with denominator of 3 is used.
	Look at the number lines shown. Select the number line that can be used to correctly plot the fraction 3/4. Then, plot the fraction on the selected number line.	Easy	1, 2, 3	Combinatio n Response – HS, DND	This is DOK 2 because students compare and draw conclusions about a correctly partitioned number line and construct representations of proper and improper fractions on a number line. It is easy because a non-unit fraction less than 1 is used and the number lines are limited to increments

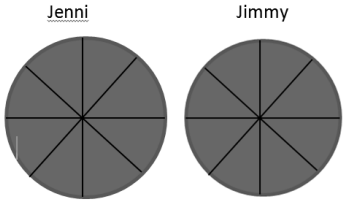
					of halves, thirds and fourths.
	Look at the fractions listed. ¼, ¾, 3/2, 5/4 Divide the number line shown into equal parts and plot these fractions on the number line. [24 x 24 grid with number line in the center extending from 0 to 2 with labels at 0, 1 and 2 and unlabeled tick marks at quarter intervals. Fractions as palette images]	Hard	1, 3	Graphic Response – DND and Draw	This is a DOK 2 because students reason about equi-partitioning wholes and equivalent fractions and construct representations of proper and improper fractions on a number line. It is hard because 4 fractions are referenced and students are constructing/equipartitioning a number line.

Content Standard	***CCSS.Math.Content.3.NF*** *Number and Operations - Fractions* ***CCSS.Math.Content.3.NF.A*** *Develop understanding of fractions as numbers.* CCSS.Math.Content.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. CCSS.Math.Content.3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. CCSS.Math.Content.3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. CCSS.Math.Content.3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* CCSS.Math.Content.3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Content Limits	*Denominators of 2, 3, 4, 6, 8. *Fractions must refer to the same whole unless intent of item is to assess reasoning about wholes. *Vocabulary: lowest terms or simplify should not be used. *Ordering fractions: limit to a maximum of 3. *Visual models primarily used include number lines and area models (circles, rectangles, regular polygons—see shapes from geometry standards).
Calculator	None
Acceptable Response Mechanisms	Graphic Response - Drag and drop (DND), Draw, plot, graph (Draw), Hot spot (HS) Multiple choice response Multi-select response Table response

	Matching response					
Math Practice Cluster	PC1, PC2, PC3					
DOK	2, 3					
Model Task						
Context	Context is allowable, though the typical "pizza" and "pie" contexts should be avoided. Any situation that compares or shows equivalence of fractions and allows for reasoning about their size.					
DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Represent equivalent fractions.	• Equation response • Graphic Response – DND, Draw • Multi-select response • Table Response	X	X	X	
	2. Compare fractions with the same denominator.	• Equation response • Table Response • Multiple choice response	X	X	X	
	3. Express whole numbers as fractions (over 1) and recognize equivalent fraction forms of whole numbers ($n*p/p$).	• Equation response • Multiple choice response	X	X	X	
DOK 3	4. Represent and explain equivalent fractions by creating fraction models.	• Graphic Response – DND, Draw, • Multiple choice response	X		X	
	5. Compare fractions with the same numerator and unlike denominators.	• Equation response	X	X	X	

	Note: see sample items to see how this is differentiated from 4.NF.2.					

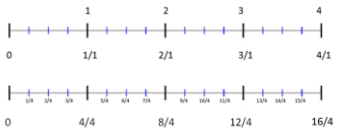
Example	
Context	Comparing fractions, fractional models, or situations involving fractional quantities • Like denominators of 1, 2, 3, 4, 6 & 8 • Unilike denominators limited to 1, 2 & 4
Context easier	Compare fractions or fraction models with • like denominators limited to 1, 2, 3, 4 • Frame in terms of what is used
Context more difficult	Compare fractions or fraction models with • Like or unlike denominators of 1, 2, 3, 4, 6 & 8 • Frame in terms of what is remaining or left over

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 4 pieces. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza.  Click on Jenni's pizza to show how much she ate. Click on Jimmy's pizza to show how much he ate. Drag <, >, or = to make a true statement. [2/8 <box> 3/8]	Easy	1, 3	Graphic Response – HS	DOK 2 because the student creates fraction models of a specific size. Easy because the student is manipulating fractions with like denominators of 4.

<table>
<tr>
<td>DOK 2</td>
<td>In the table shown, enter the whole number that is equal to each fraction.

<table><tr><td>Fraction</td><td>2/2</td><td>6/2</td><td>4/2</td><td>8/2</td></tr><tr><td>Whole</td><td>_</td><td>_</td><td>_</td><td>_</td></tr></table></td>
<td>Easy</td>
<td>1, 3</td>
<td>Table Response</td>
<td>This is a DOK 2 because the student is interpreting information given in one form as an equivalent term in another form.

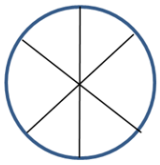
It is easy because the student is working with fractions with denominators of 2.</td>
</tr>
<tr>
<td>DOK 2</td>
<td>Look at the number lines shown.

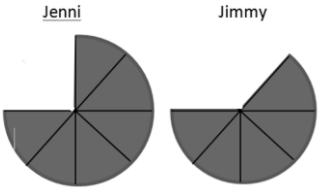
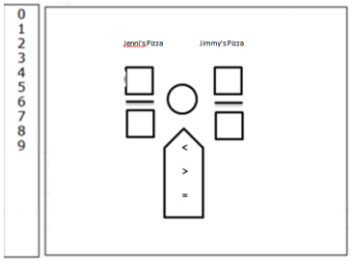
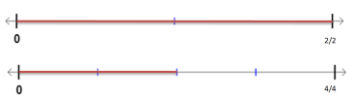
In the table shown, enter the whole number that is equal to each fraction.

<table><tr><td>Fraction</td><td>3/1</td><td>8/4</td></tr><tr><td>Whole</td><td>_</td><td>_</td></tr></table></td>
<td>Medium</td>
<td>1, 2, 3</td>
<td>Table Response</td>
<td>This is a DOK 2 because the student is recognizing equivalent fraction forms of whole number (n*p/p).

This is medium because unlike denominators of 1 and 4 are used.</td>
</tr>
<tr>
<td>DOK 2</td>
<td>Click on the regions in the model to show a fraction less than 3/6.

  </td>
<td>Medium</td>
<td>1, 3</td>
<td>Graphic Response – HS</td>
<td>This is DOK 2 because students are comparing fractions with the same denominator.

This is medium because the denominaotrs are the same and the emphasis of the task is on creating a model within a range of possible sizes (values).</td>
</tr>
</table>

	[include multiple tasks like this within one item, all for one point]				
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 8 slices. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza.  Complete the comparison of Jenni's pizza to Jimmy's pizza. 	Hard	1, 3	Grid Response – DND & HS	This is DOK 2 because students are comparing fractions with the same denominator. This is hard because students are making a comparison about the remaining slices of pizza and not what was eaten.
	Mary has two models each divided into equal-sized sections. Each model has been shaded to represent a fraction.  Create a true comparison of the two fractions	Medium	1, 2, 3	Equation Response	This is a DOK 3 because students compare fractions with the same numerator and unlike denominators. This is medium because unlike denominators of 2 and 4 are used.

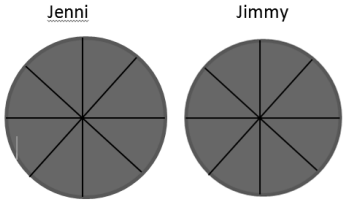
	represented in Mary's models.				
	Mary has two models each divided into equal-sized sections. The first model has been shaded to represent a fraction. Click to shade sections on the second model to show a fraction equivalent to the one in the first model. Write a true comparison of the 2 fractions.]	Hard	1, 2, 3	Combination Response– DND and HS	This is a DOK 3 because students represent and explain equivalent fractions by creating fraction models. This is hard because unlike denominators of 4 and 8 are used.

Content Standard	***CCSS.Math.Content.3.NF*** *Number and Operations - Fractions* ***CCSS.Math.Content.3.NF.A*** *Develop understanding of fractions as numbers.* CCSS.Math.Content.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. CCSS.Math.Content.3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. CCSS.Math.Content.3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. CCSS.Math.Content.3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* CCSS.Math.Content.3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Content Limits	*Denominators of 2, 3, 4, 6, 8. *Fractions must refer to the same whole unless intent of item is to assess reasoning about wholes. *Vocabulary: lowest terms or simplify should not be used. *Ordering fractions: limit to a maximum of 3. *Visual models primarily used include number lines and area models (circles, rectangles, regular polygons—see shapes from geometry standards).
Calculator	None
Acceptable Response Mechanisms	Graphic Response - Drag and drop (DND), Draw, plot, graph (Draw), Hot spot (HS) Multiple choice response Multi-select response Table response

	Matching response					
Math Practice Cluster	PC1, PC2, PC3					
DOK	2, 3					
Model Task						
Context	Context is allowable, though the typical "pizza" and "pie" contexts should be avoided. Any situation that compares or shows equivalence of fractions and allows for reasoning about their size.					
DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Represent equivalent fractions.	• Equation response • Graphic Response – DND, Draw • Multi-select response • Table Response	X	X	X	
	2. Compare fractions with the same denominator.	• Equation response • Table Response • Multiple choice response	X	X	X	
	3. Express whole numbers as fractions (over 1) and recognize equivalent fraction forms of whole numbers ($n*p/p$).	• Equation response • Multiple choice response	X	X	X	
DOK 3	4. Represent and explain equivalent fractions by creating fraction models.	• Graphic Response – DND, Draw, • Multiple choice response	X		X	
	5. Compare fractions with the same numerator and unlike denominators.	• Equation response	X	X	X	

	Note: see sample items to see how this is differentiated from 4.NF.2.					

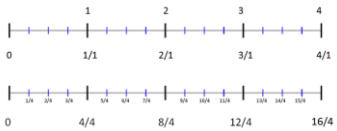
Example	
Context	Comparing fractions, fractional models, or situations involving fractional quantities • Like denominators of 1, 2, 3, 4, 6 & 8 • Unilike denominators limited to 1, 2 & 4
Context easier	Compare fractions or fraction models with • like denominators limited to 1, 2, 3, 4 • Frame in terms of what is used
Context more difficult	Compare fractions or fraction models with • Like or unlike denominators of 1, 2, 3, 4, 6 & 8 • Frame in terms of what is remaining or left over

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 4 pieces. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza.  Click on Jenni's pizza to show how much she ate. Click on Jimmy's pizza to show how much he ate. Drag <, >, or = to make a true statement. [2/8 <box> 3/8]	Easy	1, 3	Graphic Response – HS	DOK 2 because the student creates fraction models of a specific size. Easy because the student is manipulating fractions with like denominators of 4.

<table>
<tr>
<td>DOK 2</td>
<td>In the table shown, enter the whole number that is equal to each fraction.

<table><tr><td>Fraction</td><td>2/2</td><td>6/2</td><td>4/2</td><td>8/2</td></tr><tr><td>Whole</td><td>_</td><td>_</td><td>_</td><td>_</td></tr></table></td>
<td>Easy</td>
<td>1, 3</td>
<td>Table Response</td>
<td>This is a DOK 2 because the student is interpreting information given in one form as an equivalent term in another form.

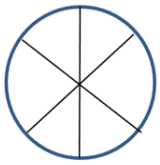
It is easy because the student is working with fractions with denominators of 2.</td>
</tr>
<tr>
<td>DOK 2</td>
<td>Look at the number lines shown.

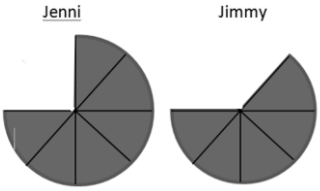
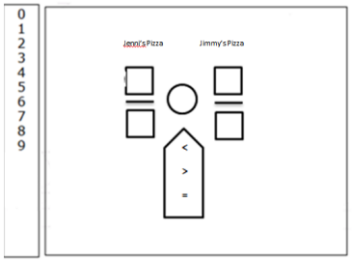
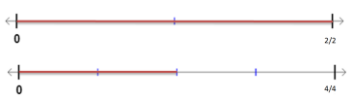
In the table shown, enter the whole number that is equal to each fraction.

<table><tr><td>Fraction</td><td>3/1</td><td>8/4</td></tr><tr><td>Whole</td><td>_</td><td>_</td></tr></table></td>
<td>Medium</td>
<td>1, 2, 3</td>
<td>Table Response</td>
<td>This is a DOK 2 because the student is recognizing equivalent fraction forms of whole number (n*p/p).

This is medium because unlike denominators of 1 and 4 are used.</td>
</tr>
<tr>
<td>DOK 2</td>
<td>Click on the regions in the model to show a fraction less than 3/6.

  </td>
<td>Medium</td>
<td>1, 3</td>
<td>Graphic Response – HS</td>
<td>This is DOK 2 because students are comparing fractions with the same denominator.

This is medium because the denominaotrs are the same and the emphasis of the task is on creating a model within a range of possible sizes (values).</td>
</tr>
</table>

	[include multiple tasks like this within one item, all for one point]				
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 8 slices. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza.  Complete the comparison of Jenni's pizza to Jimmy's pizza. 	Hard	1, 3	Grid Response – DND & HS	This is DOK 2 because students are comparing fractions with the same denominator. This is hard because students are making a comparison about the remaining slices of pizza and not what was eaten.
	Mary has two models each divided into equal-sized sections. Each model has been shaded to represent a fraction.  Create a true comparison of the two fractions	Medium	1, 2, 3	Equation Response	This is a DOK 3 because students compare fractions with the same numerator and unlike denominators. This is medium because unlike denominators of 2 and 4 are used.

	represented in Mary's models.				
	Mary has two models each divided into equal-sized sections. The first model has been shaded to represent a fraction. Click to shade sections on the second model to show a fraction equivalent to the one in the first model. Write a true comparison of the 2 fractions.]	Hard	1, 2, 3	Combination Response– DND and HS	This is a DOK 3 because students represent and explain equivalent fractions by creating fraction models. This is hard because unlike denominators of 4 and 8 are used.

Content Standard	***CCSS.Math.Content.3.NF*** *Number and Operations - Fractions* ***CCSS.Math.Content.3.NF.A*** *Develop understanding of fractions as numbers.* CCSS.Math.Content.3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. CCSS.Math.Content.3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. CCSS.Math.Content.3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. CCSS.Math.Content.3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* CCSS.Math.Content.3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Content Limits	*Denominators of 2, 3, 4, 6, 8. *Fractions must refer to the same whole unless intent of item is to assess reasoning about wholes. *Vocabulary: lowest terms or simplify should not be used. *Ordering fractions: limit to a maximum of 3. *Visual models primarily used include number lines and area models (circles, rectangles, regular polygons—see shapes from geometry standards).
Calculator	None
Acceptable Response Mechanisms	Graphic Response - Drag and drop (DND), Draw, plot, graph (Draw), Hot spot (HS) Multiple choice response Multi-select response Table response

	Matching response					
Math Practice Cluster	PC1, PC2, PC3					
DOK	2, 3					
Model Task						
Context	Context is allowable, though the typical "pizza" and "pie" contexts should be avoided. Any situation that compares or shows equivalence of fractions and allows for reasoning about their size.					
DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Represent equivalent fractions.	• Equation response • Graphic Response – DND, Draw • Multi-select response • Table Response	X	X	X	
	2. Compare fractions with the same denominator.	• Equation response • Table Response • Multiple choice response	X	X	X	
	3. Express whole numbers as fractions (over 1) and recognize equivalent fraction forms of whole numbers ($n*p/p$).	• Equation response • Multiple choice response	X	X	X	
DOK 3	4. Represent and explain equivalent fractions by creating fraction models.	• Graphic Response – DND, Draw, • Multiple choice response	X		X	
	5. Compare fractions with the same numerator and unlike denominators.	• Equation response	X	X	X	

	Note: see sample items to see how this is differentiated from 4.NF.2.					

Example	
Context	Comparing fractions, fractional models, or situations involving fractional quantities • Like denominators of 1, 2, 3, 4, 6 & 8 • Unilike denominators limited to 1, 2 & 4
Context easier	Compare fractions or fraction models with • like denominators limited to 1, 2, 3, 4 • Frame in terms of what is used
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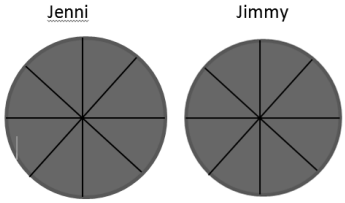
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 4 pieces. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza.  Click on Jenni's pizza to show how much she ate. Click on Jimmy's pizza to show how much he ate. Drag <, >, or = to make a true statement. [2/8 <box> 3/8]	Easy	1, 3	Graphic Response – HS	DOK 2 because the student creates fraction models of a specific size. Easy because the student is manipulating fractions with like denominators of 4.

<table>
<tr>
<td>DOK 2</td>
<td>In the table shown, enter the whole number that is equal to each fraction.

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<td>Easy</td>
<td>1, 3</td>
<td>Table Response</td>
<td>This is a DOK 2 because the student is interpreting information given in one form as an equivalent term in another form.

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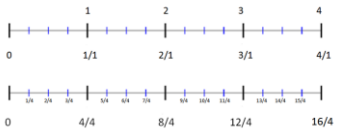
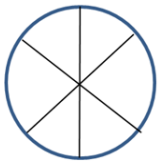
 

In the table shown, enter the whole number that is equal to each fraction.

<table><tr><td>Fraction</td><td>3/1</td><td>8/4</td></tr><tr><td>Whole</td><td>_</td><td>_</td></tr></table></td>
<td>Medium</td>
<td>1, 2, 3</td>
<td>Table Response</td>
<td>This is a DOK 2 because the student is recognizing equivalent fraction forms of whole number (n*p/p).

This is medium because unlike denominators of 1 and 4 are used.</td>
</tr>
<tr>
<td>DOK 2</td>
<td>Click on the regions in the model to show a fraction less than 3/6.

  </td>
<td>Medium</td>
<td>1, 3</td>
<td>Graphic Response – HS</td>
<td>This is DOK 2 because students are comparing fractions with the same denominator.

This is medium because the denominaotrs are the same and the emphasis of the task is on creating a model within a range of possible sizes (values).</td>
</tr>
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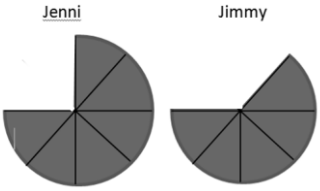
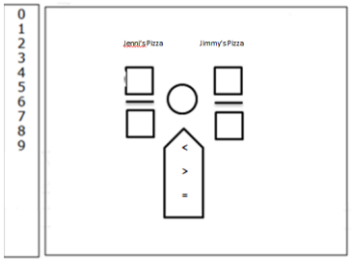
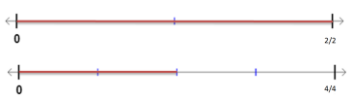
	[include multiple tasks like this within one item, all for one point]				
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 8 slices. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza.  Complete the comparison of Jenni's pizza to Jimmy's pizza. 	Hard	1, 3	Grid Response – DND & HS	This is DOK 2 because students are comparing fractions with the same denominator. This is hard because students are making a comparison about the remaining slices of pizza and not what was eaten.
	Mary has two models each divided into equal-sized sections. Each model has been shaded to represent a fraction.  Create a true comparison of the two fractions	Medium	1, 2, 3	Equation Response	This is a DOK 3 because students compare fractions with the same numerator and unlike denominators. This is medium because unlike denominators of 2 and 4 are used.

	represented in Mary's models.				
	Mary has two models each divided into equal-sized sections. The first model has been shaded to represent a fraction. Click to shade sections on the second model to show a fraction equivalent to the one in the first model. Write a true comparison of the 2 fractions.]	Hard	1, 2, 3	Combination Response– DND and HS	This is a DOK 3 because students represent and explain equivalent fractions by creating fraction models. This is hard because unlike denominators of 4 and 8 are used.

Content Standard	***CCSS.Math.Content.3.NBT*** *Number and Operations in Base Ten* ***Math.Content.3.NBT.A*** Use place value understanding and properties of operations to perform multi-digit arithmetic Math.Content.3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
Calculator	Neutral - All
Content Limits	*Whole numbers up to 1000 *Avoid situations where the place the student rounded to is ambiguous. For example, asking a student to round 697 to the nearest ten is not a good item, as the student would get the exact same answer if he or she mistakenly rounded to the nearest hundred.
Acceptable Response Mechanisms	• Equation response • Graphic response - drawing • Matching response • Multi-select response • Table response
Math Practice Cluster	PC1, PC3
DOK	1, 2

Model Task

Context	Items at this standard should not have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify the value of a given number rounded to the nearest 10 or 100.	• Matching response • Equation response			x	
DOK 2	2. Identify the numbers that round to a given value.	• Equation response • Multi-select response			x	

	3. Plot points to represent values that round to a given value.	• Graphic response - drawing	x		x	
	4. Interpret and distinguish between different rounding procedures used in rounding to a number in order to create a number that fits certain parameters.	• Table response	x		x	

Example	
Context	Round three-digit whole numbers to the nearest ten.
Context easier	Rounding to the nearest hundred.
Context more difficult	Rounding one number to the nearest ten and also to the nearest hundred.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	What value is 846 rounded to the nearest 100?	Easy	PC3	Equation response	DOK 1 because recalling the procedures used in rounding a number to a given place value. Easy difficulty because the student is rounding to the nearest 100.
DOK 1	Match each number with the value of the number rounded to the nearest 10. 180 / 190 181: X 186: X	Medium	PC3	Equation response	DOK 1 because recalling the procedures used in rounding a number to a given place value. Medium difficulty because the student is rounding to the nearest 10.

<table>
<tr><td></td><td><table><tr><td>194</td><td></td><td>X</td></tr></table></td><td></td><td></td><td></td><td></td></tr>
<tr><td>DOK 1</td><td>A. Round 842 to the nearest hundred. Enter your answer in the first response box.

B. Round 842 to the nearest ten. Enter your answer in the second response box.</td><td>Hard</td><td>PC3</td><td>Equation response</td><td>DOK 1 because recalling the procedures used in rounding a number to a given place value.

Hard difficulty because the student is rounding one number to both places.</td></tr>
<tr><td>DOK 2</td><td>Which numbers will equal 800 when rounded to the nearest hundred? Select all possible answers.</td><td>Easy</td><td>PC
3</td><td>Multi-select response</td><td>DOK 2 because identifying all numbers that round to a specify value.

Easy difficulty because only rounding to the nearest hundred.</td></tr>
<tr><td>DOK 2</td><td>An incomplete table is shown.

<table><tr><th>Original Number</th><th>Rounded to Nearest Ten</th></tr><tr><td></td><td>100</td></tr><tr><td></td><td>150</td></tr><tr><td></td><td>190</td></tr></table>
Complete the table by filling in the missing original numbers with possible values.</td><td>Medium</td><td>PC1,
PC
3</td><td>Table response</td><td>DOK 2 because constructing values and working backwards from already rounded values.

Medium difficulty because the student is rounding to the nearest ten.</td></tr>
<tr><td>DOK 2</td><td>Plot points on the number line to represent all values that round to 500 when rounded to</td><td>Hard</td><td>PC1, PC3</td><td>Graphic response – plot points</td><td>DOK 2 because plotting points to represent values that round to a given value.</td></tr>
</table>

	the nearest hundred and 450 when rounded to the nearest ten. [student is given number line from 140 to 160, by 1's]				Hard difficulty because the student is rounding one number to both places.

Grade 3-5 Mathematics Item Specification Claim 2	
Problem solving, which of course builds on a foundation of knowledge and procedural proficiency, sits at the core of *doing* mathematics. Proficiency at problem solving requires students to choose to use concepts and procedures from across the content domains and check their work using alternative methods. As problem solving skills develop, student understanding of and access to mathematical concepts becomes more deeply established. (*Mathematics Content Specifications, p.56*)	
Primary Claim 2: Problem Solving Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 2 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 2 targets in the item form. If Claim 3 or 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 2 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate. The standards in the NBT domain in grades 3-5 can be used to construct higher difficulty items for the adaptive pool. The integration of the OA, G, and MD domains with NBT allows for higher content limits within the grade level than might be allowed when staying within the primary content domain.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Tables (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as:

	○ All correct choices (2 points); at least ½ but less than all correct choices (1 point) ○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 2 items that are part of a performance task may take 2 to 8 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Development Notes	Tasks generating evidence for Claim 2 in a given grade will draw upon knowledge and skills articulated in the progression of standards up through that grade, though more complex problem-solving tasks may draw upon knowledge and skills from lower grade levels. Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 2. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 2. There are some other useful distinctions between Claim 1 and Claim 2 in grades 3-5 that have supported the approach to alignment. The following points describe some attributes of items in Claim 2: • Multiple approaches are feasible or a range of responses is expected (e.g., if a student can solve a word problem by identifying a key word or words and selecting operations, then it is Claim 1). • The use of tools in Claim 2 is intended to support the problem solving process. In some cases, students may be asked to display their answer on the tool (e.g., by clicking the appropriate point or interval on a number line or ruler). • Assessing the reasonableness of answers to problems is a Claim 2 skill with items that align to Target C. In grades 3-5, Claim 2 tasks should be written to support two key themes: • Solving problems with fractions • Solving problems with the four operations As noted in the table below, the Measurement/Data and Geometry clusters should be used to support these two key themes. At least 80% of the items written to Claim 2 should primarily assess the standards and clusters listed in the table.

Grade 3	**Grade 4**	**Grade 5**
3.OA.A	4.OA.A	5.NBT.B
3.OA.D	4.NBT.B	5.NF.A
3.NBT.A*	4.NF.A	5.NF.B
3.MD.A	4.NF.B	5.MD.A*
3.MD.B*	4.NF.C	5.MD.C
3.MD.C	4.MD.A*	5.G.A*
3.MD.D*	4.MD.C*	

* Denotes additional and supporting clusters

Assessment Targets: Any given item/task should provide evidence for two or more Claim 2 assessment targets. Each of the following targets should not lead to a separate task: it is in *using* content from different areas, including work studied in earlier grades, that students demonstrate their problem solving proficiency. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. (DOK 2, 3)
Under Claim 2, the problems should be completely formulated, and students should be asked to find a solution path from among their readily available tools.

Target B: Select and use appropriate tools strategically. (DOK 1, 2)
Tasks used to assess this target should allow students to find and choose tools; for example, using a "Search" feature to call up a formula (as opposed to including the formula in the item stem) or using a protractor in physical space.

Target C: Interpret results in the context of a situation. (DOK 2)
Tasks used to assess this target should ask students to link their answer(s) back to the problem's context. In early grades, this might include a judgment by the student of whether to express an answer to a division problem using a remainder or not based on the problem's context. In later grades, this might include a rationalization for the domain of a function being limited to positive integers based on a problem's context (e.g., understanding that the number of buses required for a given situation cannot be 32½, or that the negative values for the independent variable in a quadratic function modeling a basketball shot have no meaning in this context).

Target D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)
For Claim 2 tasks, this may be a separate target of assessment explicitly asking students to use one or more potential mappings to understand the relationship between quantities. In some cases, item stems might suggest ways of mapping relationships to scaffold a problem for Claim 2 evidence.

What sufficient evidence looks like for Claim 2 (Problem-Solving)[4]:
"Although items and tasks designed to provide evidence for this claim must primarily assess the student's ability to identify the problem and to arrive at an acceptable solution, mathematical problems nevertheless require students to apply mathematical concepts and procedures."

Properties of items/tasks that assess Claim 2: The assessment of many relatively discrete and/or single-step problems can be accomplished using short constructed response items, or even computer-enhanced or selected response items.
More extensive constructed response items can effectively assess multi-stage problem solving and can also indicate unique and elegant strategies used by some students to solve a given problem, and can illuminate flaws in student's approach to solving a problem. These tasks could:

- Present non-routine[5] problems where a substantial part of the challenge is in deciding what to do, and which mathematical tools to use; and
- Involve chains of autonomous[6] reasoning, in which some tasks may take a successful student 2 to 5 minutes, depending on the age of student and complexity of the task.

"A distinctive feature of both single-step and multi-step items and tasks for Claim 2 is that they are "well-posed." That is, whether the problem deals with pure or applied contexts, the problem itself is completely formulated; the challenge is in identifying or using an appropriate solution path."

[4] Text excerpted from the Smarter Balanced Mathematics Content Specifications (p. 56-57).
[5] As noted earlier, by "non-routine" we mean that the student will not have been taught a closely similar problem, so will not be expected to *remember* a solution path but will have to *adapt* or *extend* their earlier knowledge to find one.
[6] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

Grade 3 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 3 Claim 2 items:** **Primary emphasis for Claim 2 items: Operations and Algebraic Thinking** **Operations and Algebraic Thinking (OA)** **3.OA.A: Represent and solve problems involving multiplication and division.** **3.OA.A.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **3.OA.A.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] **3.OA.A.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.* **3.OA.D: Solve problems involving the four operations, and identify and explain patterns in arithmetic.** **3.OA.D.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3] **3.OA.D.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **Standards to integrate with the focus on whole number operations:** **Numbers and Operations—Base Ten (NBT)** **3.NBT.A: Use place value understanding and properties of operations to perform multi-digit arithmetic.** **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **3.NBT.A.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Measurement and Data (MD)

3.MD.A: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]

3.MD.B: Represent and interpret data.

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

3.MD.C: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.C.7 Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-

	overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **3.MD.D: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** **3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade 4 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 4 Claim 2 items:** **Primary emphasis for Claim 2 items at Grade 4: Operations and Algebraic Thinking, Number and Operations—Base Ten, and Number and Operations—Fractions** **Operations and Algebraic Thinking (OA)** **4.OA.A: Use the four operations with whole numbers to solve problems.** **4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.A.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1] **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations—Fractions (NF)** **4.NF.A: Extend understanding of fraction equivalence and ordering.** **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

4.NF.B.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

- **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
- **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- **a.** Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
- **b.** Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
- **c.** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.C: Understand decimal notation for fractions, and compare decimal fractions.

4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Number and Operations—Base Ten (NBT)

4.NBT.B: Use place value understanding and properties of operations to perform multi-digit arithmetic.

4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate

	and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Standards to integrate with the focus on operations:** **Measurement and Data (MD)** **4.MD.A: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...* **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **4.MD.A.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **4.MD.C: Geometric measurement: understand concepts of angle and measure angles.** **4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.MD.C.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Grade 5 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 5 Claim 2 items:** **Primary emphasis for Grade 5 Claim 2 items: Number and Operations—Base Ten and Number and Operations—Fractions** **Number and Operations—Base Ten (NBT)** **5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A: Use equivalent fractions as a strategy to add and subtract fractions.** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* *2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **5.NF.B: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- **a.** Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
- **b.** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.B.5 Interpret multiplication as scaling (resizing), by:

- **a.** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- **b.** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]

- **a.** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*
- **b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- **c.** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Standards to integrate with the focus on operations:

Measurement and Data (MD)

5.MD.A: Convert like measurement units within a given measurement system.

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement

	system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **a.** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **b.** A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Geometry (G)** **5.G.A: Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Range ALDs – Claim 2 Grades 3-5	**Level 1** Students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding.
	Level 2 Students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation.
	Level 3 Students should be able to map, display, and identify relationships, use appropriate tools strategically, and apply mathematics accurately in everyday life, society, and the workplace. They should be able to interpret information and results in the context of an unfamiliar situation.
	Level 4 Students should be able to analyze and interpret the context of an unfamiliar situation for problems of increasing complexity and solve problems with optimal solutions.

Target 2A: Apply mathematics to solve well-posed problems in pure mathematics and those arising in everyday life, society, and the workplace.

General Task Model Expectations for Target 2A

- The student is asked to solve a well-posed problem arising in a mathematical context or everyday life, society, or the workplace.
- Mathematical information from the context is presented in a table, graph, or diagram, or is extracted from a verbal description or pictorial representation of the context.
- Solving the problem requires one or more steps consisting of one of the four operations with whole numbers or fractions (division of fractions is limited to division of a whole number by a unit fraction or a unit fraction by a whole number).
- Understandings from geometry or measurement may be needed to determine the operations to be performed.
- The task does not indicate by key words or other scaffolding which operations are to be performed or in what order.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context, (b) the number of steps, (c) the complexity of the numbers used, or (d) the complexity of the interpretation required.
- Tasks have DOK Level 2 or 3

Task Model 2A.1

Expectations:

- The student solves a multi-step problem with the four operations in a context involving measurement quantities.
- Items in this task model require the student to identify quantities of interest and map their relationships, often via diagrams or equations.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude or the types of numbers to be used.

Example Item 2A.1a (Grade 3):
Primary Target 2A (Content Domain MD), Secondary Target 1D (CCSS 3.OA.D), Tertiary Target 1G (CCSS 3.MD.A), Quaternary Target 2D

James gets home from school at 3:30 p.m. He completes 2 chores. Then he plays his computer game until 5:00 p.m.

Chore	Time to Complete
Walk dog	20 minutes
Clean room	40 minutes

Enter the **greatest** number of minutes that James can play his computer game.

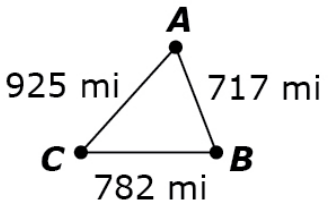
Rubric: (1 point) The student enters the correct number of minutes (30 or 30 min).

Response Type: Equation/Numeric

Commentary: This item requires the student to identify the relationship between given start and end times and the elapsed times presented in the table, and to identify the unknown quantity as the elapsed time remaining between the start and end times given. Seeing these different quantities and mapping their relationships draws on the skill set identified in Target 2D.

Example Item 2A.1b (Grade 4):
Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Pia's family drove from City A to City B, then City C, and back to City A. The map shows the distances.



How many miles did they drive all together? Enter your answer in the response box.

Rubric: (1 point) The student enters the correct total distance (2424 or 2424 mi).

Response Type: Equation/Numeric

Commentary: The level of difficulty for this item can be raised by changing the number of cities or having distances in the diagram that are not needed to answer the question, although adding in these extra levels of complexity moves the item closer to a Claim 4 task.

Grades 3-5, Claim 2

Example Item 2A.1c (Grade 5):

Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 5.NF.B), Tertiary Target 2D

Luke buys a bicycle that is on sale for $\frac{1}{2}$ of the original price. The sale price is $80 less than the original price. What is the original price, in dollars, of the bicycle?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct original price (160 or $160).

Response Type: Equation/Numeric

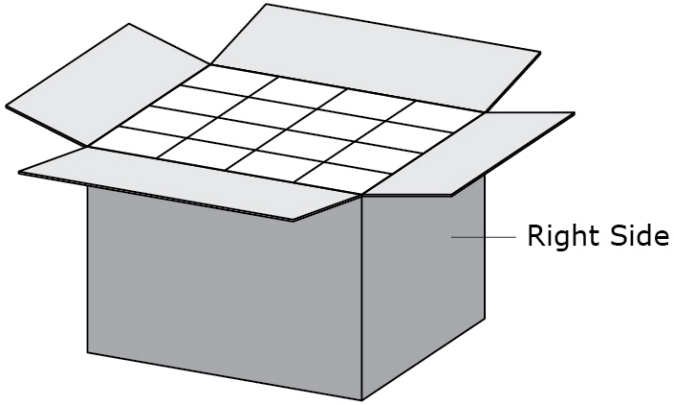
Commentary: This item requires the student to identify the sale price and the original price of a bicycle as the quantities of interest in this problem and to identify the relationship between them, and so draws on the skill set identified in Target 2D. Changing the fraction would change the difficulty level.

Grades 3-5, Claim 2

Example Item 2A.1d (Grade 5):

Primary Target 2A (Content Domain MD), Secondary Target 1I (CCSS 5.MD.C), Tertiary Target 1B (CCSS 4.OA.B), Quaternary Target 2D

A rectangular box is completely filled with 48 same-sized cubes arranged as shown. Julie opens the top of the box and sees 16 cubes.



Julie closes the top and then opens the right side of the box. How many cubes should she see?

Enter your answer in the response box.

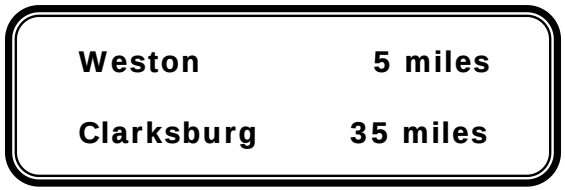
Rubric: (1 point) The student provides the correct number of cubes for the right side of the box (12).

Response Type: Equation/Numeric

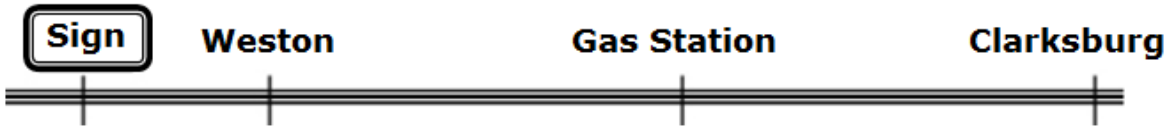
Commentary: This item requires the student to identify the volume and areas of the faces of the rectangular box as quantities of interest and to use the small cubes (and their faces) as units in order to relate the two quantities, and so draws on the skill set identified in Target 2D.

Example Item 2A.1e (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 2D

Mia is traveling along a road toward Clarksburg and sees the following sign.



Mia knows there is a gas station located halfway between Weston and Clarksburg, as shown on this diagram.



How many miles is it from Weston to Clarksburg?
Enter your answer in the first response box.

How many miles is it from the sign to the gas station?
Enter your answer in the second response box.

Rubric: (2 points) The student enters the correct distances for each question (30 or 30 mi; 20 or 20 mi).
(1 point) The student enters only one correct distance (e.g., 30 or 20).

Response Type: Equation/Numeric (2 response boxes)

Commentary: This item requires the student to identify the distances between the sign and the different cities as well as the distances between cities and understand the relationships between these quantities, and so draws on the skill set identified in Target 2D.

Task Model 2A.2

Expectations:

- The student solves a problem in a real-world or mathematical context that requires understanding of the base-ten number system.
- Items in this task model require the student to interpret base-ten numbers in terms of the context.
- Dimensions along which to vary the item include: (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude of the numbers to be used.

Example Item 2A.2a (Grade 3):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.A), Tertiary Target 2C

> Sabina has a jar full of dimes. A pack of cards costs 76 cents. How many dimes would she need to buy the cards if she uses no other coins?
>
> Enter your answer in the response box.

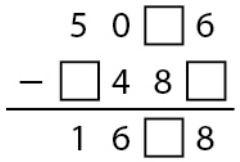
Rubric: (1 point) The student enters the correct number of dimes (8).

Response Type: Equation/Numeric

Commentary: This item requires the student to interpret the value of a collection of dimes as a multiple of ten, and so draws on the skill set identified in Claim 2C.

Example Item 2A.2b (Grade 4):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Drag one number into each box to complete the subtraction problem shown.



Interaction: The student drags digits 0-9 from the multi-use palette.

Rubric: (1 point) The student drags the correct digits to complete the subtraction problem (5096 – 3488 = 1608).

Response Type: Drag and Drop

Commentary: Small changes to this item change the complexity considerably. The reason that there is a unique solution is that the placement of the unknown digits and the value of the digits was highly engineered; just changing the 8 in the second number to a 5, for example, means that there will be four solutions instead of 1:

5096-3458=1638
5086-3458=1628
5076-3458=1618
5066-3458=1608

Allowing an unknown digit in the hundreds place instead of the ones place changes the complexity significantly.

Task Model 2A.3

Expectations:

- The student makes estimations about quantities in a context.
- Dimensions along which to vary the item include (a) varying the context, (b) requiring no operations (easier) or requiring computations with estimated quantities or estimating the result of computations with quantities (harder), (c) varying the magnitude of the numbers to be used.

Example Item 2A.3a (Grade 4):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B), Tertiary Target 1I (CCSS 4.MD.A)

Select the response that correctly completes this statement:

41 inches is between _____.

A. 2 feet and 3 feet.
B. 3 feet and 4 feet.
C. 4 feet and 5 feet.
D. 5 feet and 6 feet.

Rubric: (1 point) The student selects the correct range (B).

Response Type: Multiple Choice, single correct response

Example Item 2A.3b (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

Graciela walked her dog every day for the last 5 days. The time for each walk was between $\frac{1}{2}$ and $\frac{3}{4}$ of an hour. Make an estimate for the total number of minutes she walked her dog in the last 5 days.

Enter your estimate, in minutes, in the response box.

Rubric: (1 point) The student enters a value in the correct range (any number from 150 to 225, inclusive).

Response Type: Equation/numeric

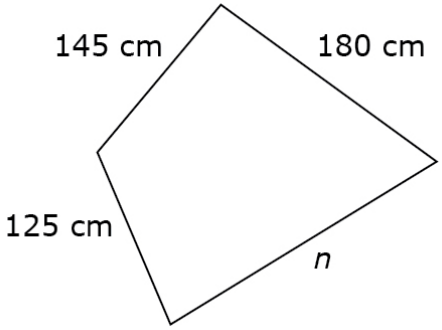
Task Model 2A.4

Expectations:

- The student solves a multi-step problem with the four operations involving whole-numbers and fractions in a purely mathematical context.
- Items in this task model require the student to identify quantities of interest and map their relationships, often via diagrams or equations.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude or the types of numbers to be used.

Example Item 2A.4a (Grade 3):
Primary Target 2A (Content Domain MD), Secondary Target 1D (CCSS, 3.OA.D), Tertiary Target 1J (CCSS 3.MD.D)

This quadrilateral has a perimeter of 680 centimeters.



Enter the length, in centimeters, of side *n*.

Rubric: (1 point) The student correctly enters the length of the unknown side (230 or 230 cm).

Response Type: Equation/Numeric

Example Item 2A.4b (Grade 4):
Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Tina and Marco play a number game. Tina gives Marco a number and he does three computations.

- He multiplies the number by 2.
- He adds 7 to the answer.
- Then, he subtracts 2 from that answer.

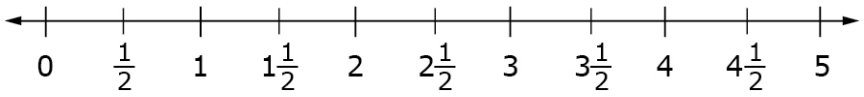
What number should Tina give Marco so that the final answer is 37 ?

Rubric: (1 point) The student enters the correct number (16).

Response Type: Equation/Numeric

Example Item 2A.4c (Grade 4):
Primary Target 2A (Content Domain NF), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 2B

Plot the value of $5 \times \frac{1}{2}$ on the number line shown.



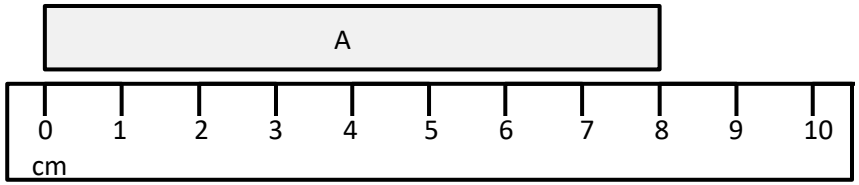
Rubric: (1 point) The student correctly plots a point at $2\frac{1}{2}$ (with a graphing tolerance of +/- $\frac{1}{16}$ or points snap to tick marks).

Response Type: Graphing (Interaction: The student is able to plot a single point somewhere on the line.)

Commentary: A variation on this item would show points on a number line and ask which one represents the product, or shows one point and asks which of four products it could be (MC). Asking for the approximate location on the number line for the results of computations would also be appropriate.

Example Item 2A.4d (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

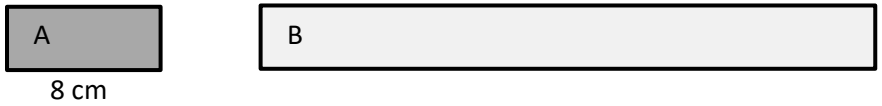
Rectangle A (shown) is $\frac{1}{4}$ as long as rectangle B (not shown). How long is rectangle B?



A. 2 cm
B. 6 cm
C. 8 cm
D. 32 cm

OR

Rectangle A is $\frac{1}{4}$ as long as rectangle B. How long is rectangle B?



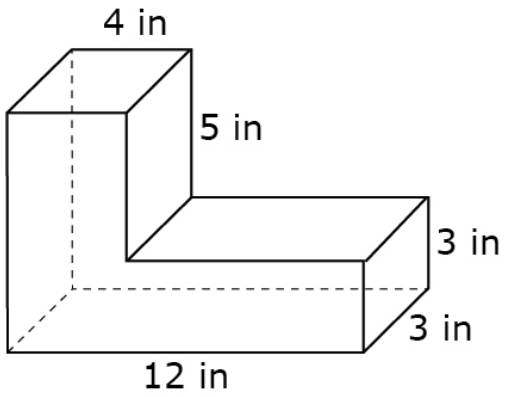
A. 2 cm
B. 6 cm
C. 8 cm
D. 32 cm

Rubric: (1 point) The student selects the correct option (D).

Response Type: Multiple Choice, single correct response

Example Item 2A.4f (Grade 5):
Primary Target 2A (Content Domain MD), Secondary Target 1I (CCSS 5.MD.C)

The figure shown was created by joining two rectangular prisms.



What is the total volume, in cubic centimeters, of the figure?

Enter your answer in the response box.

Rubric: (1 point) The student correctly enters the total volume of the figure in cubic centimeters (168 or 168 cm^3).

Response Type: Equation/Numeric

Target 2B: Select and use appropriate tools strategically.

General Task Model Expectations for Target 2B

- Mathematical information from the context is presented in a table, graph, or diagram, or is extracted from a verbal description or pictorial representation of the context.
- The student uses tools or makes strategic selection of tools.
- Tasks may require the student to use a familiar tool in a non-standard way, for example using a ruler from a non-standard starting point or using a number line to represent time.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context (b) the number of steps (c) the complexity of the numbers used or (d) the complexity of the interpretation required.
- Task has DOK Level 1 or 2

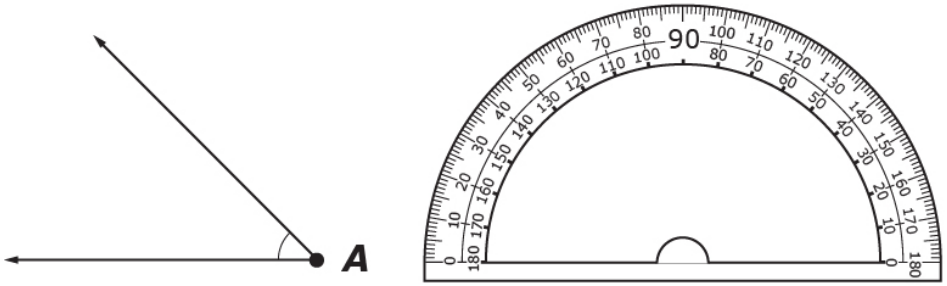
Task Model 2B.1

Expectations:

- The student demonstrates proficiency with a tool specifically identfied in the content standards.
- Tasks aligned to this task model focus on using tools (rather than selecting tools).
- Tools include measurement tools, such as rulers, protractors, and clocks, presented virtually, or number lines.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the tool to be used, or (c) varying the complexity of the numbers to be used.

Example Item 2B.1a (Grade 4):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.C)

Use the protractor to find the measure of angle A.



Enter the measure of angle A, to the nearest whole degree, in the response box.

Interaction: The student can move the protractor to any point on the screen and rotate the protractor to align it with a side of the angle. See an example for how this could work here: http://sandcastle.kasandbox.org/media/castles/Khan:master/exercises/measuring_angles.html

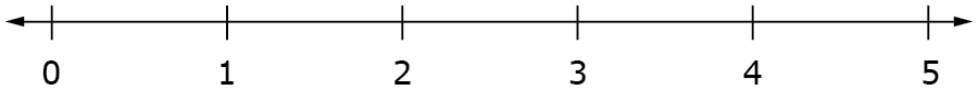
Rubric: (1 point) Student enters the correct angle measure in degrees (45+/-?).

Response Type: Equation/numeric

Commentary: Note that this technology is not currently available. An item that could assess the same construct with current technology would show a protractor with an angle whose vertex is aligned to the center point of the angle but whose rays are not aligned to the 0 or 180 marks on the protractor. This item type would fall under task model 2B.

Example Item 2B.1b (Grades 5):
Primary Target 2B (Content Domain NF), Secondary Target 1J (CCSS 5.NF.B)

Plot the value of $\frac{1}{3}$ x $\frac{5}{2}$ on the number line below. Add more tick marks and make sure the point is on a tick mark.



Interaction: The student sees a number line that has tick marks denoting the whole numbers. There is a slider or some other widget that allows the student to select the appropriate number of tick marks between whole numbers. See an example for how this could work here: https://www.youtube.com/watch?v=TEzH_PbHZIw

Rubric: (1 point) The student chooses a refinement of the number line that includes sixths and correctly plots a point at $\frac{5}{6}$ (with a graphing tolerance of +/- $\frac{1}{16}$ or there is a snap-to feature and points snap to tick marks).

Response Type: Graphing

Commentary: Note that this technology is not currently available. An item that could assess the same construct with current technology could show two or more number lines with different refinements and ask the student to use one to plot the product or to plot the product as close as possible to the correct location and have a tolerance around the location for scoring.

Grades 3-5, Claim 2

Task Model 2B.2

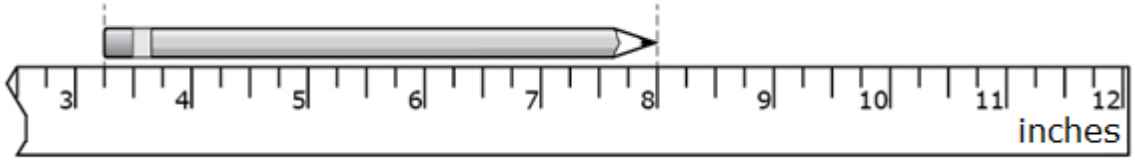
Expectations:

- The student uses a familiar tool in a non-standard way, in multi-step problem, or a problem that requires identifying quantities of interest and mapping the relationships between them.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the complexiy of the numbers to be used (d) varying the complexity of the interpretation required.

Example Item 2B.2a (Grade 4):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 1H (CCSS 3.MD.B)

What is the length, in inches, of the pencil shown?



Enter your answer in the response box.

Rubric: (1 point) The student enters the correct length in inches ($4\frac{3}{4}$).

Response Type: Equation/Numeric

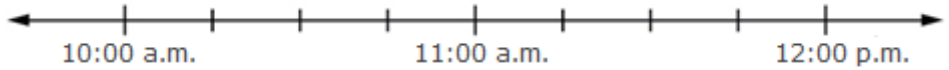
Grades 3-5, Claim 2

Example Item 2B.2b (Grade 3):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.A), Tertiary Target 2D

Math class begins at 10:45 a.m. and is 45 minutes long.

Use the Add Point tool to put a point on the number line that shows when math class ends.



Rubric: (1 point) Student places a point on the number line at the correct location (11:30 p.m.).

Response Type: Graphing

Scoring / Interaction: Scoring/interaction must allow for point to "snap to" tick marks or allow for a tolerance of +/- 5 minutes on the number line.

Commentary: This item requires the student to identify the start time, end time, and elapsed time as quantities of interest and map the relationship between them using the number line, and so draws on the skill set identified in Target 2D.

Grades 3-5, Claim 2
Example Item 2B.2c (Grade 3):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.A), Tertiary Target 2D

Mary started her homework 25 minutes before the time shown on the clock.

Fill in the table to show the time when Mary started her homework.

__ :__

Rubric: (1 point) The student shows the correct time (4:25).

Response Type: Fill-in-table

Commentary: This item requires the student to identify the start time, end time, and elapsed time as quantities of interest and map the relationship between them, and so draws on the skill set identified in Target 2D.

Task Model 2B.3

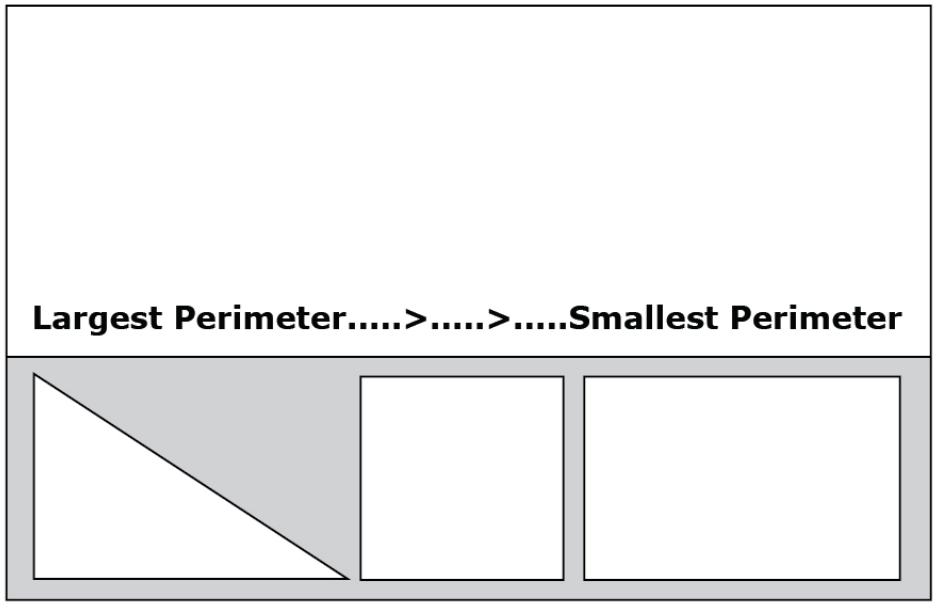
Expectations:

- The student makes strategic choices about using tools.
- The student has access to a tool that is more appropriate for some problems than others. The student may choose to use the tool or not.
- Dimensions along which to vary the item include: (a) varying the context, (b) varying the tool to be used, (c) varying the complexity of the numbers to be used.

Example Item 2B.3b (Grade 3):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.C)

Order all three figures so that the one on the left has the largest perimeter and the one on the right has the smallest perimeter.

Drag each figure into the space in order of its perimeter.



Rubric: (1 point) The student correctly orders the figures with the square first, the triangle second, and the rectangle third.

Response Type: Drag and drop.

Grades 3-5, Claim 2

Interaction: A GI background is given with active measuring and drawing tools. All three figures are presented in the bottom non-refreshable palette and the student must drag each figure into a correct arrangement, largest to smallest perimeter.

Commentary: The student has the choice of using the ruler in the Drawing and Measurement Tool or judging the perimeter without the use of tools. Strategic choices will make it easier for them to complete this item. It can be established that the rectangle has the largest perimeter by direct comparison, but it is harder to compare the perimeters of the square and the triangle without measuring the side-lengths.

Example Item 2B.3a (Grade 3):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.C)

What is the area of each figure?

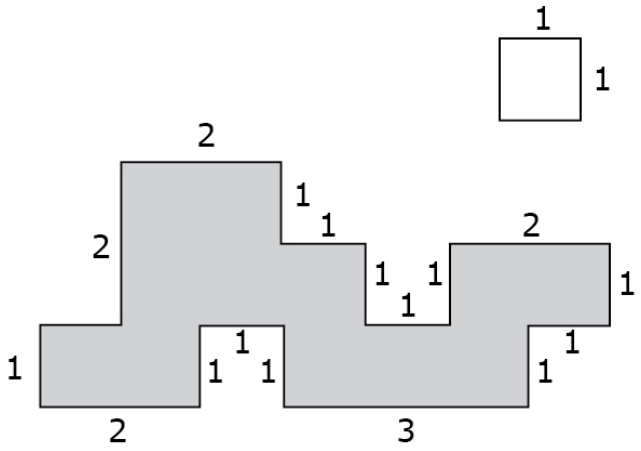


Figure A

The area of Figure A is ☐ square units.

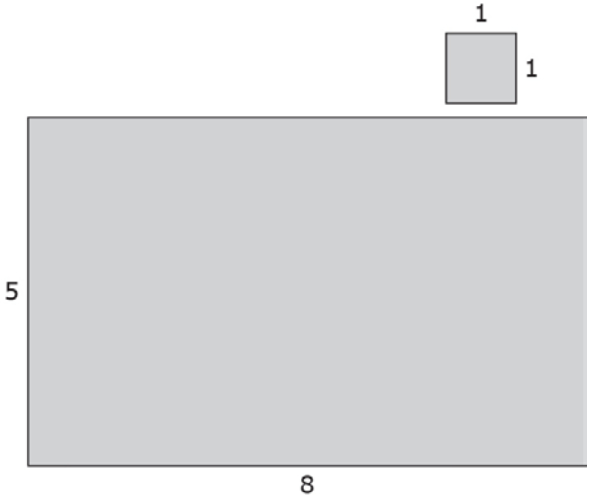


Figure B

The area of Figure B is ☐ square units.

See how the interface might work here: https://www.youtube.com/watch?v=EVoKzudbrE4

Rubric: (2 points) The student enters the correct area for each figure, 1 point for each (12 and 40).

Response Type: Equation/numeric with graphing and a combination of tiling and drag and drop as part of the unscored interaction.

Commentary: This item gives the student access to a tiling tool that can be used to cover a region with square units. The item has two parts, one where the tool can be profitably used to help the student keep track of the number of square units that are needed to cover the region without gaps or overlap, and one where knowing the relationship between the side-lengths and area of a rectangle is more efficient than using the tiling tool.

Target 2C: Interpret results in the context of a situation.

General Task Model Expectations for Target 2C

- The student provides a numeric answer to a problem where the context requires them to go beyond the result of a single computation.
- The student may be asked to choose a value that falls into a range of acceptable values limited by information given in a real-world context.
- The student may be asked to round up or round down based on the constraints of the context.
- The student may be asked to interpret the meaning of mathematical computations, for example, the different interpretations of arithmetic operations.
- The student may be asked to interpret the meaning of points on the number line or in the coordinate plane in a real-world context.
- The student may be asked to solve a problem that requires the integration of concepts and skills from multiple domains.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context (b) the number of steps (c) the complexity of the numbers used or (d) the complexity of the interpretation required.
- Tasks have DOK Level 1 or 2.

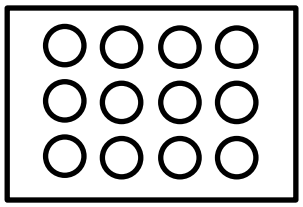
Task Model 2C.1

Expectations:

- The student chooses one value from a range of possible values that is determined by constraints in a context.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of numbers to be used.
- Tasks in this model have DOK Level 2-3.

Example Item 2C.1a (Grade 3):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Steven is baking cupcakes. A cupcake pan has 3 rows with a place to put 4 cupcakes in each row.
He filled two pans completely and part of another pan.

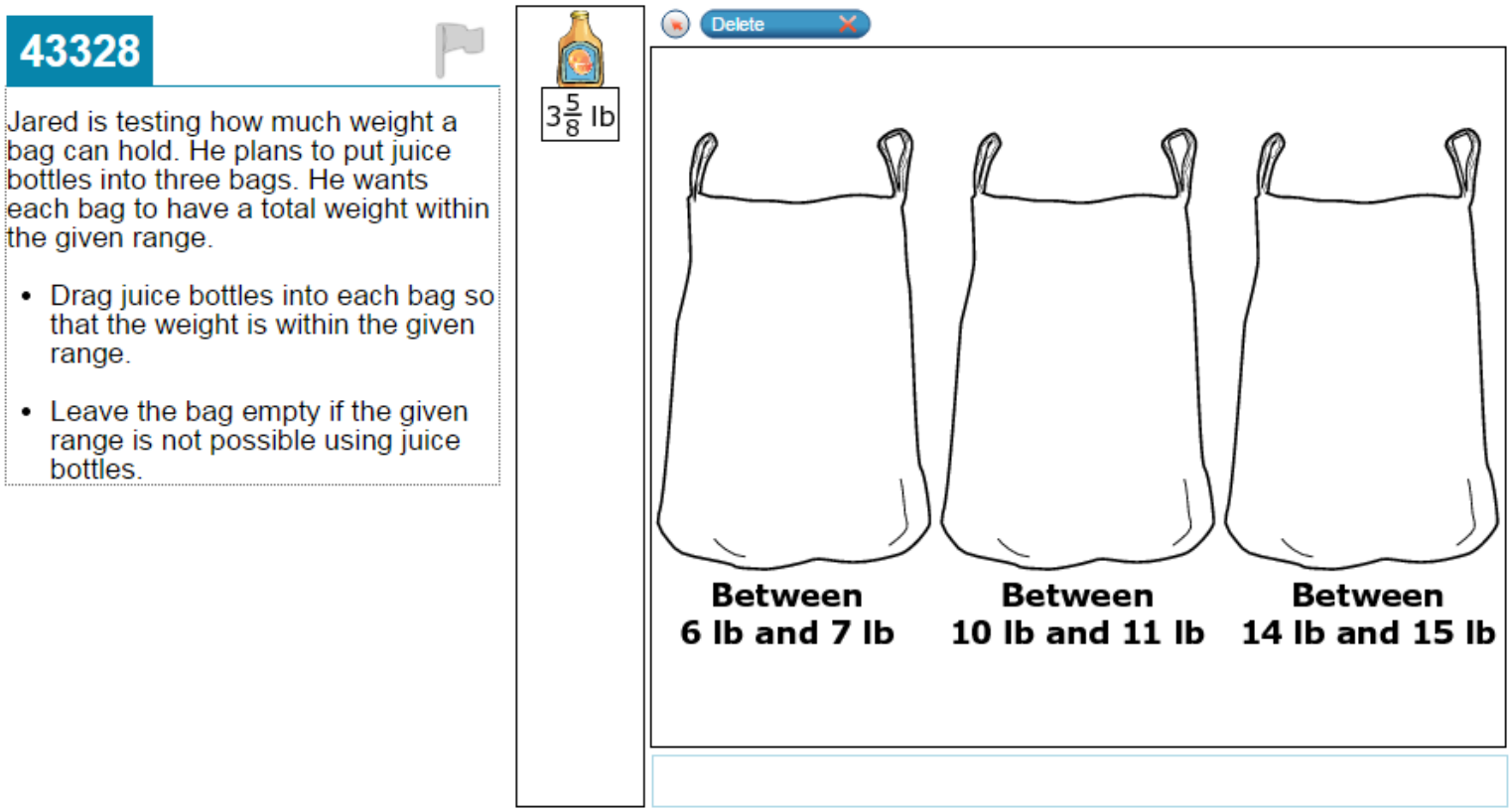


How many cupcakes could Steven have made? Enter your answer in the response box.

Rubric: (1 point) The student enters a whole number between 25 and 35, inclusive.

Response Type: Equation/Numeric

Example Item 2C.1b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 2A (Content Domain NF).



Rubric: (2 point) The student enters the correct number of juice bottles for all three bags for 2 points or for two of the three bags for 1 point (no bottles, 3, 4).

Response Type: Drag and drop.

Example Item 2C.1c (Grade 5):
Primary Target 2C (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Janet has some money. She spends $\frac{1}{2}$ of her money on books. She spends some more money on videos.

Which number is a reasonable choice for the fraction of Janet's total money that she spends on books and videos?

A. $\frac{2}{7}$

B. $\frac{3}{5}$

C. $\frac{3}{2}$

D. $\frac{1}{2}$

Rubric: (1 point) The student enters the most reasonable choice (B).

Response Type: Multiple Choice, single correct response

Task Model 2C.2

Task Expectations:

- The student reports a number other than the direct result of the computations implied by the problem context because the context provides additional constraints on the allowable answers.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of numbers to be used.
- Tasks in this model have DOK Level 1 or 2.

Example Item 2C.2a (Grade 3)
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Vera is making 6 picture frames. Each picture frame requires 8 craft sticks. Craft sticks are sold in packs of 10.

What is the **fewest** number of packs of craft sticks Vera can buy to get the total she needs?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct number of packs (5).

Response Type: Equation/Numeric

Example Item 2C.2b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

There are 70 students traveling to a soccer tournament. All of the vans can take 9 students each.

How many vans are needed to take all of the students to the tournament?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct number of vans needed (8).

Response Type: Equation/Numeric

Example Item 2C.2c (Grade 5):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

Carl feeds his dog $2\frac{1}{2}$ cups of dog food every day. Each bag contains 64 cups of dog food.

What is the **maximum** number of days that Carl can feed his dog exactly $2\frac{1}{2}$ cups of dog food from one full bag?

Enter your answer in the response box.

Rubric: (1 point) The student is able to determine the total number of servings in one bag of food and interpret the remainder as not being enough for another whole serving (25).

Response Type: Equation/Numeric

Grades 3-5, Claim 2
Example Item 2C.2d (Grade 5):
Primary Target 2C (Content Domain NBT), Secondary Target 1D (CCSS 5.NBT.B)

Scott is buying water bottles and apples for his soccer team. The cost of buying packs of water bottles and bags of apples is shown in the table.

Item	Cost
One pack of 6 water bottles	$4.80
One bag of 5 apples	$3.20

What is the **least** amount of money that he can spend on whole packs of water bottles and bags of apple so that all 18 players on his team can have both a bottle of water and an apple?

Enter your answer, in dollars, in the response box.

Rubric: (1 point) The student enters the correct minimum cost (27.20).

Response Type: Equation/Numeric

Task Model 2C.3

Expectations:

- The student is asked to interpret the meaning of symbolic statements in a real-world context.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of the numbers to be used.
- Tasks in this model have DOK Level 2.

Example Item 2C.3a (Grade 3):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Billy has 9 full cans of juice. He has 9×8 ounces of juice all together. What could the 8 mean?

A. There are 8 ounces of juice in one full can.
B. There are 8 people who want juice.
C. He already drank 8 cans of juice.
D. He spilled 8 ounces of juice.

Rubric: (1 point) The student selects the correct option (A).

Response Type: Multiple choice, single correct response

Example Item 2C.3b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Najoo is 10 years old. Her pet turtle is 40 years old. How do their ages compare?

A. Najoo is 4 years older than her turtle.
B. Her turtle is 4 years older than Najoo.
C. Najoo is 4 times as old as her turtle.
D. Her turtle is 4 times as old as Najoo.

Rubric: (1 point) The student selects the correct option (D).

Response Type: Multiple choice, single correct response

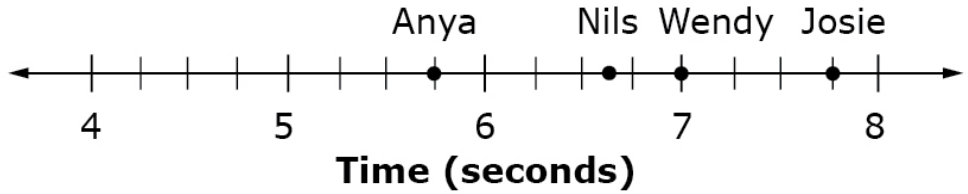
Task Model 2C.4

Task Expectations:

- The student is asked to interpret the meaning of points on a number line or in the coordinate plane in a real-world context.
- Dimensions along which to vary the item include (a) varying the context or (b) varying the type of the numbers to be used.
- Tasks in this model have DOK Level 1 or 2.

Example Item 2C.4a (Grade 3):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A)

Three friends ran a race. The points on the number line represent the race times, in seconds, for each friend.



Who had the shortest time?

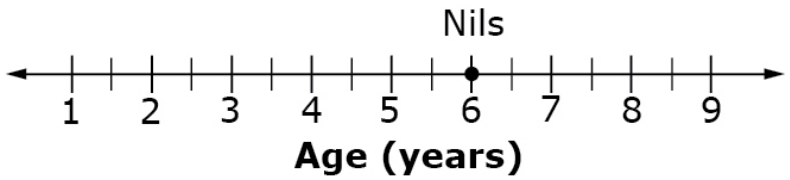
A. Anya
B. Nils
C. Wendy
D. Josie

Rubric: (1 point) The student selects the correct option (A).

Response Type: Multiple choice, single correct response

Example Item 2C.4b (Grade 3):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.C)

Hank is 8.5 years old. Nils' age in years is plotted on the number line shown.



How many years older is Hank than Nils?

Enter the number of years in the response box.

Rubric: (1 point) The student enters the correct age difference (2.5 or 2 ½).

Response Type: Equation/numeric

Example Item 2C.4c (Grade 5):

Primary Target 2C (Content Domain G), Secondary Target 1J (CCSS 5.G.A)

Six students ran a race. The graph shows the ages and times of the six students.

What was Petra's time in seconds?

Rubric: (1 point) The student correctly identifies Petra's time (e.g., 14.8).
Note: Accept a tolerance of +/- 0.2 seconds

Response Type: Equation/Numeric

Commentary: Variations on this item include comparing quantities that are represented by the coordinates of points on the graph or asking the student to plot a point that satisfies a given condition, for example, asking the student to plot a point for Wendy, who has a shorter race time than Petra.

Target 2D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

Target 2D identifies a key step in the modeling cycle, and is thus frequently present in problems with real-world contexts. Note that Target 2D is rarely the primary target for an item, but is frequently a Secondary or Tertiary Target for an item with primary alignment to 2A, 2B, or 2C. See Items 1, 3, 4, and 5 in Task Model 1a, Item 1 in Task model 1d, and Items 2 and 3 in Task model 2a for examples that draw upon the skill set described in Target 2D.

General Task Model Expectations for Target 2D

- The student is presented with a mathematical problem in a real-world context where the quantities of interest are not named explicitly, are named but represented in different ways, or the relationship between the quantities is not immediately clear.
- The student is asked to solve a problem that may require the integration of concepts and skills from multiple domains.

Grade 3-5 Mathematics Item Specification Claim 2	
Problem solving, which of course builds on a foundation of knowledge and procedural proficiency, sits at the core of *doing* mathematics. Proficiency at problem solving requires students to choose to use concepts and procedures from across the content domains and check their work using alternative methods. As problem solving skills develop, student understanding of and access to mathematical concepts becomes more deeply established. (*Mathematics Content Specifications, p.56*)	
Primary Claim 2: Problem Solving Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 2 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 2 targets in the item form. If Claim 3 or 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 2 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate. The standards in the NBT domain in grades 3-5 can be used to construct higher difficulty items for the adaptive pool. The integration of the OA, G, and MD domains with NBT allows for higher content limits within the grade level than might be allowed when staying within the primary content domain.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Tables (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as:

	○ All correct choices (2 points); at least ½ but less than all correct choices (1 point) ○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 2 items that are part of a performance task may take 2 to 8 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Development Notes	Tasks generating evidence for Claim 2 in a given grade will draw upon knowledge and skills articulated in the progression of standards up through that grade, though more complex problem-solving tasks may draw upon knowledge and skills from lower grade levels. Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 2. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 2. There are some other useful distinctions between Claim 1 and Claim 2 in grades 3-5 that have supported the approach to alignment. The following points describe some attributes of items in Claim 2: • Multiple approaches are feasible or a range of responses is expected (e.g., if a student can solve a word problem by identifying a key word or words and selecting operations, then it is Claim 1). • The use of tools in Claim 2 is intended to support the problem solving process. In some cases, students may be asked to display their answer on the tool (e.g., by clicking the appropriate point or interval on a number line or ruler). • Assessing the reasonableness of answers to problems is a Claim 2 skill with items that align to Target C. In grades 3-5, Claim 2 tasks should be written to support two key themes: • Solving problems with fractions • Solving problems with the four operations As noted in the table below, the Measurement/Data and Geometry clusters should be used to support these two key themes. At least 80% of the items written to Claim 2 should primarily assess the standards and clusters listed in the table.

Grade 3	**Grade 4**	**Grade 5**
3.OA.A	4.OA.A	5.NBT.B
3.OA.D	4.NBT.B	5.NF.A
3.NBT.A*	4.NF.A	5.NF.B
3.MD.A	4.NF.B	5.MD.A*
3.MD.B*	4.NF.C	5.MD.C
3.MD.C	4.MD.A*	5.G.A*
3.MD.D*	4.MD.C*	

* Denotes additional and supporting clusters

Assessment Targets: Any given item/task should provide evidence for two or more Claim 2 assessment targets. Each of the following targets should not lead to a separate task: it is in *using* content from different areas, including work studied in earlier grades, that students demonstrate their problem solving proficiency. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. (DOK 2, 3)
Under Claim 2, the problems should be completely formulated, and students should be asked to find a solution path from among their readily available tools.

Target B: Select and use appropriate tools strategically. (DOK 1, 2)
Tasks used to assess this target should allow students to find and choose tools; for example, using a "Search" feature to call up a formula (as opposed to including the formula in the item stem) or using a protractor in physical space.

Target C: Interpret results in the context of a situation. (DOK 2)
Tasks used to assess this target should ask students to link their answer(s) back to the problem's context. In early grades, this might include a judgment by the student of whether to express an answer to a division problem using a remainder or not based on the problem's context. In later grades, this might include a rationalization for the domain of a function being limited to positive integers based on a problem's context (e.g., understanding that the number of buses required for a given situation cannot be 32½, or that the negative values for the independent variable in a quadratic function modeling a basketball shot have no meaning in this context).

Target D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)
For Claim 2 tasks, this may be a separate target of assessment explicitly asking students to use one or more potential mappings to understand the relationship between quantities. In some cases, item stems might suggest ways of mapping relationships to scaffold a problem for Claim 2 evidence.

What sufficient evidence looks like for Claim 2 (Problem-Solving)[4]:
"Although items and tasks designed to provide evidence for this claim must primarily assess the student's ability to identify the problem and to arrive at an acceptable solution, mathematical problems nevertheless require students to apply mathematical concepts and procedures."

Properties of items/tasks that assess Claim 2: The assessment of many relatively discrete and/or single-step problems can be accomplished using short constructed response items, or even computer-enhanced or selected response items.
More extensive constructed response items can effectively assess multi-stage problem solving and can also indicate unique and elegant strategies used by some students to solve a given problem, and can illuminate flaws in student's approach to solving a problem. These tasks could:

- Present non-routine[5] problems where a substantial part of the challenge is in deciding what to do, and which mathematical tools to use; and
- Involve chains of autonomous[6] reasoning, in which some tasks may take a successful student 2 to 5 minutes, depending on the age of student and complexity of the task.

"A distinctive feature of both single-step and multi-step items and tasks for Claim 2 is that they are "well-posed." That is, whether the problem deals with pure or applied contexts, the problem itself is completely formulated; the challenge is in identifying or using an appropriate solution path."

[4] Text excerpted from the Smarter Balanced Mathematics Content Specifications (p. 56-57).
[5] As noted earlier, by "non-routine" we mean that the student will not have been taught a closely similar problem, so will not be expected to *remember* a solution path but will have to *adapt* or *extend* their earlier knowledge to find one.
[6] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

Grade 3 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 3 Claim 2 items:** **Primary emphasis for Claim 2 items: Operations and Algebraic Thinking** **Operations and Algebraic Thinking (OA)** **3.OA.A: Represent and solve problems involving multiplication and division.** **3.OA.A.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **3.OA.A.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] **3.OA.A.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.* **3.OA.D: Solve problems involving the four operations, and identify and explain patterns in arithmetic.** **3.OA.D.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3] **3.OA.D.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **Standards to integrate with the focus on whole number operations:** **Numbers and Operations—Base Ten (NBT)** **3.NBT.A: Use place value understanding and properties of operations to perform multi-digit arithmetic.** **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **3.NBT.A.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Measurement and Data (MD)

3.MD.A: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]

3.MD.B: Represent and interpret data.

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

3.MD.C: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.C.7 Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-

	overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **3.MD.D: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** **3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade 4 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 4 Claim 2 items:** **Primary emphasis for Claim 2 items at Grade 4: Operations and Algebraic Thinking, Number and Operations—Base Ten, and Number and Operations—Fractions** **Operations and Algebraic Thinking (OA)** **4.OA.A: Use the four operations with whole numbers to solve problems.** **4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.A.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1] **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations—Fractions (NF)** **4.NF.A: Extend understanding of fraction equivalence and ordering.** **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

4.NF.B.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

- **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
- **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- **a.** Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
- **b.** Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
- **c.** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.C: Understand decimal notation for fractions, and compare decimal fractions.

4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Number and Operations—Base Ten (NBT)

4.NBT.B: Use place value understanding and properties of operations to perform multi-digit arithmetic.

4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate

	and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Standards to integrate with the focus on operations:** **Measurement and Data (MD)** **4.MD.A: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...* **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **4.MD.A.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **4.MD.C: Geometric measurement: understand concepts of angle and measure angles.** **4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.MD.C.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Grade 5 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 5 Claim 2 items:** **Primary emphasis for Grade 5 Claim 2 items: Number and Operations—Base Ten and Number and Operations—Fractions** **Number and Operations—Base Ten (NBT)** **5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A: Use equivalent fractions as a strategy to add and subtract fractions.** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* *2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **5.NF.B: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- **a.** Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
- **b.** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.B.5 Interpret multiplication as scaling (resizing), by:

- **a.** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- **b.** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]

- **a.** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*
- **b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- **c.** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Standards to integrate with the focus on operations:

Measurement and Data (MD)

5.MD.A: Convert like measurement units within a given measurement system.

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement

	system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **a.** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **b.** A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Geometry (G)** **5.G.A: Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Range ALDs – Claim 2 Grades 3-5	**Level 1** Students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding.
	Level 2 Students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation.
	Level 3 Students should be able to map, display, and identify relationships, use appropriate tools strategically, and apply mathematics accurately in everyday life, society, and the workplace. They should be able to interpret information and results in the context of an unfamiliar situation.
	Level 4 Students should be able to analyze and interpret the context of an unfamiliar situation for problems of increasing complexity and solve problems with optimal solutions.

Target 2A: Apply mathematics to solve well-posed problems in pure mathematics and those arising in everyday life, society, and the workplace.

General Task Model Expectations for Target 2A

- The student is asked to solve a well-posed problem arising in a mathematical context or everyday life, society, or the workplace.
- Mathematical information from the context is presented in a table, graph, or diagram, or is extracted from a verbal description or pictorial representation of the context.
- Solving the problem requires one or more steps consisting of one of the four operations with whole numbers or fractions (division of fractions is limited to division of a whole number by a unit fraction or a unit fraction by a whole number).
- Understandings from geometry or measurement may be needed to determine the operations to be performed.
- The task does not indicate by key words or other scaffolding which operations are to be performed or in what order.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context, (b) the number of steps, (c) the complexity of the numbers used, or (d) the complexity of the interpretation required.
- Tasks have DOK Level 2 or 3

Task Model 2A.1

Expectations:

- The student solves a multi-step problem with the four operations in a context involving measurement quantities.
- Items in this task model require the student to identify quantities of interest and map their relationships, often via diagrams or equations.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude or the types of numbers to be used.

Example Item 2A.1a (Grade 3):
Primary Target 2A (Content Domain MD), Secondary Target 1D (CCSS 3.OA.D), Tertiary Target 1G (CCSS 3.MD.A), Quaternary Target 2D

James gets home from school at 3:30 p.m. He completes 2 chores. Then he plays his computer game until 5:00 p.m.

Chore	Time to Complete
Walk dog	20 minutes
Clean room	40 minutes

Enter the **greatest** number of minutes that James can play his computer game.

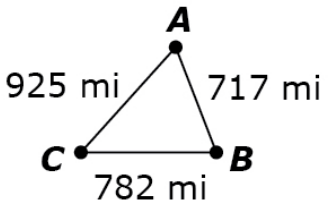
Rubric: (1 point) The student enters the correct number of minutes (30 or 30 min).

Response Type: Equation/Numeric

Commentary: This item requires the student to identify the relationship between given start and end times and the elapsed times presented in the table, and to identify the unknown quantity as the elapsed time remaining between the start and end times given. Seeing these different quantities and mapping their relationships draws on the skill set identified in Target 2D.

Example Item 2A.1b (Grade 4):
Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Pia's family drove from City A to City B, then City C, and back to City A. The map shows the distances.



How many miles did they drive all together? Enter your answer in the response box.

Rubric: (1 point) The student enters the correct total distance (2424 or 2424 mi).

Response Type: Equation/Numeric

Commentary: The level of difficulty for this item can be raised by changing the number of cities or having distances in the diagram that are not needed to answer the question, although adding in these extra levels of complexity moves the item closer to a Claim 4 task.

Grades 3-5, Claim 2

Example Item 2A.1c (Grade 5):

Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 5.NF.B), Tertiary Target 2D

Luke buys a bicycle that is on sale for $\frac{1}{2}$ of the original price. The sale price is $80 less than the original price. What is the original price, in dollars, of the bicycle?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct original price (160 or $160).

Response Type: Equation/Numeric

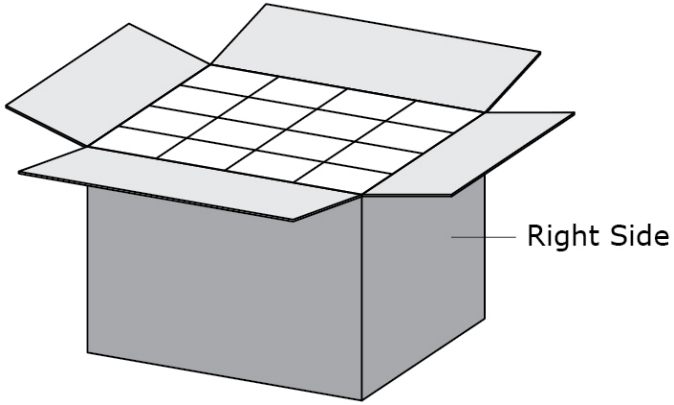
Commentary: This item requires the student to identify the sale price and the original price of a bicycle as the quantities of interest in this problem and to identify the relationship between them, and so draws on the skill set identified in Target 2D. Changing the fraction would change the difficulty level.

Grades 3-5, Claim 2

Example Item 2A.1d (Grade 5):

Primary Target 2A (Content Domain MD), Secondary Target 1I (CCSS 5.MD.C), Tertiary Target 1B (CCSS 4.OA.B), Quaternary Target 2D

A rectangular box is completely filled with 48 same-sized cubes arranged as shown. Julie opens the top of the box and sees 16 cubes.



Julie closes the top and then opens the right side of the box. How many cubes should she see?

Enter your answer in the response box.

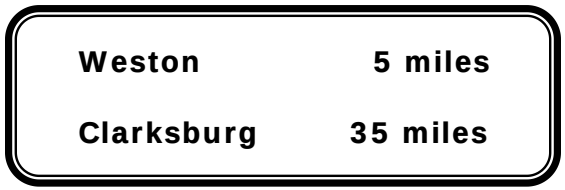
Rubric: (1 point) The student provides the correct number of cubes for the right side of the box (12).

Response Type: Equation/Numeric

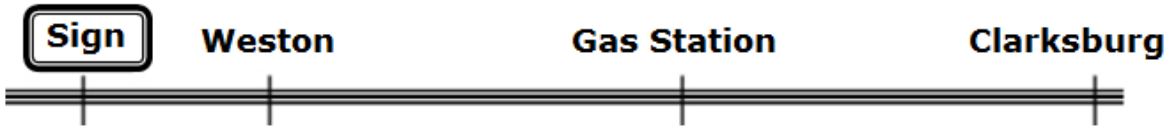
Commentary: This item requires the student to identify the volume and areas of the faces of the rectangular box as quantities of interest and to use the small cubes (and their faces) as units in order to relate the two quantities, and so draws on the skill set identified in Target 2D.

Example Item 2A.1e (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 2D

Mia is traveling along a road toward Clarksburg and sees the following sign.



Mia knows there is a gas station located halfway between Weston and Clarksburg, as shown on this diagram.



How many miles is it from Weston to Clarksburg?
Enter your answer in the first response box.

How many miles is it from the sign to the gas station?
Enter your answer in the second response box.

Rubric: (2 points) The student enters the correct distances for each question (30 or 30 mi; 20 or 20 mi).
(1 point) The student enters only one correct distance (e.g., 30 or 20).

Response Type: Equation/Numeric (2 response boxes)

Commentary: This item requires the student to identify the distances between the sign and the different cities as well as the distances between cities and understand the relationships between these quantities, and so draws on the skill set identified in Target 2D.

Task Model 2A.2

Expectations:

- The student solves a problem in a real-world or mathematical context that requires understanding of the base-ten number system.
- Items in this task model require the student to interpret base-ten numbers in terms of the context.
- Dimensions along which to vary the item include: (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude of the numbers to be used.

Example Item 2A.2a (Grade 3):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.A), Tertiary Target 2C

> Sabina has a jar full of dimes. A pack of cards costs 76 cents. How many dimes would she need to buy the cards if she uses no other coins?
>
> Enter your answer in the response box.

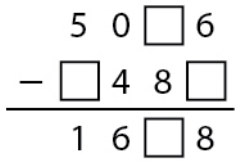
Rubric: (1 point) The student enters the correct number of dimes (8).

Response Type: Equation/Numeric

Commentary: This item requires the student to interpret the value of a collection of dimes as a multiple of ten, and so draws on the skill set identified in Claim 2C.

Example Item 2A.2b (Grade 4):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Drag one number into each box to complete the subtraction problem shown.



Interaction: The student drags digits 0-9 from the multi-use palette.

Rubric: (1 point) The student drags the correct digits to complete the subtraction problem (5096 – 3488 = 1608).

Response Type: Drag and Drop

Commentary: Small changes to this item change the complexity considerably. The reason that there is a unique solution is that the placement of the unknown digits and the value of the digits was highly engineered; just changing the 8 in the second number to a 5, for example, means that there will be four solutions instead of 1:

5096-3458=1638
5086-3458=1628
5076-3458=1618
5066-3458=1608

Allowing an unknown digit in the hundreds place instead of the ones place changes the complexity significantly.

Task Model 2A.3

Expectations:

- The student makes estimations about quantities in a context.
- Dimensions along which to vary the item include (a) varying the context, (b) requiring no operations (easier) or requiring computations with estimated quantities or estimating the result of computations with quantities (harder), (c) varying the magnitude of the numbers to be used.

Example Item 2A.3a (Grade 4):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B), Tertiary Target 1I (CCSS 4.MD.A)

Select the response that correctly completes this statement:

41 inches is between _____.

A. 2 feet and 3 feet.
B. 3 feet and 4 feet.
C. 4 feet and 5 feet.
D. 5 feet and 6 feet.

Rubric: (1 point) The student selects the correct range (B).

Response Type: Multiple Choice, single correct response

Example Item 2A.3b (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

Graciela walked her dog every day for the last 5 days. The time for each walk was between $\frac{1}{2}$ and $\frac{3}{4}$ of an hour. Make an estimate for the total number of minutes she walked her dog in the last 5 days.

Enter your estimate, in minutes, in the response box.

Rubric: (1 point) The student enters a value in the correct range (any number from 150 to 225, inclusive).

Response Type: Equation/numeric

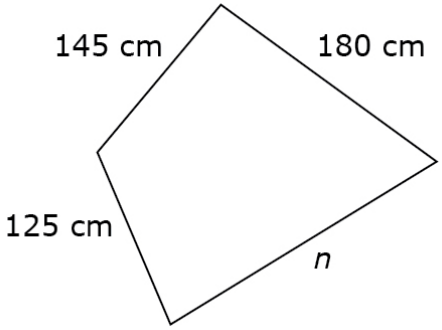
Task Model 2A.4

Expectations:

- The student solves a multi-step problem with the four operations involving whole-numbers and fractions in a purely mathematical context.
- Items in this task model require the student to identify quantities of interest and map their relationships, often via diagrams or equations.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude or the types of numbers to be used.

Example Item 2A.4a (Grade 3):
Primary Target 2A (Content Domain MD), Secondary Target 1D (CCSS, 3.OA.D), Tertiary Target 1J (CCSS 3.MD.D)

This quadrilateral has a perimeter of 680 centimeters.



Enter the length, in centimeters, of side *n*.

Rubric: (1 point) The student correctly enters the length of the unknown side (230 or 230 cm).

Response Type: Equation/Numeric

Example Item 2A.4b (Grade 4):
Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Tina and Marco play a number game. Tina gives Marco a number and he does three computations.

- He multiplies the number by 2.
- He adds 7 to the answer.
- Then, he subtracts 2 from that answer.

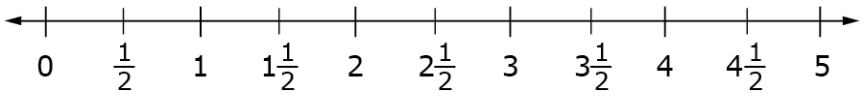
What number should Tina give Marco so that the final answer is 37 ?

Rubric: (1 point) The student enters the correct number (16).

Response Type: Equation/Numeric

Example Item 2A.4c (Grade 4):
Primary Target 2A (Content Domain NF), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 2B

Plot the value of $5 \times \frac{1}{2}$ on the number line shown.



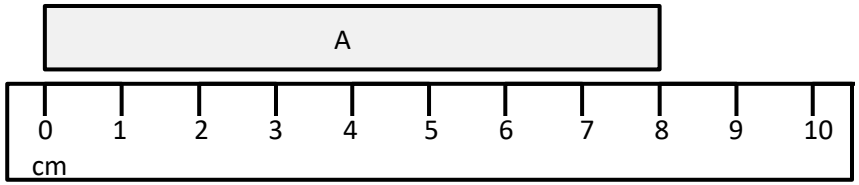
Rubric: (1 point) The student correctly plots a point at $2\frac{1}{2}$ (with a graphing tolerance of +/- $\frac{1}{16}$ or points snap to tick marks).

Response Type: Graphing (Interaction: The student is able to plot a single point somewhere on the line.)

Commentary: A variation on this item would show points on a number line and ask which one represents the product, or shows one point and asks which of four products it could be (MC). Asking for the approximate location on the number line for the results of computations would also be appropriate.

Example Item 2A.4d (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

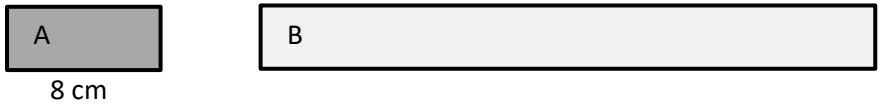
Rectangle A (shown) is $\frac{1}{4}$ as long as rectangle B (not shown). How long is rectangle B?



A. 2 cm
B. 6 cm
C. 8 cm
D. 32 cm

OR

Rectangle A is $\frac{1}{4}$ as long as rectangle B. How long is rectangle B?



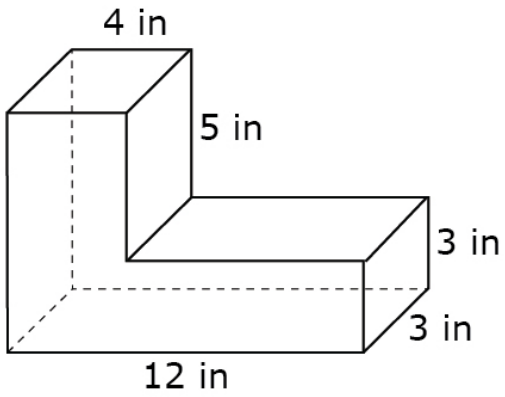
A. 2 cm
B. 6 cm
C. 8 cm
D. 32 cm

Rubric: (1 point) The student selects the correct option (D).

Response Type: Multiple Choice, single correct response

Example Item 2A.4f (Grade 5):
Primary Target 2A (Content Domain MD), Secondary Target 1I (CCSS 5.MD.C)

The figure shown was created by joining two rectangular prisms.



What is the total volume, in cubic centimeters, of the figure?

Enter your answer in the response box.

Rubric: (1 point) The student correctly enters the total volume of the figure in cubic centimeters (168 or 168 cm^3).

Response Type: Equation/Numeric

Target 2B: Select and use appropriate tools strategically.

General Task Model Expectations for Target 2B

- Mathematical information from the context is presented in a table, graph, or diagram, or is extracted from a verbal description or pictorial representation of the context.
- The student uses tools or makes strategic selection of tools.
- Tasks may require the student to use a familiar tool in a non-standard way, for example using a ruler from a non-standard starting point or using a number line to represent time.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context (b) the number of steps (c) the complexity of the numbers used or (d) the complexity of the interpretation required.
- Task has DOK Level 1 or 2

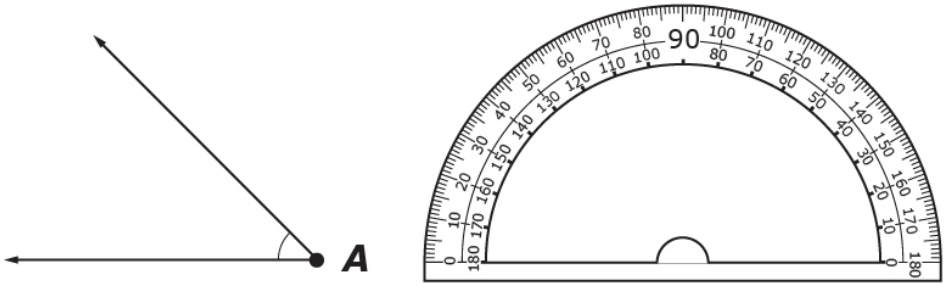
Task Model 2B.1

Expectations:

- The student demonstrates proficiency with a tool specifically identfied in the content standards.
- Tasks aligned to this task model focus on using tools (rather than selecting tools).
- Tools include measurement tools, such as rulers, protractors, and clocks, presented virtually, or number lines.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the tool to be used, or (c) varying the complexity of the numbers to be used.

Example Item 2B.1a (Grade 4):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.C)

Use the protractor to find the measure of angle A.



Enter the measure of angle A, to the nearest whole degree, in the response box.

Interaction: The student can move the protractor to any point on the screen and rotate the protractor to align it with a side of the angle. See an example for how this could work here: http://sandcastle.kasandbox.org/media/castles/Khan:master/exercises/measuring_angles.html

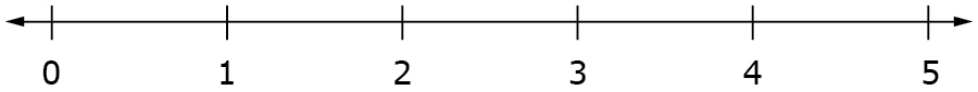
Rubric: (1 point) Student enters the correct angle measure in degrees (45+/-?).

Response Type: Equation/numeric

Commentary: Note that this technology is not currently available. An item that could assess the same construct with current technology would show a protractor with an angle whose vertex is aligned to the center point of the angle but whose rays are not aligned to the 0 or 180 marks on the protractor. This item type would fall under task model 2B.

Example Item 2B.1b (Grades 5):
Primary Target 2B (Content Domain NF), Secondary Target 1J (CCSS 5.NF.B)

Plot the value of $\frac{1}{3}$ x $\frac{5}{2}$ on the number line below. Add more tick marks and make sure the point is on a tick mark.



Interaction: The student sees a number line that has tick marks denoting the whole numbers. There is a slider or some other widget that allows the student to select the appropriate number of tick marks between whole numbers. See an example for how this could work here: https://www.youtube.com/watch?v=TEzH_PbHZIw

Rubric: (1 point) The student chooses a refinement of the number line that includes sixths and correctly plots a point at $\frac{5}{6}$ (with a graphing tolerance of +/- $\frac{1}{16}$ or there is a snap-to feature and points snap to tick marks).

Response Type: Graphing

Commentary: Note that this technology is not currently available. An item that could assess the same construct with current technology could show two or more number lines with different refinements and ask the student to use one to plot the product or to plot the product as close as possible to the correct location and have a tolerance around the location for scoring.

Grades 3-5, Claim 2

Task Model 2B.2

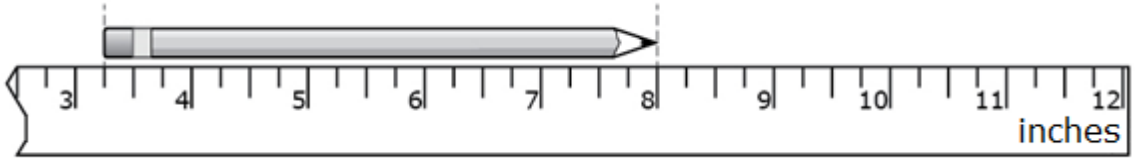
Expectations:

- The student uses a familiar tool in a non-standard way, in multi-step problem, or a problem that requires identifying quantities of interest and mapping the relationships between them.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the complexiy of the numbers to be used (d) varying the complexity of the interpretation required.

Example Item 2B.2a (Grade 4):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 1H (CCSS 3.MD.B)

What is the length, in inches, of the pencil shown?



Enter your answer in the response box.

Rubric: (1 point) The student enters the correct length in inches ($4\frac{3}{4}$).

Response Type: Equation/Numeric

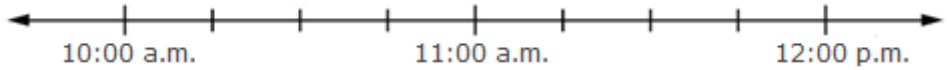
Grades 3-5, Claim 2

Example Item 2B.2b (Grade 3):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.A), Tertiary Target 2D

Math class begins at 10:45 a.m. and is 45 minutes long.

Use the Add Point tool to put a point on the number line that shows when math class ends.



Rubric: (1 point) Student places a point on the number line at the correct location (11:30 p.m.).

Response Type: Graphing

Scoring / Interaction: Scoring/interaction must allow for point to "snap to" tick marks or allow for a tolerance of +/- 5 minutes on the number line.

Commentary: This item requires the student to identify the start time, end time, and elapsed time as quantities of interest and map the relationship between them using the number line, and so draws on the skill set identified in Target 2D.

Grades 3-5, Claim 2
Example Item 2B.2c (Grade 3):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.A), Tertiary Target 2D

Mary started her homework 25 minutes before the time shown on the clock.

Fill in the table to show the time when Mary started her homework.

__ :__

Rubric: (1 point) The student shows the correct time (4:25).

Response Type: Fill-in-table

Commentary: This item requires the student to identify the start time, end time, and elapsed time as quantities of interest and map the relationship between them, and so draws on the skill set identified in Target 2D.

Task Model 2B.3

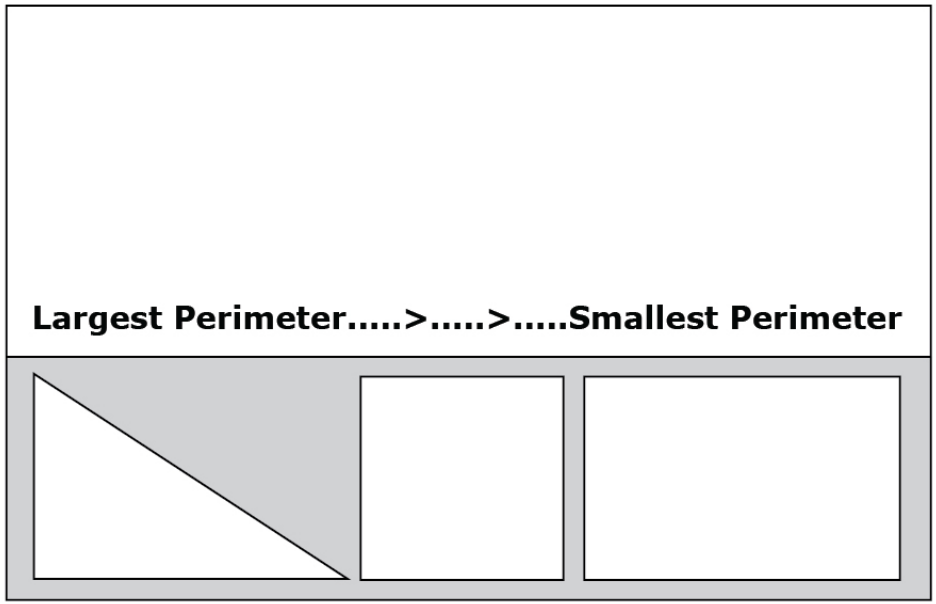
Expectations:

- The student makes strategic choices about using tools.
- The student has access to a tool that is more appropriate for some problems than others. The student may choose to use the tool or not.
- Dimensions along which to vary the item include: (a) varying the context, (b) varying the tool to be used, (c) varying the complexity of the numbers to be used.

Example Item 2B.3b (Grade 3):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.C)

Order all three figures so that the one on the left has the largest perimeter and the one on the right has the smallest perimeter.

Drag each figure into the space in order of its perimeter.



Rubric: (1 point) The student correctly orders the figures with the square first, the triangle second, and the rectangle third.

Response Type: Drag and drop.

Grades 3-5, Claim 2

Interaction: A GI background is given with active measuring and drawing tools. All three figures are presented in the bottom non-refreshable palette and the student must drag each figure into a correct arrangement, largest to smallest perimeter.

Commentary: The student has the choice of using the ruler in the Drawing and Measurement Tool or judging the perimeter without the use of tools. Strategic choices will make it easier for them to complete this item. It can be established that the rectangle has the largest perimeter by direct comparison, but it is harder to compare the perimeters of the square and the triangle without measuring the side-lengths.

Example Item 2B.3a (Grade 3):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.C)

What is the area of each figure?

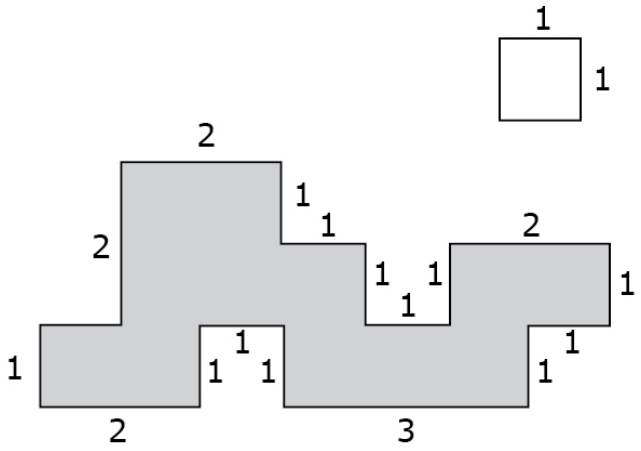


Figure A

The area of Figure A is ☐ square units.

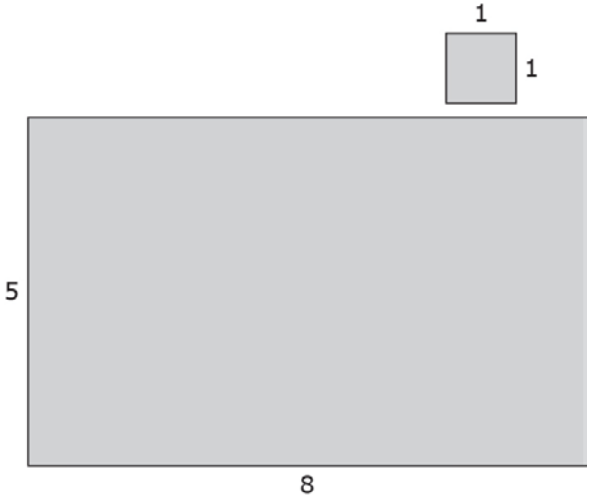


Figure B

The area of Figure B is ☐ square units.

See how the interface might work here: https://www.youtube.com/watch?v=EVoKzudbrE4

Rubric: (2 points) The student enters the correct area for each figure, 1 point for each (12 and 40).

Response Type: Equation/numeric with graphing and a combination of tiling and drag and drop as part of the unscored interaction.

Commentary: This item gives the student access to a tiling tool that can be used to cover a region with square units. The item has two parts, one where the tool can be profitably used to help the student keep track of the number of square units that are needed to cover the region without gaps or overlap, and one where knowing the relationship between the side-lengths and area of a rectangle is more efficient than using the tiling tool.

Target 2C: Interpret results in the context of a situation.

General Task Model Expectations for Target 2C

- The student provides a numeric answer to a problem where the context requires them to go beyond the result of a single computation.
- The student may be asked to choose a value that falls into a range of acceptable values limited by information given in a real-world context.
- The student may be asked to round up or round down based on the constraints of the context.
- The student may be asked to interpret the meaning of mathematical computations, for example, the different interpretations of arithmetic operations.
- The student may be asked to interpret the meaning of points on the number line or in the coordinate plane in a real-world context.
- The student may be asked to solve a problem that requires the integration of concepts and skills from multiple domains.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context (b) the number of steps (c) the complexity of the numbers used or (d) the complexity of the interpretation required.
- Tasks have DOK Level 1 or 2.

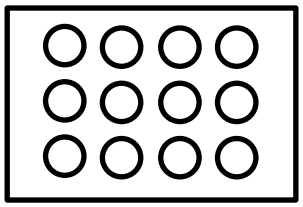
Task Model 2C.1

Expectations:

- The student chooses one value from a range of possible values that is determined by constraints in a context.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of numbers to be used.
- Tasks in this model have DOK Level 2-3.

Example Item 2C.1a (Grade 3):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Steven is baking cupcakes. A cupcake pan has 3 rows with a place to put 4 cupcakes in each row.
He filled two pans completely and part of another pan.

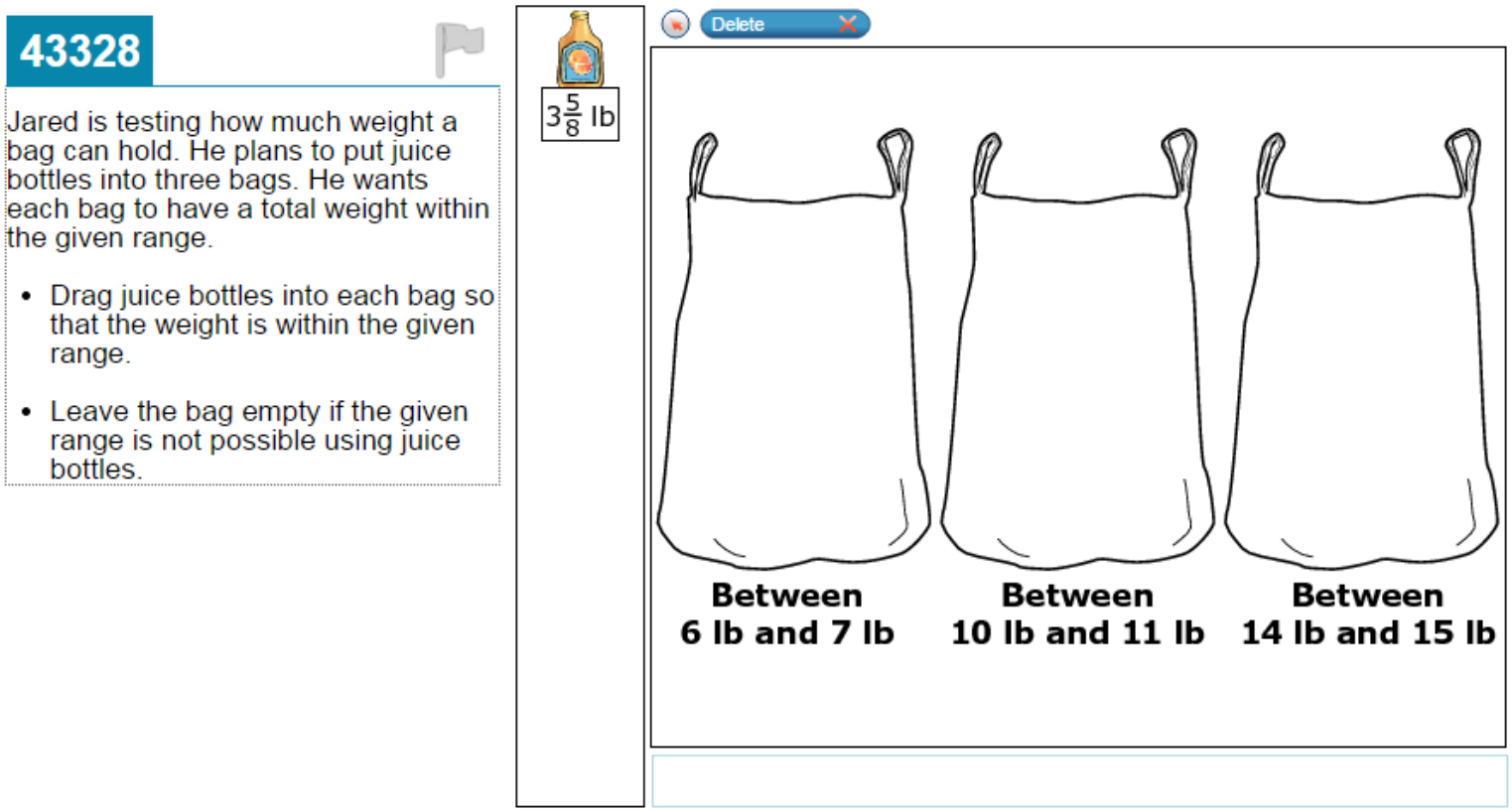


How many cupcakes could Steven have made? Enter your answer in the response box.

Rubric: (1 point) The student enters a whole number between 25 and 35, inclusive.

Response Type: Equation/Numeric

Example Item 2C.1b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 2A (Content Domain NF).



Rubric: (2 point) The student enters the correct number of juice bottles for all three bags for 2 points or for two of the three bags for 1 point (no bottles, 3, 4).

Response Type: Drag and drop.

Example Item 2C.1c (Grade 5):
Primary Target 2C (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Janet has some money. She spends $\frac{1}{2}$ of her money on books. She spends some more money on videos.

Which number is a reasonable choice for the fraction of Janet's total money that she spends on books and videos?

A. $\frac{2}{7}$

B. $\frac{3}{5}$

C. $\frac{3}{2}$

D. $\frac{1}{2}$

Rubric: (1 point) The student enters the most reasonable choice (B).

Response Type: Multiple Choice, single correct response

Task Model 2C.2

Task Expectations:

- The student reports a number other than the direct result of the computations implied by the problem context because the context provides additional constraints on the allowable answers.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of numbers to be used.
- Tasks in this model have DOK Level 1 or 2.

Example Item 2C.2a (Grade 3)
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Vera is making 6 picture frames. Each picture frame requires 8 craft sticks. Craft sticks are sold in packs of 10.

What is the **fewest** number of packs of craft sticks Vera can buy to get the total she needs?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct number of packs (5).

Response Type: Equation/Numeric

Example Item 2C.2b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

There are 70 students traveling to a soccer tournament. All of the vans can take 9 students each.

How many vans are needed to take all of the students to the tournament?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct number of vans needed (8).

Response Type: Equation/Numeric

Example Item 2C.2c (Grade 5):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

Carl feeds his dog $2\frac{1}{2}$ cups of dog food every day. Each bag contains 64 cups of dog food.

What is the **maximum** number of days that Carl can feed his dog exactly $2\frac{1}{2}$ cups of dog food from one full bag?

Enter your answer in the response box.

Rubric: (1 point) The student is able to determine the total number of servings in one bag of food and interpret the remainder as not being enough for another whole serving (25).

Response Type: Equation/Numeric

Grades 3-5, Claim 2
Example Item 2C.2d (Grade 5):
Primary Target 2C (Content Domain NBT), Secondary Target 1D (CCSS 5.NBT.B)

Scott is buying water bottles and apples for his soccer team. The cost of buying packs of water bottles and bags of apples is shown in the table.

Item	Cost
One pack of 6 water bottles	$4.80
One bag of 5 apples	$3.20

What is the **least** amount of money that he can spend on whole packs of water bottles and bags of apple so that all 18 players on his team can have both a bottle of water and an apple?

Enter your answer, in dollars, in the response box.

Rubric: (1 point) The student enters the correct minimum cost (27.20).

Response Type: Equation/Numeric

Task Model 2C.3

Expectations:

- The student is asked to interpret the meaning of symbolic statements in a real-world context.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of the numbers to be used.
- Tasks in this model have DOK Level 2.

Example Item 2C.3a (Grade 3):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Billy has 9 full cans of juice. He has 9×8 ounces of juice all together. What could the 8 mean?

A. There are 8 ounces of juice in one full can.
B. There are 8 people who want juice.
C. He already drank 8 cans of juice.
D. He spilled 8 ounces of juice.

Rubric: (1 point) The student selects the correct option (A).

Response Type: Multiple choice, single correct response

Example Item 2C.3b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Najoo is 10 years old. Her pet turtle is 40 years old. How do their ages compare?

A. Najoo is 4 years older than her turtle.
B. Her turtle is 4 years older than Najoo.
C. Najoo is 4 times as old as her turtle.
D. Her turtle is 4 times as old as Najoo.

Rubric: (1 point) The student selects the correct option (D).

Response Type: Multiple choice, single correct response

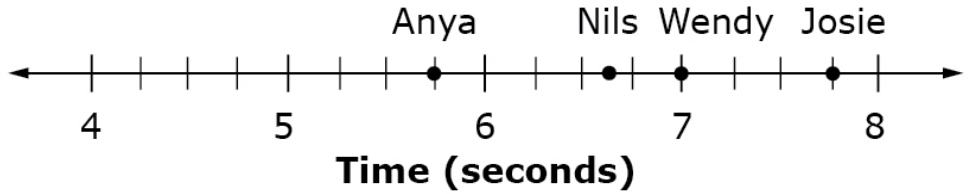
Task Model 2C.4

Task Expectations:

- The student is asked to interpret the meaning of points on a number line or in the coordinate plane in a real-world context.
- Dimensions along which to vary the item include (a) varying the context or (b) varying the type of the numbers to be used.
- Tasks in this model have DOK Level 1 or 2.

Example Item 2C.4a (Grade 3):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A)

Three friends ran a race. The points on the number line represent the race times, in seconds, for each friend.



Who had the shortest time?

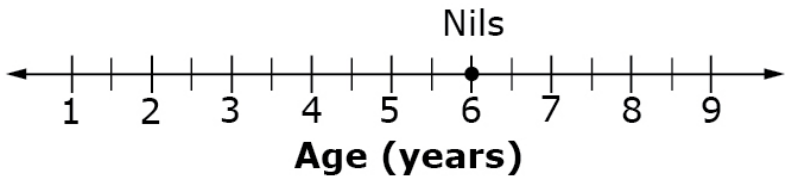
A. Anya
B. Nils
C. Wendy
D. Josie

Rubric: (1 point) The student selects the correct option (A).

Response Type: Multiple choice, single correct response

Example Item 2C.4b (Grade 3):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.C)

Hank is 8.5 years old. Nils' age in years is plotted on the number line shown.



How many years older is Hank than Nils?

Enter the number of years in the response box.

Rubric: (1 point) The student enters the correct age difference (2.5 or 2 ½).

Response Type: Equation/numeric

Example Item 2C.4c (Grade 5):

Primary Target 2C (Content Domain G), Secondary Target 1J (CCSS 5.G.A)

Six students ran a race. The graph shows the ages and times of the six students.

What was Petra's time in seconds?

Rubric: (1 point) The student correctly identifies Petra's time (e.g., 14.8).
Note: Accept a tolerance of +/- 0.2 seconds

Response Type: Equation/Numeric

Commentary: Variations on this item include comparing quantities that are represented by the coordinates of points on the graph or asking the student to plot a point that satisfies a given condition, for example, asking the student to plot a point for Wendy, who has a shorter race time than Petra.

Target 2D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

Target 2D identifies a key step in the modeling cycle, and is thus frequently present in problems with real-world contexts. Note that Target 2D is rarely the primary target for an item, but is frequently a Secondary or Tertiary Target for an item with primary alignment to 2A, 2B, or 2C. See Items 1, 3, 4, and 5 in Task Model 1a, Item 1 in Task model 1d, and Items 2 and 3 in Task model 2a for examples that draw upon the skill set described in Target 2D.

General Task Model Expectations for Target 2D

- The student is presented with a mathematical problem in a real-world context where the quantities of interest are not named explicitly, are named but represented in different ways, or the relationship between the quantities is not immediately clear.
- The student is asked to solve a problem that may require the integration of concepts and skills from multiple domains.

Grades 3-5 Mathematics Item Specification Claim 3	
This claim refers to a recurring theme in the CCSSM content and practice standards: the ability to construct and present a clear, logical, convincing argument. For older students this may take the form of a rigorous deductive proof based on clearly stated axioms. For younger students this will involve more informal justifications. Assessment tasks that address this claim will typically present a claim or a proposed solution to a problem and will ask students to provide, for example, a justification, an explanation, or counter-example. (*Mathematics Content Specifications, p.63*) Communicating mathematical reasoning is not just a requirement of the Standards for Mathematical Practice—it is also a recurrent theme in the Standards for Mathematical Content. For example, many content standards call for students to explain, justify, or illustrate.	
Primary Claim 3: Communicating Reasoning: Students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 3 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 3 targets in the item form. If Claim 2 or Claim 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 3 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Table (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as: ○ All correct choices (2 points); at least ½ but less than all correct choices (1 point)

	○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 3 items that are part of a performance task may take 3 to 10 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear,

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]
Development Notes	• Items and task assessing Claim 3 may involve application of more than one standard. The focus is on communicating reasoning rather than demonstrating mathematical concepts or simple applications of mathematical procedures. • Targeted content standards for Claim 3 should belong to the major work of the grade (reference table of standards shown below). • Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 3. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 3. • Claim 3 items that require any degree of hand scoring can only be developed for performance tasks for grades 3-5. At least 80% of the items written to Claim 3 should primarily assess the standards and clusters listed in the table that follows.

Grade 3	Grade 4	Grade 5
3.OA.B	4.OA.A.3	5.NBT.A.2
3.NF.A	4.NBT.A	5.NBT.B.6
3.NF.A.1	4.NBT.B.5	5.NBT.B.7
3.NF.A.2	4.NBT.B.6	5.NF.A.1
3.NF.A.3	4.NF.A	5.NF.A.2
3.MD.A	4.NF.A.1	5.NF.B
3.MD.C.7	4.NF.A.2	5.NF.B.3
	4.NF.B.3a	5.NF.B.4
	4.NF.B.3b	5.NF.B.7a
	4.NF.B.3c	5.NF.B.7b
	4.NF.B.4a	5.MD.C
	4.NF.B.4b	5.MD.C.5a
	4.NF.C	5.MD.C.5b
	4.NF.C.7	5.G.B*
		5.G.B.4*

*Denotes additional and supporting clusters

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Assessment Targets: Any given item/task should provide evidence for several of the following assessment targets; each of the following targets should not lead to a separate task. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Test propositions or conjectures with specific examples. (DOK 2)
Tasks used to assess this target should ask for specific examples to support or refute a proposition or conjecture (e.g., An item stem might begin, "Provide 3 examples to show why/how…").

Target B: Construct, autonomously[4], chains of reasoning that will justify or refute propositions or conjectures[5]. (DOK 3, 4)
Tasks used to assess this target should ask students to develop a chain of reasoning to justify or refute a conjecture. Tasks for Target B might include the types of examples called for in Target A as part of this reasoning, but should do so with a lesser degree of scaffolding than tasks that assess Target A alone. Some tasks for this target will ask students to formulate and justify a conjecture.

Target C: State logical assumptions being used. (DOK 2, 3)
Tasks used to assess this target should ask students to use stated assumptions, definitions, and previously established results in developing their reasoning. In some cases, the task may require students to provide missing information by researching or providing a reasoned estimate.

Target D: Use the technique of breaking an argument into cases. (DOK 2, 3)
Tasks used to assess this target should ask students to determine under what conditions an argument is true, to determine under what conditions an argument is not true, or both.

Target E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (DOK 2, 3, 4)
Tasks used to assess this target present students with one or more flawed arguments and ask students to choose which (if any) is correct, explain the flaws in reasoning, and/or correct flawed reasoning.

Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, 3)
In earlier grades, the desired student response might be in the form of concrete referents. In later grades, concrete referents will often support generalizations as part of the justification rather than constituting the entire expected response.

[4] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

[5] At the secondary level, these chains may take a successful student 10 minutes to construct and explain. Times will be somewhat shorter for younger students, but still giving them time to think and explain. For a minority of these tasks, subtasks may be constructed to facilitate entry and assess student progress towards expertise. Even for such "apprentice tasks" part of the task will involve a chain of autonomous reasoning that takes at least 5 minutes.

Grade 3 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 3 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **3.OA.B:** Understand properties of multiplication and the relationship between multiplication and division. **Number and Operations—Fractions (NF)** **3.NF.A:** Develop understanding of fractions as numbers. **3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **Measurement and Data (MD)** **3.MD.A:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. **3.MD.C:** Geometric measurement: understand concepts of area and relate area to multiplication and to addition. **3.MD.C.7** Relate area to the operations of multiplication and addition.

Grade 4 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 4 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations in Base Ten (NBT)** **4.NBT.B:** Use place value understanding and properties of operations to perform multi-digit arithmetic **4.NBT.B5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-

Grade 4 standards that lend themselves to communicating reasoning	digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Number and Operations—Fractions (NF)** **4.NF.A:** Extend understanding of fraction equivalence and ordering. **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. **4.NF.B.3** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **a.** Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* **b.** Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* **4.NF.C:** Understand decimal notation for fractions, and compare decimal fractions. **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Grade 5 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 5 Claim 3 items:** **Number and Operations in Base Ten (NBT)** **5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NTB.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2*. **5.NF.B:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **5.NF.B.7** **a.** Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

Grade 5 standards that lend themselves to communicating reasoning	**b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* **Measurement and Data (MD)** **5.MD.C:** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.C.5** **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **Standards to integrate with the focus on fractions and whole number operations:** **Geometry (G)** **5.G.B:** Classify two-dimensional figures into categories based on their properties. **5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.

Range ALDs – Claim 3 Grades 3-5	**Level 1** Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.
	Level 2 Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.
	Level 3 Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.
	Level 4 Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply.

Target 3A: Test propositions or conjectures with specific examples.

General Task Model Expectations for Target 3A

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items in this task model should probe the key mathematical structures that students at that grade-level are studying, such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- In response to a claim or conjecture, the student should:
    - Find a counterexample if the claim is false,
    - Find examples and non-examples if the claim is sometimes true, or
    - Provide supporting examples for a claim that is always true without concluding that the examples establish that truth, unless there are only a finite number of cases and all of them are established one-by-one. The main role for using specific examples in this case is for students to develop a hypothesis that the conjecture or claim is true, setting students up for work described in Claim 3B.
- False or partially true claims that students are asked to find counterexamples for should frequently draw upon commonly held mathematical misconceptions.
- Note: Use appropriate mathematical language in asking students for a single example. While a single example can be used to refute a conjecture, it cannot be used to prove one is always true unless that is the one and only case.

Task Model 3A.1

- The student is presented with a proposition or conjecture and asked to give
    - A counterexample if the claim is false,
    - Examples and non-examples if the claim is sometimes true, or
    - One or more supporting examples for a claim that is always true without concluding that the examples establish that truth.

Example Item 3A.1a (Grade 3)
Primary Target 3A (Content Domain OA), Secondary Target 1D (CCSS 3.OA.B), Tertiary Target 3F

Marquis said, "The more numbers you multiply, the greater the product." Then he wrote:

$2 \times 8 = 16$
$2 \times 5 \times 5 = 50$
$2 \times 3 \times 5 \times 2 = 60$

$60 > 50 > 16$

Give an example of a product of two numbers that is greater than $2 \times 5 \times 5$.

[ ] x [ ] > $(2 \times 5 \times 5)$

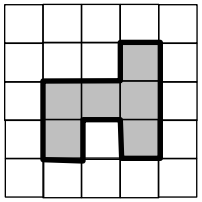
Enter the numbers in the two response boxes.

Rubric: (1 point) The student enters two numbers in the response boxes whose product is greater than 50. (e.g., 7 and 8).

Response Type: Equation/numeric

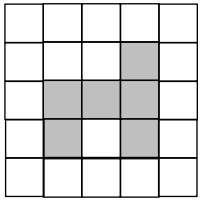
Example Item 3A.1b (Grade 4)
Primary Target 3A (Content Domain MD), Secondary Target 1I (CCSS 3.MD.D), Tertiary Target 3F

William shaded 6 squares in a grid to make the figure shown.

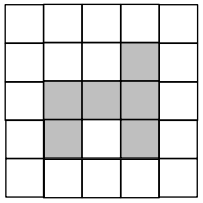


He claims that if he **adds 1 more** square to this figure in different places, the perimeter can be greater than, less than, or equal to the perimeter of the original figure.

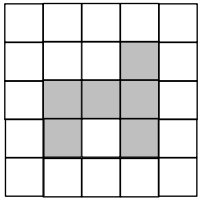
Part A. Click to shade one more square so the perimeter is greater than the original figure.



Part B. Click to shade one more square so the perimeter is less than the original figure.



Part C. Click to shade one more square so the perimeter is equal to the original figure.



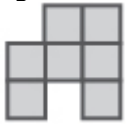
Rubric: (2 points) The student is able to provide an example that supports each conjecture.
(1 point) The student is able to provide two out of three correct examples.
(0 points) The student is unable to provide at least two correct examples.

Exemplar[6]:

For Part A, the perimeter has to be greater than 14 units.

For Part B, the perimeter of the figure has to be less than 14 units.

For Part C, the perimeter of the figure has to be equal to 14 units.



Response Type: Hot Spot

[6] An exemplar is just one example of a correct response. Other correct responses are possible.

Example Item 3A.1c (Grade 5)
Primary Target 3A (Content Domain NBT), Secondary Target 1D (CCSS 4.NBT.B), Tertiary Target 3F

Nina says, "If you multiply a 2-digit number and a 1-digit number, you get a 3-digit number."

Enter numbers in the table to give one example of when Nina's claim is true, and another example that shows her claim is **not** always true.

Example of when –	**2-digit number**	**1-digit number**	**3-digit product**
Nina's claim is true			
Nina's claim is **not** true			

Rubric: (2 points) The student gives an example where the product is a three-digit number (e.g., $90 \times 2=180$) and an example where it is not (e.g., $10 \times 2=20$).
(1 point) The student gives an example where the product is a three-digit number or an example where it is not.

Response Type: Fill-in Table

Task Model 3A.2

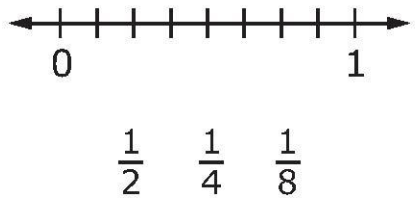
- The student is presented with one or more propositions or conjectures and several examples and asked implicitly or explicitly which examples support or refute each proposition.
- Items in this task model should cover all cases and not be unintentionally misleading about the truth status of a particular proposition or conjecture.

Example Item 3A.2a (Grade 3)
Primary Target 3A (Content Domain NF), Secondary Target 1F (CCSS 3.NF.3d), Tertiary Target 3F

Robert said, "When comparing two fractions with a numerator of 1, the fraction with the bigger denominator is always greater."

Part A
Drag each fraction to the correct location on the number line.

Part B
Is Robert's statement true? Click Yes or No.



Is Robert's statement true?
Click Yes or No.

Yes No

Interaction: The student drags fractions from the single-use palette to the number line and clicks on "Yes" or "No."

Rubric: (2 points) The student places all three fractions in the correct locations and answers "No."
(1 point) The student either places all the fractions in the correct locations and answers "Yes"; or places all fractions in the correct order but misses the correct location for one or more fractions and answers "No."

Response Type: Drag and Drop and Hot Spot

Example Item 3A.2b (Grade 4)
Primary Target 3A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Click in the box that matches each division problem to the correct claim.

Claim	200 ÷ 5	777 ÷ 7	108 ÷ 9
When you divide a 3-digit number by a 1-digit number, the quotient can have **1 digit**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **2 digits**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **3 digits**.			

Rubric: (1 point) The student matches each quotient to the appropriate claim (e.g., Claim 2: 200 ÷ 5 and 108 ÷ 9. Claim 3: 777 ÷ 7.).

Response Type: Matching Table

Target 3B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.

General Task Model Expectations for Target 3B

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items for this target can probe a key mathematical structure such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- Items for this target can require students to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context. The difference between items for Claim 2A and Claim 3B is that the focus in 3B is on communicating the reasoning process in addition to getting the correct answer.
- Note that in grades 3–5, items can provide more structure than items for later grades to help them understand the expectations for justifying or refuting a proposition or conjecture.

Task Model 3B.1

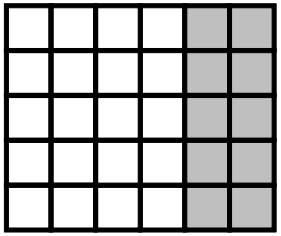
- The student is presented with a proposition or conjecture. The student is asked to identify or construct reasoning that justifies or refutes the proposition or conjecture.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.1a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3F

Bev said, "I can find 5×6 by adding 5×4 and 5×2."

She wrote this equation and drew this picture to show her thinking.

$5 \times 6 = 5 \times 4 + 5 \times 2$

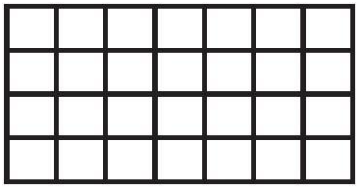


Mel wrote this equation: $4 \times 7 = 4 \times 3 + 4 \times 4$

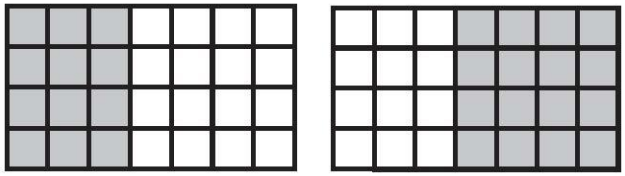
Is this equation true? Click on Yes or No.

Yes | No

Click on the squares to draw a picture that supports your answer.



Rubric: (1 point) The student identifies the equation as true and clicks to shade either a 4 x 3 rectangle or a 4 x 4 rectangle; see examples below.



Response Type: Hotspot

Example Item 3B.1b (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 4.NBT.B), Tertiary Target 3F

Carter says, "8000 is 100 times as large as 80."

Choose three statements that support this claim.

Drag them into a logical order.

1.

2.

3.

So 8000 is 100 times as large as 80.

80 is 10 times as large as 8.
800 is 10 times as large as 80.
8000 is 10 times as large as 800.
$10 \times 10 = 100$
$10 \times 100 = 1000$
$80 \times 10 = 800$
$800 \times 10 = 8000$

Rubric: (1 point) The student selects three statements that complete an explanation for the claim and puts them in a logical order. In this particular example, the order doesn't matter.

Exemplars:

1. 800 is 10 times as big as 80.	1. $80 \times 10 = 800$
2. 8000 is 10 times as big as 800.	2. $800 \times 10 = 8000$
3. $10 \times 10 = 100$	3. $10 \times 10 = 100$

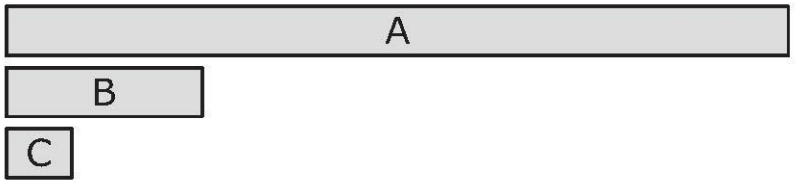
Response Type: Drag and Drop

Task Model 3B.2

- The student is asked a mathematical question and is asked to identify or construct reasoning that justifies his or her answer.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.2a (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS), Tertiary Target 3F

Rectangle A is 4 times as long as rectangle B.
Rectangle B is 3 times as long as rectangle C.



How many times greater is rectangle A than rectangle C?

☐ **times**

Choose three equations that, when taken together, support your claim. Drag them into a logical order.

1.	
2.	
3.	
$4 \times A = B$	$3 \times C = B$
$4 \times B = A$	$4 \times (3 \times C) = A$
$3 \times B = C$	$3 \times (4 \times C) = A$

Rubric: (2 point) The student enters the correct multiplicative factor in the response box (e.g., 12) and selects three statements that support the claim and puts them in a logical order.
(1 point) The student does one or the other.

Exemplars:

1. 4 x B = A
2. 3 x C = B
3. 4 x (3 x C) = C

1. 3 x C = B
2. 4 x B = A
3. 4 x (3 x B) = A

Response Type: Equation/Numeric and Drag and Drop

Note: Functionality to combine these items types doesn't currently exist. The item could be implemented as a 1 point item if the scale factor is given.

Example Item 3B.2b (Grade 5)
Primary Target 3B (Content Domain MD), Secondary Target 1I (CCSS 5.MD.5), Tertiary Target 3F

The dimensions of a right rectangular prism are:

- length = 9 centimeters
- width = 3 centimeters
- height = 5 centimeters

What will happen to the volume of the right rectangular prism if the length, the width, and the height are each doubled?

The new volume will be [drop-down choices: 2, 4, 6, 8] times the original volume because $(2 \times 9)(2 \times 3)(2 \times 5) =$ [drop-down choices: 2, 4, 6, 8] $\times (9 \times 3 \times 5)$.

Rubric: (1 point) The student selects the correct multiplier (e.g., 8) in both drop-down menus.

Response Type: Drop-down menu

Note: Functionality for this item doesn't currently exist, though we anticipate to be able to offer drop-down items by 2018. The item could be implemented as a multiple choice in the meantime.

Task Model 3B.3

- Items for this target require the student to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context.
- The difference between Claim 2 task models and this task model is that the student needs to provide some evidence of his/her reasoning. The difference between Claim 4 task models and this task model is that the problem is completely well posed and no extraneous information is given.

Example Item 3B.3a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D)

A bird ate 400 grams of food in 3 days. The bird ate 120 grams of food on Day 1, 150 grams of food on Day 2, and g grams of food on Day 3.

Day	Grams of Food
1	120
2	150
3	g

How many grams of food did the bird eat on Day 3? Enter your answer in the first response box.

In the second response box, enter an equation that you could solve to find the amount of food the bird ate on Day 3.

Rubric: (2 points) The student enters the correct number of grams of food on Day 3 and enters a correct (e.g., 130; $400 - 120 - 150 = x$, $120 + 150 + x = 400$, or equivalent equation).
(1 point) The student enters the correct number of grams of food on Day 3 or enters a correct equation.

Response Type: Equation/Numeric (2 response boxes)

Example Item 3B.3b (Grade 4)
Primary Target 3B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.A)

- There are 60 seconds in a minute.
- There are 60 minutes in an hour.
- There are 24 hours in a day.

What is the total number of minutes in 1 day? Enter your answer in the first response box.

Write an expression that shows how you found your answer. Enter your expression in the second response box.

Rubric: (2 points) The student enters the correct number of minutes in a day in the first response box (1440) and a correct equation in the second response box (e.g., 60×24, 144×10, or equivalent expressions).
(1 point) The student enters the correct number of minutes in a day in the first response box or a correct equation in the second response box.

Response Type: Equation/Numeric (2 response boxes)

Target 3C: State logical assumptions being used.

General Task Model Expectations for Target 3C

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- For some items, the student must explicitly identify assumptions that
  - Make a problem well-posed, or
  - Make a particular solution method viable.
- When possible, items in this target should focus on assumptions that are commonly made implicitly and can cause confusion when left implicit.
- For some items, the student will be given a definition and be asked to reason from that definition.

Task Model 3C.1

- The student is asked to identify an unstated assumption that would make the problem well-posed or allow them to solve a problem using a given method.

Example Item 3C.1a (Grade 3)
Primary Target 3C (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B)

A 20 meter rope is cut into 4 pieces. Jenny says you can find the length of each piece by finding 20 ÷ 4.

What statement best describes Jenny's claim?

A. Jenny's claim is false. She should add 4 and 20 instead.
B. Jenny's claim is false. She should multiply 4 and 20 instead.
C. Jenny's claim is true if you assume that each piece is 4 meters long.
D. Jenny's claim is true if you assume that the pieces are all equal in length.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3C.1b (Grade 5)
Primary Target 3C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Gil and Nina are comparing the numbers 3 and 12.

Gil says, "12 is 9 more than 3."

Nina says, "12 is 4 times more than 3."

What is true about Gil and Nina's statements?

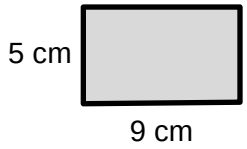
A. Nina is correct and Gil is not. You should multiply to compare the numbers.
B. Gil is correct and Nina is not. You should add to compare the numbers.
C. They are both correct. They just compared using different operations.
D. Neither one is correct. You have to compare like this: 12 > 3.

Rubric: (1 point) The student selects the correct statement (e.g., C).

Response Type: Multiple Choice, single correct response

Example Item 3C.1c (Grade 5)
Primary Target 3C (Content Domain G, MD), Secondary Target 1K (CCSS 5.G.B, 4.MD.A.3), Tertiary Target 3D

Carrie saw the figure below and said that its area is $5 \times 9 = 45$ square centimeters.



Which statement best supports Carrie's claim?

A. It is true if the opposite sides have the same length.
B. It is true if the figure is a rectangle.
C. It is false if the opposite sides have the same length.
D. It is false if the figure is a rectangle.

Rubric: (1 point) The student selects the correct statement (e.g., B).

Response Type: Multiple Choice, single correct response

Example Item 3C.1d (Grade 5)
Primary Target 3C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.A.2), Tertiary Target 3D

Flo ate $\frac{3}{4}$ of a sandwich and Arnie ate $\frac{2}{3}$ of a sandwich. If Arnie ate more, what must be true?

A. Flo's sandwich is bigger.
B. Arnie's sandwich is bigger.
C. The sandwiches are the same size.
D. It doesn't matter which sandwich is bigger.

Rubric: (1 point) The student selects the correct assumption (e.g., B).

Response Type: Multiple Choice, single correct response

Task Model 3C.2

- The student will be given one or more definitions or assumptions and be asked to reason from that set of definitions and assumptions.

Example Item 3C.2a (Grade 5)
Primary Target 3C (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Patrick is learning about quadrilaterals. He was given the following true statements.

- Opposite sides of all parallelograms have the same length.
- Opposite sides of all rectangles have the same length.
- All sides of a square have the same length.
- All rectangles are parallelograms.
- All rectangles have right angles.
- All squares have right angles.

Based on this information, Patrick assumes the following statements are always true. Which statement is **not** supported by the given information?

A. All squares are rectangles.
B. All squares are parallelograms.
C. All parallelograms are rectangles.
D. All parallelograms are quadrilaterals.

Rubric: (1 point) The student selects the correct response (e.g., C).

Response Type: Multiple choice, single correct response

Target 3D: Use the technique of breaking an argument into cases.

General Task Model Expectations for Target 3D

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is given
  - A problem that has a finite number of possible solutions, some of which work and some of which don't, or
  - A proposition that is true in some cases but not others.
- Items for Claim 3 Target D should either present an exhaustive set of cases to consider or expect students to consider all possible cases in turn in order to distinguish it from items in other targets.
- In grades 3-5, the student will be given the cases to consider.

Task Model 3D.1

- The student is given a problem that has a finite number of possible solutions, some of which work and some of which don't.

Example Item 3D.1a (Grade 3)

Primary Target 3D (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Select **all** the ways can you divide 15 children into equal groups with none left over.

A. 2 groups
B. 3 groups
C. 4 groups
D. 5 groups

Rubric: (1 point) The student selects the possible number of groups (B and D).

Response Type: Multiple Choice, multiple correct response

Example Item 3D.1b (Grade 4)
Primary Target 3D (Content Domain MD), Secondary Target 1K (CCSS 4.MD.C)

When you cut an obtuse angle into two smaller angles, what can be true? (Select **all** that apply.)

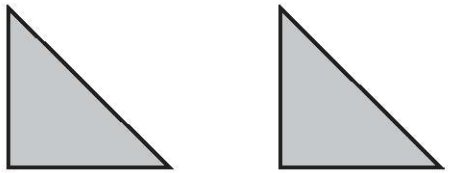
A. The two smaller angles can be less than 90 degrees.
B. At least one of the two smaller angles can be greater than 90 degrees.
C. Both of the two smaller angles can be greater than 90 degrees.

Rubric: (1 point) The student selects the possible cases (A and B).

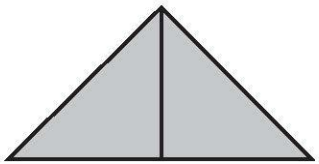
Response Type: Multiple Choice, multiple correct response

Example Item 3D.1c (Grade 5)
Primary Target 3D (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Nora has drawn two identical isosceles right triangles.



Here is a way to put them together so that they share a side and make another triangle.



Select **all** the quadrilaterals Nora can make with these triangles if she puts them together so that they share a side.

A. A square
B. A rectangle that is not a square
C. A rhombus that is not a square
D. A parallelogram that is not a rectangle

Rubric: (1 point) The student selects the possible cases (A and D).

Response Type: Multiple Choice, multiple correct response

Task Model 3D.2

- The student is given a proposition and an exhaustive list of cases and asked to determine in which of those cases the proposition is true.

Example Item 3D.2a (Grade 3)
Primary Target 3D (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3C

n is a whole number and $n \times 5 = 5$.

Identify which values of *n* make this equation true.

	True	False
When $n = 0$		
When $n = 1$		
When $n > 1$		
This is never true		

Rubric: (1 point) The student identifies the correct values of *n* (F, T, F, F)

Response Type: Matching Table

Example Item 3D.2b (Grade 4)
Primary Target 3D (Content Domain NF), Secondary Target 1G (CCSS 4.NF.A), Tertiary Target 3C

What must be true about *d* to make this inequality true?

$\frac{3}{d} > \frac{3}{10}$

Identify which values of *d* make this equation true.

	True	False
$d < 10$		
$d = 10$		
$d > 10$		

Rubric: (1 point) The student identifies the correct values of *d* (T, F, F)

Response Type: Matching Table

Example Item 3D.2c (Grade 5)
Primary Target 3D (Content Domain NF), Secondary Target 1? (CCSS 5.NF.B), Tertiary Target 3C

32×45 is greater than both 32 and 45. When is $a \times b$ between a and b?

Select **all** that apply.

A. When $a > 1$ and $b > 1$
B. When $a < 1$ and $b > 1$
C. When $b < 1$ and $a > 1$
D. When $a < 1$ and $b < 1$

Rubric: (1 point) The student selects B and C.

Response Type: Multiple Choice, multiple correct response

Target 3E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is.

General Task Model Expectations for Target 3E

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is presented with valid or invalid reasoning and told it is flawed or asked to determine its validity. If the reasoning is flawed, the student identifies, explains, and/or corrects the error or flaw.
- The error should be more than just a computational error or an error in counting, and should reflect an actual error in reasoning.
- Analyzing faulty algorithms is acceptable so long as the algorithm is internally consistent and it isn't just a mechanical mistake executing a standard algorithm.

Task Model 3E.1

- Some flawed reasoning or student work is presented and the student identifies and/or corrects the error or flaw.
- The student is presented with valid or invalid reasoning and asked to determine its validity. If the reasoning is flawed, the student will explain or correct the flaw.

Example Item 3E.1a (Grade 3)
Primary Target 3E (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A), Tertiary Target 3C

Tasha is solving this problem:

There 4 tanks with 10 fish in each tank. How many fish are there all together?

Tasha claims, "There are 4 + 10 = 14 fish all together."

Which statement best describes Tasha's claim?

A. Tasha correctly added to find the total.
B. Tasha should subtract instead.
C. Tasha should multiply instead.
D. Tasha should divide instead.

Rubric: (1 point) The student selects the correct statement (C).

Response Type: Multiple Choice, single correct response

Example Item 3E.1b (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.B)

Harvey was solving this problem:

There are 12 packets of gum each with a mass of 65 grams. What is the mass of all of the packets combined?

Harvey said, "I can multiply the tens places and the ones places and add them."

Then he wrote:
12 = 10 + 2
65 = 60 + 5
600 + 10 = 610
The total mass is 610 grams.

Which statement best describes Harvey's claim?

A. Harvey solved the problem correctly and got the right answer.
B. Harvey made a mistake in solving the problem but got the right answer anyway.
C. Harvey had a correct way of solving the problem but got the wrong answer.
D. Harvey's solution is not correct because he did not multiply the tens with the ones.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3E.1c (Grade 5)
Primary Target 3E (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Brian is adding $\frac{2}{3} + \frac{7}{5}$. He wrote: $\frac{2}{3} + \frac{7}{5} = \frac{2+7}{3+5} = \frac{9}{8}$

Brian's approach is **not** correct. Select **all** of the statements that could indicate mistakes with Brian's approach.

A. He added the denominators.
B. He didn't write $\frac{7}{5}$ as a mixed number.
C. He didn't write his answer as a mixed number.
D. He added the numerators when the denominators were different.

Rubric: (1 point) The student clicks on the mistakes in the algorithm (A and S).

Response Type: Multiple Choice, multiple correct response

Task Model 3E.2

- Two or more approaches or chains of reasoning are given and the student is asked to identify the correct method and justification OR identify the incorrect method/reasoning and the justification.

Example Item 3E.2a (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C, Quaternary Target 3F

Zach and Nate both rounded 6481, but used different methods.

Zach thought about it this way:	Nate thought about it this way:
6481 rounds to 6480 6480 rounds to 6500 6500 rounds to 7000 So 6481 rounds to 7000.	6481 is closer to 6000 than to 7000, so it rounds to 6000.

Which statement best describes these methods?

A. Zach's method is correct.
B. Nate's method is correct.
C. Both methods are correct.
D. Neither method is correct.

Rubric: (1 point) The student selects the correct method (B).

Response Type: Multiple Choice, single correct response

Example Item 3E.2a (Grade 5)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C

Mr. Spivak's class was finding the volume of a right rectangular prism with dimensions 20 cm, 45 cm, and 80 cm.

Brigit said, "I tried two ways of multiplying the dimensions and got different answers. I can't figure out what went wrong."

She explained her two ways to Mr. Spivak.

First method:	**Second method:**
Step 1: I distributed. $20 \times (45 \times 80) = (20 \times 45) + (20 \times 80)$	Step 1: I broke apart the numbers. $20 \times 45 \times 80 = (2 \times 10) \times (5 \times 9)$ x (8×10)
Step 2: I multiplied 20 by 45 and 20 by 80. $= 900 + 1600$	Step 2: I rearranged the numbers.
Step 3: Then I added. $= 2500$	Step 3: Then I multiplied everything. $= 72 \times (10 \times 100) = 72{,}000$

Which method has an error? Which step has the first error in that method?

Brigit's [drop-down options: first, second] method has an error. She made the error in step [drop-down options: 1, 2, 3].

Rubric: (1 point) The student selects the incorrect method (first) and identifies the step in which the error occurred (1).

Response Type: Drop-down Menu[7]

[7] This response is not yet supported by the Smarter Balanced item authoring tool, but is expected as an enhancement by 2017.

Target 3F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions

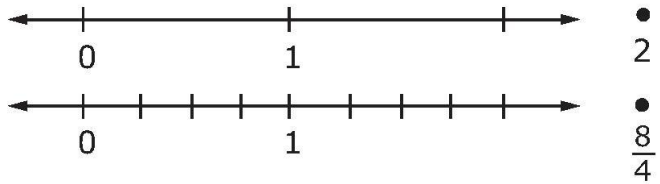
Task Model 3F.1

- The student uses concrete referents to help justify or refute an argument.
- Items in this task model should address content in standards that specifically call for number lines, diagrams, and contexts to be used as a basis for reasoning.

Example Item 3F.1a (Grade 3)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

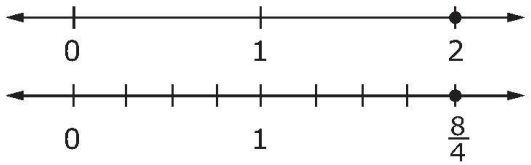
Compare $\frac{8}{4}$ and 2.

Part A
Plot each number on a number line.



Part B
$\frac{8}{4}$ [drop-down choices: <, =, >] 2

Rubric: (1 point) The student plots the points correctly (see below) and selects the correct comparison (=).



Response Type: Drop-down Menu, Graphing

Note: Functionality for this item type does not currently exist.

Example Item 3B.1b (Grade 3)
Primary Target 3F (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

Part A

Which comparison between $\frac{1}{5}$ and $\frac{1}{8}$ is correct?

A. $\frac{1}{5} < \frac{1}{8}$

B. $\frac{1}{5} > \frac{1}{8}$

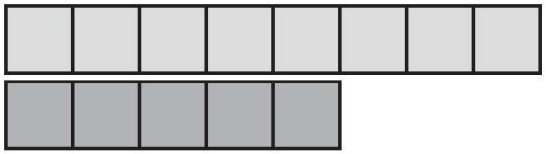
C. $\frac{1}{5} = \frac{1}{8}$

Part B

Choose a picture that supports your answer in *Part A*.

D.

E.



F.

Rubric: (1 point) The student selects the correct comparison and the correct picture (B, F).

Response Type: Drop-down Menu and Multiple Choice, single correct response

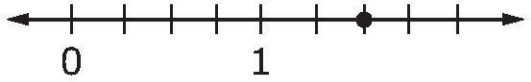
Example Item 3F.1c (Grade 4)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 4.NF.A), Tertiary Target 3B

Which number line shows that $\frac{3}{4} = \frac{6}{8}$?

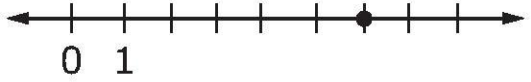
A.

B.

C.



D.



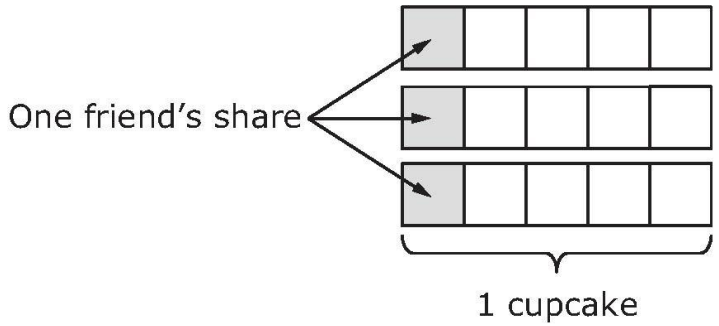
Rubric: (1 point) The student selects the correct number line (A).

Response Type: Multiple Choice, single correct response

Example Item 3F.1d (Grade 5)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 3B

Complete the story about friends sharing cupcakes to show that $3 \div 5 = \frac{3}{5}$.

- 5 friends were sharing 3 cupcakes. They divided each cupcake into 5 equal pieces.
- Each piece is [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake.
- Each friend got 1 piece of each cupcake.
- Each friend got [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake in total.



Rubric: (1 point) The student selects the correct unit fraction ($\frac{1}{5}$) and the correct total amount each friend receives ($\frac{3}{5}$).

Response Type: Drop-down Menu

Grades 3-5 Mathematics Item Specification Claim 3	
This claim refers to a recurring theme in the CCSSM content and practice standards: the ability to construct and present a clear, logical, convincing argument. For older students this may take the form of a rigorous deductive proof based on clearly stated axioms. For younger students this will involve more informal justifications. Assessment tasks that address this claim will typically present a claim or a proposed solution to a problem and will ask students to provide, for example, a justification, an explanation, or counter-example. (*Mathematics Content Specifications, p.63*) Communicating mathematical reasoning is not just a requirement of the Standards for Mathematical Practice—it is also a recurrent theme in the Standards for Mathematical Content. For example, many content standards call for students to explain, justify, or illustrate.	
Primary Claim 3: Communicating Reasoning: Students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 3 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 3 targets in the item form. If Claim 2 or Claim 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 3 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Table (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as: ○ All correct choices (2 points); at least ½ but less than all correct choices (1 point)

	○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 3 items that are part of a performance task may take 3 to 10 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear,

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]
Development Notes	• Items and task assessing Claim 3 may involve application of more than one standard. The focus is on communicating reasoning rather than demonstrating mathematical concepts or simple applications of mathematical procedures. • Targeted content standards for Claim 3 should belong to the major work of the grade (reference table of standards shown below). • Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 3. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 3. • Claim 3 items that require any degree of hand scoring can only be developed for performance tasks for grades 3-5. At least 80% of the items written to Claim 3 should primarily assess the standards and clusters listed in the table that follows.

Grade 3	Grade 4	Grade 5
3.OA.B	4.OA.A.3	5.NBT.A.2
3.NF.A	4.NBT.A	5.NBT.B.6
3.NF.A.1	4.NBT.B.5	5.NBT.B.7
3.NF.A.2	4.NBT.B.6	5.NF.A.1
3.NF.A.3	4.NF.A	5.NF.A.2
3.MD.A	4.NF.A.1	5.NF.B
3.MD.C.7	4.NF.A.2	5.NF.B.3
	4.NF.B.3a	5.NF.B.4
	4.NF.B.3b	5.NF.B.7a
	4.NF.B.3c	5.NF.B.7b
	4.NF.B.4a	5.MD.C
	4.NF.B.4b	5.MD.C.5a
	4.NF.C	5.MD.C.5b
	4.NF.C.7	5.G.B*
		5.G.B.4*

*Denotes additional and supporting clusters

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Assessment Targets: Any given item/task should provide evidence for several of the following assessment targets; each of the following targets should not lead to a separate task. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Test propositions or conjectures with specific examples. (DOK 2)
Tasks used to assess this target should ask for specific examples to support or refute a proposition or conjecture (e.g., An item stem might begin, "Provide 3 examples to show why/how…").

Target B: Construct, autonomously[4], chains of reasoning that will justify or refute propositions or conjectures[5]. (DOK 3, 4)
Tasks used to assess this target should ask students to develop a chain of reasoning to justify or refute a conjecture. Tasks for Target B might include the types of examples called for in Target A as part of this reasoning, but should do so with a lesser degree of scaffolding than tasks that assess Target A alone. Some tasks for this target will ask students to formulate and justify a conjecture.

Target C: State logical assumptions being used. (DOK 2, 3)
Tasks used to assess this target should ask students to use stated assumptions, definitions, and previously established results in developing their reasoning. In some cases, the task may require students to provide missing information by researching or providing a reasoned estimate.

Target D: Use the technique of breaking an argument into cases. (DOK 2, 3)
Tasks used to assess this target should ask students to determine under what conditions an argument is true, to determine under what conditions an argument is not true, or both.

Target E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (DOK 2, 3, 4)
Tasks used to assess this target present students with one or more flawed arguments and ask students to choose which (if any) is correct, explain the flaws in reasoning, and/or correct flawed reasoning.

Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, 3)
In earlier grades, the desired student response might be in the form of concrete referents. In later grades, concrete referents will often support generalizations as part of the justification rather than constituting the entire expected response.

[4] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

[5] At the secondary level, these chains may take a successful student 10 minutes to construct and explain. Times will be somewhat shorter for younger students, but still giving them time to think and explain. For a minority of these tasks, subtasks may be constructed to facilitate entry and assess student progress towards expertise. Even for such "apprentice tasks" part of the task will involve a chain of autonomous reasoning that takes at least 5 minutes.

Grade 3 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 3 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **3.OA.B:** Understand properties of multiplication and the relationship between multiplication and division. **Number and Operations—Fractions (NF)** **3.NF.A:** Develop understanding of fractions as numbers. **3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **Measurement and Data (MD)** **3.MD.A:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. **3.MD.C:** Geometric measurement: understand concepts of area and relate area to multiplication and to addition. **3.MD.C.7** Relate area to the operations of multiplication and addition.

Grade 4 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 4 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations in Base Ten (NBT)** **4.NBT.B:** Use place value understanding and properties of operations to perform multi-digit arithmetic **4.NBT.B5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-

Grade 4 standards that lend themselves to communicating reasoning	digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Number and Operations—Fractions (NF)** **4.NF.A:** Extend understanding of fraction equivalence and ordering. **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. **4.NF.B.3** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **a.** Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* **b.** Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* **4.NF.C:** Understand decimal notation for fractions, and compare decimal fractions. **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Grade 5 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 5 Claim 3 items:** **Number and Operations in Base Ten (NBT)** **5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NTB.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2*. **5.NF.B:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **5.NF.B.7** **a.** Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

Grade 5 standards that lend themselves to communicating reasoning	**b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* **Measurement and Data (MD)** **5.MD.C:** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.C.5** **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **Standards to integrate with the focus on fractions and whole number operations:** **Geometry (G)** **5.G.B:** Classify two-dimensional figures into categories based on their properties. **5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.

Range ALDs – Claim 3 Grades 3-5	**Level 1** Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.
	Level 2 Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.
	Level 3 Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.
	Level 4 Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply.

Target 3A: Test propositions or conjectures with specific examples.

General Task Model Expectations for Target 3A

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items in this task model should probe the key mathematical structures that students at that grade-level are studying, such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- In response to a claim or conjecture, the student should:
    - Find a counterexample if the claim is false,
    - Find examples and non-examples if the claim is sometimes true, or
    - Provide supporting examples for a claim that is always true without concluding that the examples establish that truth, unless there are only a finite number of cases and all of them are established one-by-one. The main role for using specific examples in this case is for students to develop a hypothesis that the conjecture or claim is true, setting students up for work described in Claim 3B.
- False or partially true claims that students are asked to find counterexamples for should frequently draw upon commonly held mathematical misconceptions.
- Note: Use appropriate mathematical language in asking students for a single example. While a single example can be used to refute a conjecture, it cannot be used to prove one is always true unless that is the one and only case.

Task Model 3A.1

- The student is presented with a proposition or conjecture and asked to give
    - A counterexample if the claim is false,
    - Examples and non-examples if the claim is sometimes true, or
    - One or more supporting examples for a claim that is always true without concluding that the examples establish that truth.

Example Item 3A.1a (Grade 3)
Primary Target 3A (Content Domain OA), Secondary Target 1D (CCSS 3.OA.B), Tertiary Target 3F

Marquis said, "The more numbers you multiply, the greater the product." Then he wrote:

$2 \times 8 = 16$
$2 \times 5 \times 5 = 50$
$2 \times 3 \times 5 \times 2 = 60$

$60 > 50 > 16$

Give an example of a product of two numbers that is greater than $2 \times 5 \times 5$.

[ ] x [ ] > $(2 \times 5 \times 5)$

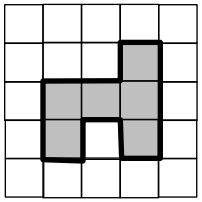
Enter the numbers in the two response boxes.

Rubric: (1 point) The student enters two numbers in the response boxes whose product is greater than 50. (e.g., 7 and 8).

Response Type: Equation/numeric

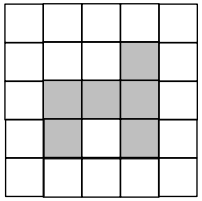
Example Item 3A.1b (Grade 4)
Primary Target 3A (Content Domain MD), Secondary Target 1I (CCSS 3.MD.D), Tertiary Target 3F

William shaded 6 squares in a grid to make the figure shown.

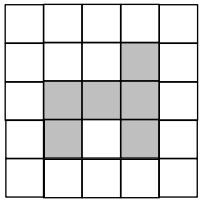


He claims that if he **adds 1 more** square to this figure in different places, the perimeter can be greater than, less than, or equal to the perimeter of the original figure.

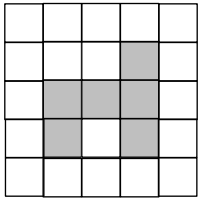
Part A. Click to shade one more square so the perimeter is greater than the original figure.



Part B. Click to shade one more square so the perimeter is less than the original figure.



Part C. Click to shade one more square so the perimeter is equal to the original figure.



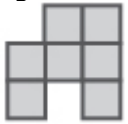
Rubric: (2 points) The student is able to provide an example that supports each conjecture.
(1 point) The student is able to provide two out of three correct examples.
(0 points) The student is unable to provide at least two correct examples.

Exemplar[6]:

For Part A, the perimeter has to be greater than 14 units.

For Part B, the perimeter of the figure has to be less than 14 units.

For Part C, the perimeter of the figure has to be equal to 14 units.



Response Type: Hot Spot

[6] An exemplar is just one example of a correct response. Other correct responses are possible.

Example Item 3A.1c (Grade 5)
Primary Target 3A (Content Domain NBT), Secondary Target 1D (CCSS 4.NBT.B), Tertiary Target 3F

Nina says, "If you multiply a 2-digit number and a 1-digit number, you get a 3-digit number."

Enter numbers in the table to give one example of when Nina's claim is true, and another example that shows her claim is **not** always true.

Example of when –	**2-digit number**	**1-digit number**	**3-digit product**
Nina's claim is true			
Nina's claim is **not** true			

Rubric: (2 points) The student gives an example where the product is a three-digit number (e.g., $90 \times 2=180$) and an example where it is not (e.g., $10 \times 2=20$).
(1 point) The student gives an example where the product is a three-digit number or an example where it is not.

Response Type: Fill-in Table

Task Model 3A.2

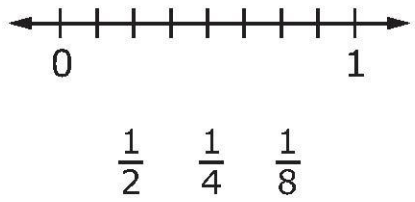
- The student is presented with one or more propositions or conjectures and several examples and asked implicitly or explicitly which examples support or refute each proposition.
- Items in this task model should cover all cases and not be unintentionally misleading about the truth status of a particular proposition or conjecture.

Example Item 3A.2a (Grade 3)
Primary Target 3A (Content Domain NF), Secondary Target 1F (CCSS 3.NF.3d), Tertiary Target 3F

Robert said, "When comparing two fractions with a numerator of 1, the fraction with the bigger denominator is always greater."

Part A
Drag each fraction to the correct location on the number line.

Part B
Is Robert's statement true? Click Yes or No.



Is Robert's statement true?
Click Yes or No.

Yes No

Interaction: The student drags fractions from the single-use palette to the number line and clicks on "Yes" or "No."

Rubric: (2 points) The student places all three fractions in the correct locations and answers "No."
(1 point) The student either places all the fractions in the correct locations and answers "Yes"; or places all fractions in the correct order but misses the correct location for one or more fractions and answers "No."

Response Type: Drag and Drop and Hot Spot

Example Item 3A.2b (Grade 4)
Primary Target 3A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Click in the box that matches each division problem to the correct claim.

Claim	200 ÷ 5	777 ÷ 7	108 ÷ 9
When you divide a 3-digit number by a 1-digit number, the quotient can have **1 digit**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **2 digits**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **3 digits**.			

Rubric: (1 point) The student matches each quotient to the appropriate claim (e.g., Claim 2: 200 ÷ 5 and 108 ÷ 9. Claim 3: 777 ÷ 7.).

Response Type: Matching Table

Target 3B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.

General Task Model Expectations for Target 3B

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items for this target can probe a key mathematical structure such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- Items for this target can require students to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context. The difference between items for Claim 2A and Claim 3B is that the focus in 3B is on communicating the reasoning process in addition to getting the correct answer.
- Note that in grades 3–5, items can provide more structure than items for later grades to help them understand the expectations for justifying or refuting a proposition or conjecture.

Task Model 3B.1

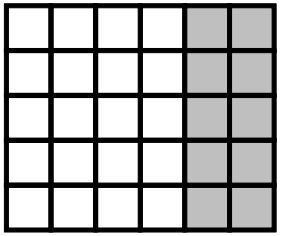
- The student is presented with a proposition or conjecture. The student is asked to identify or construct reasoning that justifies or refutes the proposition or conjecture.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.1a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3F

Bev said, "I can find 5×6 by adding 5×4 and 5×2."

She wrote this equation and drew this picture to show her thinking.

$5 \times 6 = 5 \times 4 + 5 \times 2$

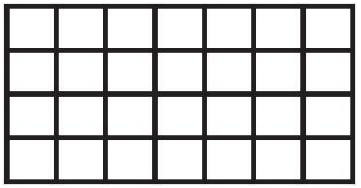


Mel wrote this equation: $4 \times 7 = 4 \times 3 + 4 \times 4$

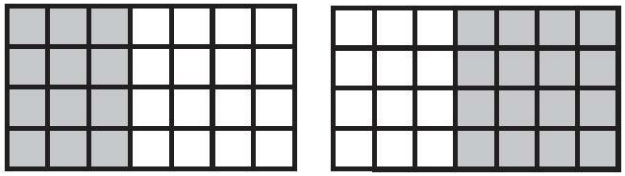
Is this equation true? Click on Yes or No.

Yes | No

Click on the squares to draw a picture that supports your answer.



Rubric: (1 point) The student identifies the equation as true and clicks to shade either a 4 x 3 rectangle or a 4 x 4 rectangle; see examples below.



Response Type: Hotspot

Example Item 3B.1b (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 4.NBT.B), Tertiary Target 3F

Carter says, "8000 is 100 times as large as 80."

Choose three statements that support this claim.

Drag them into a logical order.

1.

2.

3.

So 8000 is 100 times as large as 80.

80 is 10 times as large as 8.
800 is 10 times as large as 80.
8000 is 10 times as large as 800.
$10 \times 10 = 100$
$10 \times 100 = 1000$
$80 \times 10 = 800$
$800 \times 10 = 8000$

Rubric: (1 point) The student selects three statements that complete an explanation for the claim and puts them in a logical order. In this particular example, the order doesn't matter.

Exemplars:

1. 800 is 10 times as big as 80.	1. $80 \times 10 = 800$
2. 8000 is 10 times as big as 800.	2. $800 \times 10 = 8000$
3. $10 \times 10 = 100$	3. $10 \times 10 = 100$

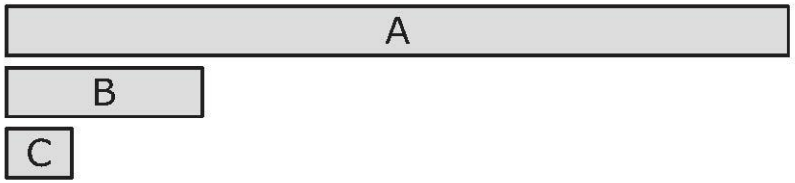
Response Type: Drag and Drop

Task Model 3B.2

- The student is asked a mathematical question and is asked to identify or construct reasoning that justifies his or her answer.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.2a (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS), Tertiary Target 3F

Rectangle A is 4 times as long as rectangle B.
Rectangle B is 3 times as long as rectangle C.



How many times greater is rectangle A than rectangle C?

☐ **times**

Choose three equations that, when taken together, support your claim. Drag them into a logical order.

1.	
2.	
3.	
$4 \times A = B$	$3 \times C = B$
$4 \times B = A$	$4 \times (3 \times C) = A$
$3 \times B = C$	$3 \times (4 \times C) = A$

Rubric: (2 point) The student enters the correct multiplicative factor in the response box (e.g., 12) and selects three statements that support the claim and puts them in a logical order.
(1 point) The student does one or the other.

Exemplars:

1. 4 x B = A
2. 3 x C = B
3. 4 x (3 x C) = C

1. 3 x C = B
2. 4 x B = A
3. 4 x (3 x B) = A

Response Type: Equation/Numeric and Drag and Drop

Note: Functionality to combine these items types doesn't currently exist. The item could be implemented as a 1 point item if the scale factor is given.

Example Item 3B.2b (Grade 5)
Primary Target 3B (Content Domain MD), Secondary Target 1I (CCSS 5.MD.5), Tertiary Target 3F

The dimensions of a right rectangular prism are:

- length = 9 centimeters
- width = 3 centimeters
- height = 5 centimeters

What will happen to the volume of the right rectangular prism if the length, the width, and the height are each doubled?

The new volume will be [drop-down choices: 2, 4, 6, 8] times the original volume because $(2 \times 9)(2 \times 3)(2 \times 5) =$ [drop-down choices: 2, 4, 6, 8] $\times (9 \times 3 \times 5)$.

Rubric: (1 point) The student selects the correct multiplier (e.g., 8) in both drop-down menus.

Response Type: Drop-down menu

Note: Functionality for this item doesn't currently exist, though we anticipate to be able to offer drop-down items by 2018. The item could be implemented as a multiple choice in the meantime.

Task Model 3B.3

- Items for this target require the student to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context.
- The difference between Claim 2 task models and this task model is that the student needs to provide some evidence of his/her reasoning. The difference between Claim 4 task models and this task model is that the problem is completely well posed and no extraneous information is given.

Example Item 3B.3a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D)

A bird ate 400 grams of food in 3 days. The bird ate 120 grams of food on Day 1, 150 grams of food on Day 2, and g grams of food on Day 3.

Day	Grams of Food
1	120
2	150
3	g

How many grams of food did the bird eat on Day 3? Enter your answer in the first response box.

In the second response box, enter an equation that you could solve to find the amount of food the bird ate on Day 3.

Rubric: (2 points) The student enters the correct number of grams of food on Day 3 and enters a correct (e.g., 130; $400 - 120 - 150 = x$, $120 + 150 + x = 400$, or equivalent equation).
(1 point) The student enters the correct number of grams of food on Day 3 or enters a correct equation.

Response Type: Equation/Numeric (2 response boxes)

Example Item 3B.3b (Grade 4)
Primary Target 3B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.A)

- There are 60 seconds in a minute.
- There are 60 minutes in an hour.
- There are 24 hours in a day.

What is the total number of minutes in 1 day? Enter your answer in the first response box.

Write an expression that shows how you found your answer. Enter your expression in the second response box.

Rubric: (2 points) The student enters the correct number of minutes in a day in the first response box (1440) and a correct equation in the second response box (e.g., 60×24, 144×10, or equivalent expressions).
(1 point) The student enters the correct number of minutes in a day in the first response box or a correct equation in the second response box.

Response Type: Equation/Numeric (2 response boxes)

Target 3C: State logical assumptions being used.

General Task Model Expectations for Target 3C

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- For some items, the student must explicitly identify assumptions that
  - Make a problem well-posed, or
  - Make a particular solution method viable.
- When possible, items in this target should focus on assumptions that are commonly made implicitly and can cause confusion when left implicit.
- For some items, the student will be given a definition and be asked to reason from that definition.

Task Model 3C.1

- The student is asked to identify an unstated assumption that would make the problem well-posed or allow them to solve a problem using a given method.

Example Item 3C.1a (Grade 3)
Primary Target 3C (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B)

A 20 meter rope is cut into 4 pieces. Jenny says you can find the length of each piece by finding 20 ÷ 4.

What statement best describes Jenny's claim?

A. Jenny's claim is false. She should add 4 and 20 instead.
B. Jenny's claim is false. She should multiply 4 and 20 instead.
C. Jenny's claim is true if you assume that each piece is 4 meters long.
D. Jenny's claim is true if you assume that the pieces are all equal in length.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3C.1b (Grade 5)
Primary Target 3C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Gil and Nina are comparing the numbers 3 and 12.

Gil says, "12 is 9 more than 3."

Nina says, "12 is 4 times more than 3."

What is true about Gil and Nina's statements?

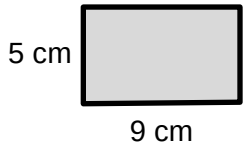
A. Nina is correct and Gil is not. You should multiply to compare the numbers.
B. Gil is correct and Nina is not. You should add to compare the numbers.
C. They are both correct. They just compared using different operations.
D. Neither one is correct. You have to compare like this: 12 > 3.

Rubric: (1 point) The student selects the correct statement (e.g., C).

Response Type: Multiple Choice, single correct response

Example Item 3C.1c (Grade 5)
Primary Target 3C (Content Domain G, MD), Secondary Target 1K (CCSS 5.G.B, 4.MD.A.3), Tertiary Target 3D

Carrie saw the figure below and said that its area is $5 \times 9 = 45$ square centimeters.



Which statement best supports Carrie's claim?

A. It is true if the opposite sides have the same length.
B. It is true if the figure is a rectangle.
C. It is false if the opposite sides have the same length.
D. It is false if the figure is a rectangle.

Rubric: (1 point) The student selects the correct statement (e.g., B).

Response Type: Multiple Choice, single correct response

Example Item 3C.1d (Grade 5)
Primary Target 3C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.A.2), Tertiary Target 3D

Flo ate $\frac{3}{4}$ of a sandwich and Arnie ate $\frac{2}{3}$ of a sandwich. If Arnie ate more, what must be true?

A. Flo's sandwich is bigger.
B. Arnie's sandwich is bigger.
C. The sandwiches are the same size.
D. It doesn't matter which sandwich is bigger.

Rubric: (1 point) The student selects the correct assumption (e.g., B).

Response Type: Multiple Choice, single correct response

Task Model 3C.2

- The student will be given one or more definitions or assumptions and be asked to reason from that set of definitions and assumptions.

Example Item 3C.2a (Grade 5)
Primary Target 3C (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Patrick is learning about quadrilaterals. He was given the following true statements.

- Opposite sides of all parallelograms have the same length.
- Opposite sides of all rectangles have the same length.
- All sides of a square have the same length.
- All rectangles are parallelograms.
- All rectangles have right angles.
- All squares have right angles.

Based on this information, Patrick assumes the following statements are always true. Which statement is **not** supported by the given information?

A. All squares are rectangles.
B. All squares are parallelograms.
C. All parallelograms are rectangles.
D. All parallelograms are quadrilaterals.

Rubric: (1 point) The student selects the correct response (e.g., C).

Response Type: Multiple choice, single correct response

Target 3D: Use the technique of breaking an argument into cases.

General Task Model Expectations for Target 3D

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is given
  - A problem that has a finite number of possible solutions, some of which work and some of which don't, or
  - A proposition that is true in some cases but not others.
- Items for Claim 3 Target D should either present an exhaustive set of cases to consider or expect students to consider all possible cases in turn in order to distinguish it from items in other targets.
- In grades 3-5, the student will be given the cases to consider.

Task Model 3D.1

- The student is given a problem that has a finite number of possible solutions, some of which work and some of which don't.

Example Item 3D.1a (Grade 3)

Primary Target 3D (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Select **all** the ways can you divide 15 children into equal groups with none left over.

A. 2 groups
B. 3 groups
C. 4 groups
D. 5 groups

Rubric: (1 point) The student selects the possible number of groups (B and D).

Response Type: Multiple Choice, multiple correct response

Example Item 3D.1b (Grade 4)
Primary Target 3D (Content Domain MD), Secondary Target 1K (CCSS 4.MD.C)

When you cut an obtuse angle into two smaller angles, what can be true? (Select **all** that apply.)

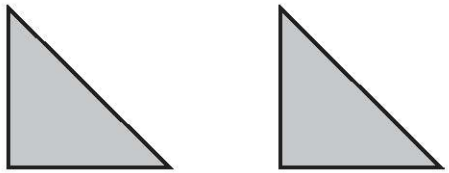
A. The two smaller angles can be less than 90 degrees.
B. At least one of the two smaller angles can be greater than 90 degrees.
C. Both of the two smaller angles can be greater than 90 degrees.

Rubric: (1 point) The student selects the possible cases (A and B).

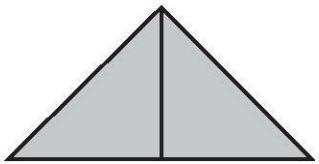
Response Type: Multiple Choice, multiple correct response

Example Item 3D.1c (Grade 5)
Primary Target 3D (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Nora has drawn two identical isosceles right triangles.



Here is a way to put them together so that they share a side and make another triangle.



Select **all** the quadrilaterals Nora can make with these triangles if she puts them together so that they share a side.

A. A square
B. A rectangle that is not a square
C. A rhombus that is not a square
D. A parallelogram that is not a rectangle

Rubric: (1 point) The student selects the possible cases (A and D).

Response Type: Multiple Choice, multiple correct response

Task Model 3D.2

- The student is given a proposition and an exhaustive list of cases and asked to determine in which of those cases the proposition is true.

Example Item 3D.2a (Grade 3)
Primary Target 3D (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3C

n is a whole number and $n \times 5 = 5$.

Identify which values of *n* make this equation true.

	True	False
When $n = 0$		
When $n = 1$		
When $n > 1$		
This is never true		

Rubric: (1 point) The student identifies the correct values of *n* (F, T, F, F)

Response Type: Matching Table

Example Item 3D.2b (Grade 4)
Primary Target 3D (Content Domain NF), Secondary Target 1G (CCSS 4.NF.A), Tertiary Target 3C

What must be true about *d* to make this inequality true?

$\frac{3}{d} > \frac{3}{10}$

Identify which values of *d* make this equation true.

	True	False
$d < 10$		
$d = 10$		
$d > 10$		

Rubric: (1 point) The student identifies the correct values of *d* (T, F, F)

Response Type: Matching Table

Example Item 3D.2c (Grade 5)
Primary Target 3D (Content Domain NF), Secondary Target 1? (CCSS 5.NF.B), Tertiary Target 3C

32×45 is greater than both 32 and 45. When is $a \times b$ between a and b?

Select **all** that apply.

A. When $a > 1$ and $b > 1$
B. When $a < 1$ and $b > 1$
C. When $b < 1$ and $a > 1$
D. When $a < 1$ and $b < 1$

Rubric: (1 point) The student selects B and C.

Response Type: Multiple Choice, multiple correct response

Target 3E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is.

General Task Model Expectations for Target 3E

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is presented with valid or invalid reasoning and told it is flawed or asked to determine its validity. If the reasoning is flawed, the student identifies, explains, and/or corrects the error or flaw.
- The error should be more than just a computational error or an error in counting, and should reflect an actual error in reasoning.
- Analyzing faulty algorithms is acceptable so long as the algorithm is internally consistent and it isn't just a mechanical mistake executing a standard algorithm.

Task Model 3E.1

- Some flawed reasoning or student work is presented and the student identifies and/or corrects the error or flaw.
- The student is presented with valid or invalid reasoning and asked to determine its validity. If the reasoning is flawed, the student will explain or correct the flaw.

Example Item 3E.1a (Grade 3)
Primary Target 3E (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A), Tertiary Target 3C

Tasha is solving this problem:

There 4 tanks with 10 fish in each tank. How many fish are there all together?

Tasha claims, "There are 4 + 10 = 14 fish all together."

Which statement best describes Tasha's claim?

A. Tasha correctly added to find the total.
B. Tasha should subtract instead.
C. Tasha should multiply instead.
D. Tasha should divide instead.

Rubric: (1 point) The student selects the correct statement (C).

Response Type: Multiple Choice, single correct response

Example Item 3E.1b (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.B)

Harvey was solving this problem:

There are 12 packets of gum each with a mass of 65 grams. What is the mass of all of the packets combined?

Harvey said, "I can multiply the tens places and the ones places and add them."

Then he wrote:
12 = 10 + 2
65 = 60 + 5
600 + 10 = 610
The total mass is 610 grams.

Which statement best describes Harvey's claim?

A. Harvey solved the problem correctly and got the right answer.
B. Harvey made a mistake in solving the problem but got the right answer anyway.
C. Harvey had a correct way of solving the problem but got the wrong answer.
D. Harvey's solution is not correct because he did not multiply the tens with the ones.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3E.1c (Grade 5)
Primary Target 3E (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Brian is adding $\frac{2}{3} + \frac{7}{5}$. He wrote: $\frac{2}{3} + \frac{7}{5} = \frac{2+7}{3+5} = \frac{9}{8}$

Brian's approach is **not** correct. Select **all** of the statements that could indicate mistakes with Brian's approach.

A. He added the denominators.
B. He didn't write $\frac{7}{5}$ as a mixed number.
C. He didn't write his answer as a mixed number.
D. He added the numerators when the denominators were different.

Rubric: (1 point) The student clicks on the mistakes in the algorithm (A and S).

Response Type: Multiple Choice, multiple correct response

Task Model 3E.2

- Two or more approaches or chains of reasoning are given and the student is asked to identify the correct method and justification OR identify the incorrect method/reasoning and the justification.

Example Item 3E.2a (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C, Quaternary Target 3F

Zach and Nate both rounded 6481, but used different methods.

Zach thought about it this way:	Nate thought about it this way:
6481 rounds to 6480 6480 rounds to 6500 6500 rounds to 7000 So 6481 rounds to 7000.	6481 is closer to 6000 than to 7000, so it rounds to 6000.

Which statement best describes these methods?

A. Zach's method is correct.
B. Nate's method is correct.
C. Both methods are correct.
D. Neither method is correct.

Rubric: (1 point) The student selects the correct method (B).

Response Type: Multiple Choice, single correct response

Example Item 3E.2a (Grade 5)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C

Mr. Spivak's class was finding the volume of a right rectangular prism with dimensions 20 cm, 45 cm, and 80 cm.

Brigit said, "I tried two ways of multiplying the dimensions and got different answers. I can't figure out what went wrong."

She explained her two ways to Mr. Spivak.

First method:	**Second method:**
Step 1: I distributed. $20 \times (45 \times 80) = (20 \times 45) + (20 \times 80)$	Step 1: I broke apart the numbers. $20 \times 45 \times 80 = (2 \times 10) \times (5 \times 9)$ x (8×10)
Step 2: I multiplied 20 by 45 and 20 by 80. $= 900 + 1600$	Step 2: I rearranged the numbers.
Step 3: Then I added. $= 2500$	Step 3: Then I multiplied everything. $= 72 \times (10 \times 100) = 72{,}000$

Which method has an error? Which step has the first error in that method?

Brigit's [drop-down options: first, second] method has an error. She made the error in step [drop-down options: 1, 2, 3].

Rubric: (1 point) The student selects the incorrect method (first) and identifies the step in which the error occurred (1).

Response Type: Drop-down Menu[7]

[7] This response is not yet supported by the Smarter Balanced item authoring tool, but is expected as an enhancement by 2017.

Target 3F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions

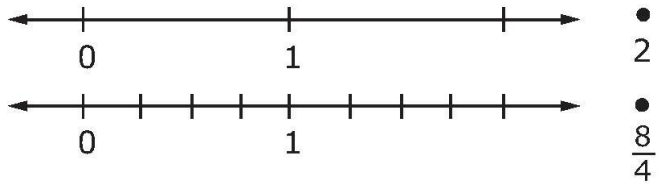
Task Model 3F.1

- The student uses concrete referents to help justify or refute an argument.
- Items in this task model should address content in standards that specifically call for number lines, diagrams, and contexts to be used as a basis for reasoning.

Example Item 3F.1a (Grade 3)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

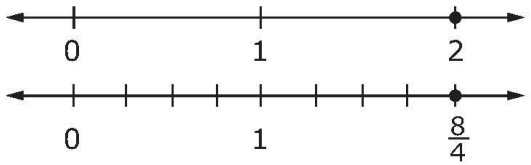
Compare $\frac{8}{4}$ and 2.

Part A
Plot each number on a number line.



Part B
$\frac{8}{4}$ [drop-down choices: <, =, >] 2

Rubric: (1 point) The student plots the points correctly (see below) and selects the correct comparison (=).



Response Type: Drop-down Menu, Graphing

Note: Functionality for this item type does not currently exist.

Example Item 3B.1b (Grade 3)
Primary Target 3F (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

Part A

Which comparison between $\frac{1}{5}$ and $\frac{1}{8}$ is correct?

A. $\frac{1}{5} < \frac{1}{8}$

B. $\frac{1}{5} > \frac{1}{8}$

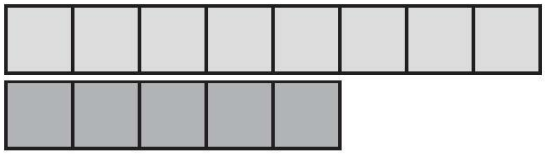
C. $\frac{1}{5} = \frac{1}{8}$

Part B

Choose a picture that supports your answer in *Part A*.

D.

E.



F.

Rubric: (1 point) The student selects the correct comparison and the correct picture (B, F).

Response Type: Drop-down Menu and Multiple Choice, single correct response

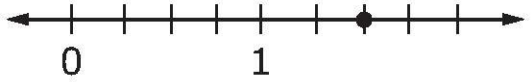
Example Item 3F.1c (Grade 4)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 4.NF.A), Tertiary Target 3B

Which number line shows that $\frac{3}{4} = \frac{6}{8}$?

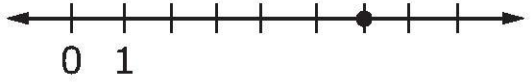
A.

B.

C.



D.



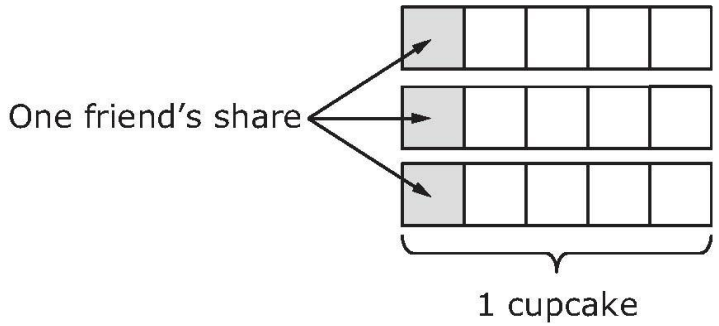
Rubric: (1 point) The student selects the correct number line (A).

Response Type: Multiple Choice, single correct response

Example Item 3F.1d (Grade 5)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 3B

Complete the story about friends sharing cupcakes to show that $3 \div 5 = \frac{3}{5}$.

- 5 friends were sharing 3 cupcakes. They divided each cupcake into 5 equal pieces.
- Each piece is [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake.
- Each friend got 1 piece of each cupcake.
- Each friend got [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake in total.



Rubric: (1 point) The student selects the correct unit fraction ($\frac{1}{5}$) and the correct total amount each friend receives ($\frac{3}{5}$).

Response Type: Drop-down Menu

Grades 3–5 Mathematics Item Specification Claim 4	
"Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decision-making." (p.72, CCSSM)	
Primary Claim 4: Modeling and Data Analysis Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 4 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 4 targets in the item form. If Claim 2 or Claim 3 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade with strong emphasis on the major work of previous grades.	
Secondary Content Domain(s): While tasks developed to assess Claim 4 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate. The standards in the NBT domain in grades 3–5 can be used to construct higher difficulty items for the adaptive pool. The integration of the OA, G, and MD domains with NBT allows for higher content limits within the grade level than might be allowed when staying within the primary content domain.	
DOK Levels	1, 2, 3, 4
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Table (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text – Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to use the appropriate reasoning. For some problems, multiple correct responses and/or strategies are possible. • MC and MS will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as: o All correct choices (2 points); at least ½ but less than all correct choices. (1 point) o Justification[1] for more than 1 point **must be** clear in the scoring rules.

[1] For a CAT item to score multiple points; either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

	○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect. (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct. (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules.
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct-Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct-Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice 5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT Items should take from 3 to 6 minutes to solve. Claim 4 items that are part of a performance task may take 5 to 15 minutes to solve.
Accessibility Guidance	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	• Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]
Development Notes	CAT items/tasks generating evidence for Claim 4 in a given grade will draw upon knowledge and skills articulated in the progression of standards up through that grade, though more complex problem-solving tasks may draw upon knowledge and skills from lower grade levels. Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 4. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 4. Distinguishing between Claim 4 and Claims 1 and 2: • In early grades when equations are still new to students, an important distinction between Claim 2 and Claim 4 is requiring a model that would lead to a problem's solution. • In Claim 2 problems are well posed, while in Claim 4 they may have extraneous or missing information. • In Claims 1 and 2, measurements of objects or figures can be accurately determined. In Claim 4, modeling is used to make approximations. • In Claim 1, data analysis is straightforward procedural. In Claim 4, the analysis should be tied to some useful purpose in the real-world. At least 80% of the items written to Claim 4 should primarily assess the standards and clusters listed in the table that follows.

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Grades 3–5, Claim 4

Grade 3	Grade 4	Grade 5
3.OA.A	4.OA.A	5.NBT.B
3.OA.D	4.NF.B	5.NF.A
3.MD.A	4.MD.A*	5.NF.B
3.MD.C	4.MD.B*	5.MD.A*
3.MD.D*	4.MD.C*	5.MD.B*
		5.MD.C
		5.G.A*

* Denotes additional and supporting clusters

REMINDER: Claim 4 tasks may also ask students to apply content from prior grades in sophisticated applications.

Assessment Targets: Any given item/task should provide evidence for two or more Claim 4 assessment targets. Each of the following targets should not lead to a separate task. It is in *using* content from different areas, including work studied in earlier grades, that students demonstrate their problem-solving proficiency. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Apply mathematics to solve problems arising in everyday life, society, and the workplace. (DOK 2, 3)
Problems used to assess this target for Claim 4 should not be completely formulated (as they are for the same target in Claim 2), and require students to extract relevant information from within the problem and find missing information through research or the use of reasoned estimates.

Target B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. (DOK 2, 3, 4)
Items that require the student to make decisions about the solution path needed to solve a problem are aligned with this target. Target B is not intended to be the primary target for an item, but should be a secondary, tertiary, or quaternary target for an item with primary alignment to other targets.

Target C: State logical assumptions being used. (DOK 1, 2)
Tasks used to assess this target ask students to use stated assumptions, definitions, and previously established results in developing their reasoning. In some cases, the task may require students to provide missing information by researching or providing a reasoned estimate.

Target D: Interpret results in the context of a situation. (DOK 2, 3)
Tasks used to assess this target should ask students to link their answer(s) back to the problem's context. (See Claim 2, Target C for further explication.)

Target E: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. (DOK 3, 4)
Tasks used to assess this target ask students to investigate the efficacy of existing models (e.g., develop a way to analyze the claim that a child's height at age 2 doubled equals his/her adult height) and suggest improvements using their own or provided data.

Other tasks for this target will ask students to develop a model for a particular phenomenon (e.g., analyze the rate of global ice melt over the past several decades and predict what this rate might be in the future).
Longer constructed-response items and extended performance tasks should be used to assess this target.

Target F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)
Unlike Claim 2 where this target might appear as a separate target of assessment (see Claim 2, Target D), it will be

embedded in a larger context for items/tasks in Claim 4. The mapping of relationships should be part of the problem posing and solving related to Claim 4 Targets A, B, E, and G.

Target G*: Identify, analyze, and synthesize relevant external resources to pose or solve problems. (DOK 3, 4)
Especially in extended performance tasks, students should have access to external resources to support their work in posing and solving problems (e.g., finding or constructing a set of data or information to answer a particular question or looking up measurements of a structure to increase precision in an estimate for a scale drawing). Constructed-response items should incorporate "hyperlinked" information to provide additional detail (both relevant and extraneous) for solving problems in Claim 4.

*Measured in Performance Tasks only; functionality of linking to external resources is planned for future enhancements.

What sufficient evidence looks like for Claim 4[4]:

"A key feature of items and tasks in Claim 4 is that the student is confronted with a contextualized, or 'real world' situation and must decide which information is relevant and how to represent it. As some of the examples provided below illustrate, 'real world' situations do not necessarily mean questions that a student might really face; it means that mathematical problems are embedded in a practical application context. In this way, items and tasks in Claim 4 differ from those in Claim 2, because while the goal is clear, the problems themselves are not yet fully formulated (well-posed) in mathematical terms.

"Items/tasks in Claim 4 assess student expertise in choosing appropriate content and using it effectively in formulating models of the situations presented and making appropriate inferences from them. Claim 4 items and tasks should sample across the content domains, with many of these involving more than one domain. Items and tasks of this sort require students to apply mathematical concepts at a significantly deeper level of understanding of mathematical content than is expected by Claim 1. Because of the high strategic demand that substantial non-routine tasks present, the technical demand will be lower—normally met by content first taught in earlier grades, consistent with the emphases described under Claim 1. Although most situations faced by students will be embedded in longer performance tasks, within those tasks, some selected-response and short constructed-response items will be appropriate to use.

"Modeling and data analysis in the Common Core State Standards trace a visible arc of growing prominence across the grades, showing low prominence in grades K–5, higher prominence in grades 6–8 (which is when the Statistics and Probability domain first appears), and highest prominence in high school (which is when Modeling appears as a content category with the full modeling cycle). Therefore to align to the Standards, Claim 4 will be more important on the assessment in high school, less important in grades 6–8, and the least important in grades 3–5. Again, to align to the Standards, Claim 4 tasks will be most sophisticated and complete in high school (cf. the modeling cycle in CCSSM pp. 72, 73), less sophisticated/more tied to specific content in middle school, and least sophisticated/most tied to specific content in grades 3–5."

[4] Text excerpted from the Smarter Balanced Mathematics Content Specifications (p. 74-75).

Grade 3 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 3 Claim 4 items:** **Primary emphases for Claim 4 Items at Grade 3: Operations and Algebraic Thinking and Measurement and Data** **Operations and Algebraic Thinking (OA)** **3.OA.A: Represent and solve problems involving multiplication and division.** **3.OA.A.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **3.OA.A.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] **3.OA.A.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ☐ ÷ 3, 6 × 6 = ?.* **3.OA.D: Solve problems involving the four operations, and identify and explain patterns in arithmetic.** **3.OA.D.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3] **3.OA.D.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **Measurement and Data (MD)** **3.MD.A: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects**. **3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by

	representing the problem on a number line diagram. **3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7] **3.MD.C: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** **3.MD.C.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. **a.** A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. **b.** A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **3.MD.C.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **3.MD.C.7** Relate area to the operations of multiplication and addition. **a.** Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. **b.** Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. **c.** Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning. **d.** Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **3.MD.D: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** **3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade 4 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 4 Claim 4 items:** **Primary emphases for Claim 4 Items at Grade 4: Operations and Algebraic Thinking, Number and Operations—Fractions, and Measurement and Data** **Operations and Algebraic Thinking (OA)** **4.OA.A: Use the four operations with whole numbers to solve problems.** **4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.A.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1] **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations—Fractions (NF)** **4.NF.B: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** **4.NF.B.3** Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

	a. Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* **b.** Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* **c.** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* **Measurement and Data (MD)** **4.MD.A: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...* **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **4.MD.A.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **4.MD.B: Represent and interpret data.** **4.MD.B.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

	4.MD.C: Geometric measurement: understand concepts of angle and measure angles. **4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: **a.** An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. **b.** An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.MD.C.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Grade 5 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 5 Claim 4 items:** **Primary emphases for Grade 5 Claim 4 Items: Number and Operations—Base Ten, Number and Operations—Fractions, Measurement and Data, and Geometry** **Number and Operations—Base Ten (NBT)** **5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

	Number and Operations—Fractions (NF) **5.NF.A: Use equivalent fractions as a strategy to add and subtract fractions.** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **5.NF.B: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **a.** Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* **b.** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **5.NF.B.5** Interpret multiplication as scaling (resizing), by: **a.** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. **b.** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a

	fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. **5.NF.B.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.B.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1] **a.** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* **b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* **c.** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?* **Measurement and Data (MD)** **5.MD.A: Convert like measurement units within a given measurement system.** **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **5.MD.B: Represent and interpret data.** **5.MD.B.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* **5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

	a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **b.** A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Geometry (G)** **5.G.A: Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Range ALDs – Claim 4 Grades 3-5	**Level 1** Students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding.
	Level 2 Students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation.
	Level 3 Students should be able to apply mathematics to solve unfamiliar problems arising in everyday life, society, and the workplace by identifying important quantities and mapping, displaying, explaining, or applying their relationship and by locating missing information from relevant external resources. They should be able to construct chains of reasoning to justify a model used, produce justification of interpretations, state logical assumptions, and compare and contrast multiple plausible solutions.
	Level 4 Students should be able to apply mathematics to solve unfamiliar problems by constructing chains of reasoning to analyze a model, producing and analyzing justification of interpretations, stating logical assumptions, and constructing and comparing/contrasting multiple plausible solutions and approaches.

Target 4A: Apply mathematics to solve problems arising in everyday life, society, and the workplace.

General Task Model Expectations for Target 4A

- The student is asked to solve a problem arising in everyday life, society, or the workplace.
- Information needed to solve the problem has a level of complexity that is not present in items within Claim 2 Target A. For example, the student must
    - distinguish between relevant and irrelevant information, or
    - identify information that is not given in the problem and request it, or
    - make a reasonable estimate for one or more quantities and use that estimate to solve the problem.
- The student must select a mathematical model independently and is not directly told what arithmetic operation or geometric structure to use to solve the problem.
- Tasks in this model often have secondary alignments to other Claim 4 targets, in particular Target 4B, constructing autonomous chains of reasoning, Target 4D, requiring the student to interpret results in the context of the problem, and Target 4F, requiring students to identify quantities and map relationships between them.
- The student is often required to draw upon knowledge from different domains, including knowledge from earlier grade-levels.
- Tasks have Depth of Knowledge Level 2 or 3.

Task Model 4A.1

Task Expectations

- The student solves a multi-step problem involving one or more of the four operations.
- The student identifies needed information and chooses which operations to perform. The student may
    - ignore irrelevant information,
    - request missing information, and/or
    - make an estimate for one or more quantities and use that estimate to solve the problem.
- Problems in this model may have a tertiary or quaternary alignment to 4B or 4D.
- Problems in this model may have more than one possible solution.

Example Item 4A.1a (Grade 3)
Primary Target 4A (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D), Tertiary Target 4D, Quaternary Target 4F

Eva has 2 quarters, 4 dimes, and 6 nickels. She wants to buy a different gift for each of her 3 friends.

Click on the gifts in the table to show 3 gifts that Eva could buy.

Gift	Cost
Balloon	60 ¢
Eraser	35 ¢
Gumball	25 ¢
Kazoo	75 ¢
Mood ring	50 ¢
Pencil	35 ¢
Sticker	20 ¢

Rubric: (1 point) The student is able to identify three items whose total cost is less than $1 and 20¢. (e.g., Mood ring, pencil, and sticker).

Response Type: Hot Spot

Commentary: The item aligns to 4F because it requires that students identify the total amount of money that Eva has as a key quantity in solving the problem, and relate it to the prices of different items. Complexity of this item can be decreased by directly giving the total amount of money. If this is done, the alignment to 4F should be removed. The item can be varied by specifying that she wants to give the same gift to each of her friends, turning it into a multiplication problem. Complexity and grade level can be increased by increasing the amount of money she has, the prices of the objects, or the number of friends, so that 3-digit addition or multiplication is required. For larger numbers, other contexts might make more sense.

Example Item 4A.1b (Grade 4)
Primary Target 4A (Content Domain NBT), Secondary Target 1A (CCSS 4.OA.B), Tertiary Target 4B, Quaternary Target 4D

A bag of 5 apples at the grocery store has a mass of 825 grams. The largest apple has a mass of 185 grams.

What is a reasonable estimate for the mass, in grams, of the smallest apple in the bag? Select Yes for each reasonable mass and No for each mass that is **not** reasonable.

	Yes	No
50 grams		
100 grams		
150 grams		
200 grams		

Rubric: (1 point) The student selects numbers that are reasonable estimates for the mass of the smallest apple. The student could select just 150 since an argument can be made that if the apples are fairly similar in size, then 150 is the only reasonable estimate, but if they vary a lot, then 100 would be reasonable as well. 200 would not be possible as that is larger than the largest apple, and 50 is not possible because that would require at least one other apple to be 197 grams. (There are three correct response patterns: {100}, {150}, or {100, 150}).

Response Type: Matching Table

Example Item 4A.1c (Grade 5)
Primary Target 4A (Content Domain MD, NBT), Secondary Target 1E (CCSS 4.MD.A, 4.NBT.B), Tertiary Target 4B, Quaternary Target 4F

How many minutes are in 1 day? [Click here for more information if you need it]

Interaction: If the student clicks for more information, they get the following conversion data[5]:

- There are 60 seconds in 1 minute
- There are 60 minutes in 1 hour
- There are 24 hours in 1 day
- There are 7 days in 1 week
- There are 52 weeks in 1 year

Rubric: (1 point) The student enters the correct number of minutes (1440).

Response Type: Equation/Numeric (label the response box with minutes)

Commentary: This item requires students to recognize which quantities are of interest (minutes, hours, and days) and then identify the relationship between them. Identifying these different quantities and mapping their relationships draws on the skill set identified in Target 4F.

Example Item 4A.1d (Grade 5)
Primary Target 4A (Content Domain NBT), Secondary Target 1E (CCSS 5.NBT.B), Tertiary Target 4B, Quaternary Target 4D

A parking meter accepts nickels, dimes, and quarters. It holds up to 1500 coins. Estimate the value of the coins, in dollars, in the meter when it is full.

Rubric: (1 point) The student enters a reasonable estimate (a multiple of 5 between 75 and 375).

Response Type: Equation/Numeric

[5] The ability to pull up information interactively is not currently available, but part of the plan for enhancements to the item-authoring system in 2017.

Example Item 4A.1e (Grade 5)
Primary Target 4A (Content Domain NF), Secondary Target 1I (CCSS 5.MD.C), Tertiary Target 4F

Gina is making cookies. The last three steps used to make the cookies are shown.

> Step 5: Roll the dough into balls that are $\frac{1}{2}$-inch wide.
>
> Step 6: Place the balls on a baking tray 2 inches apart.
>
> Step 7: Bake for 12 minutes.
>
> **This recipe makes 18-24 cookies**

Gina plans to

- give cookies to 9 people;
- give each person 3 cookies; and
- have no extra cookies remaining.

Which action will help Gina get closest to the exact number of cookies she needs?

A. Place the cookies 3 inches apart.
B. Bake the cookies for only 10 minutes.
C. Roll the cookies slightly larger than $\frac{1}{2}$-inch wide.
D. Roll the cookies slightly smaller than $\frac{1}{2}$-inch wide.

Rubric: (1 point) The student correctly determines which action will help Gina get closest to the exact number of cookies (D).

Response Type: Multiple Choice, single correct response

Example Item 4A.1f (Grade 3)
Primary Target 4A (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D), Tertiary Target 4F, Quaternary Target 1D (CCSS 3.MD.A)

Jenny went to the store to buy 15 bottles of water.

- The bags at the store can each hold 6 kilograms.
- The bottles of water each weigh 2 kilograms.
- Jenny bought 15 bottles of water.

What is the fewest number of bags that Jenny needs to hold all 15 water bottles?

Rubric: (1 point) The student enters the smallest number of bags needed (5).

Response Type: Equation/Numeric

Target 4B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.

Items that require the student to make decisions about the solution path needed to solve a problem are aligned with Target 4B. Note that Target 4B is never the primary target for an item, but is frequently a Tertiary or Quaternary Target for an item with primary alignment to other targets; see, for example, items in Task Models for 4A, 4C, and 4E.

General Task Model Expectations for Target 4B

- The student is presented with a multi-step problem with little or no scaffolding, or
- The student must make estimates or choose between different reasonable assumptions in order to solve the problem.

Target 4B is assessed in conjunction with Target 4A, 4C, and 4E.

Target 4C: State logical assumptions being used.

Task Model 4C.1

Task Expectations:

- The student is presented with a problem arising in everyday life, society, or the workplace. The student either
  - identifies information or assumptions needed to solve the problem or
  - provides a reasoned estimate of a quantity needed to solve the problem.

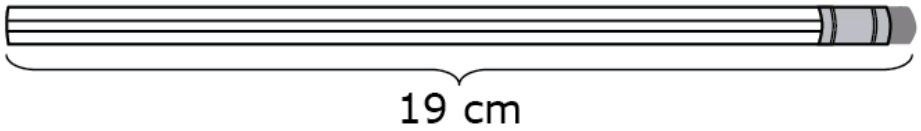
  It is not necessary that a student constructs a complete solution to the problem for this target.
- Tasks in this model generally have either more information than is needed solve the problem (and students must choose) or not enough information (and students must make a reasoned estimate).
- The student is often required to draw upon knowledge from different domains, including knowledge from earlier grade-levels.
- Tasks for this target may also assess Target 4B or 4D.
- Tasks have DOK Level 1 or 2

Example Item 4C.1a (Grade 3)
Primary Target 4C (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D, 2.MD.A), Tertiary Target 4D, Quaternary Target 4E

Part A
Estimate the length of this unsharpened pencil, in centimeters. [ ]

Enter your estimate in the response box.

Part B
The length of the pencil is about 19 cm.



How much longer or shorter is your estimate than the real length? [ ]

Enter your answer in the response box.

Interaction: The student must enter an estimate for the length of the pencil before seeing the actual length and cannot change it once the actual length is shown. The student's estimate does not factor into the score he or she receives.

Rubric: (1 point) The student finds the difference between their estimate, *a*, and the actual length of the pencil (|19-*a*|).

Response Type: Equation/Numeric

Note: Functionality for this item type does not currently exist, but is planned for future enhancements.

Commentary: This item type is new and may be unfamiliar to item writers and is designed to activate a particular practice which is important in mathematical modeling. Students are often required to make an estimate as one of the logical assumptions on which they will base a mathematical model. In grades 3-5, students are learning how to make reasoned estimates by first developing the habit of making their best estimate (without penalty) and then reflecting on the accuracy of their estimate. The difference between items in this task model and Task Model 4E.3 is that the emphasis here is on making and reflecting on the accuracy of the estimate and the emphasis in Task Model 4E.3 is on making and revising the estimate.

Example Item 4C.1b (Grade 5)
Primary Target 4C (Content Domain NF), Secondary Target 1H (CCSS 4.NBT.A), Tertiary Target 4D, Quaternary Target 4E

Part A
A liter is more than a cup. Estimate the number of liters in a cup. You can use the picture to help you make an estimate.

Enter your estimate, in liters, in the response box. [ ]

Part B
There are about 0.24 liters in one cup. How much greater or less than your estimate is the real amount?

Enter the difference in the response box. [ ]

Interaction: The student must select an estimate for the number of liters in a cup before seeing the actual value and cannot change it once the actual value is shown. The students' estimate does not factor into the score he or she receives.

Rubric: (1 point) The student finds the difference between their estimate, *a*, and the actual number of liters ($|19-a|$).

Response Type: Equation/Numeric

Example Item 4C.1c (Grade 4)
Primary Target 4C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A), Tertiary Target 4B, Quaternary Target 4F

Sarah is helping her dad make cookies for her class using a recipe they found online. Her dad asks, "Do you think one batch of cookies will be enough?" Select **all** of the information they need to answer the question.

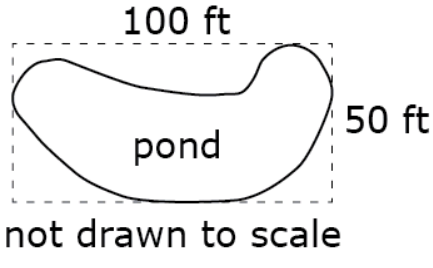
A. The amount of flour in the recipe.
B. The number of cookies in one batch.
C. The number of students in the class.
D. The temperature of the oven for baking the cookies.
E. The number of cookies you can fit onto a cookie sheet.

Rubric: (1 point) The student selects the correct pieces of information (B and C).

Response Type: Multiple Choice, multiple correct response

Example Item 4C.1d (Grade 4)
Primary Target 4C (Content Domain MD), Secondary Target 1I (CCSS 4.MD.3), Tertiary Target 4B, Quaternary Target 4D

Liam uses string to form a rectangle with length 100 feet and width 50 feet to estimate the area of a small pond.



Enter an estimate for the area of the pond in square feet in the response box. [ ]

Select a statement that supports your estimate:

A. The area of the rectangle is bigger than the area of the pond.
B. The area of the rectangle is smaller than the area of the pond.
C. The distance around the rectangle is bigger than the distance around the pond.
D. The distance around the rectangle is smaller than the distance around the pond.

Rubric: (1 point) The student enters a reasonable estimate and selects the supporting reason (a number between 2500 and 5000; A).

Response Type: Equation/Numeric; Multiple Choice, single correct response[6]

Note: Currently can be formatted as a Drag and Drop and Hot Spot.

[6] This combination of item types is currently not supported, but is planned for future enhancements to the item-authoring tool.

Target 4D: Interpret results in the context of a situation.

Target 4D identifies a key step in the modeling cycle, and is thus present in the majority of modeling problems that require students to find a numerical answer. Note that in Grades 3-5, Target 4D is never the primary target for an item, but is frequently a Tertiary or Quaternary Target for an item with primary alignment to other targets; see, for example, items in Task Models for 4A, 4C, and 4E. In later grades, students interpret more complex mathematical objects (like equations and graphs) in more sophisticated contexts.

General Task Model Expectations for Target 4D

- The student must solve a problem that results in a numerical answer and interpret the number in the context of the problem.

In Grades 3-5, Target 4D is assessed in conjunction with Target 4A, 4C, and 4E.

Target 4E: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.

General Task Model Expectations for Target 4E

- The student is presented with a problem arising in everyday life, society, or the workplace. The student either
    - chooses between competing mathematical models to solve the problem (which may depend on different interpretations of the problem), or
    - evaluates a partial or complete (possibly incorrect) solution to the problem, or
    - constructs a mathematical model to solve the problem

  It is not necessary that a student constructs a complete solution to the problem for this target.
- Tasks in this model can also assess Target 4B (Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem). Thus some tasks should plausibly entail a chain of reasoning to complete the task (not just a single step). For example, it might be necessary for the student to construct a two-step arithmetic expression to evaluate a model or solution, or to try out a geometric shape and then perform a calculation to see if it satisfies the requirements.
- The student is often required to draw upon knowledge from different domains, including knowledge from earlier grade-levels.
- Tasks have DOK Level 2, 3, or 4

Task Model 4E.1

Task Expectations:

- Students construct a geometric figure, a numerical expression, or a numerical equation that models a given problem.
- Students may or may not perform a multi-step numerical calculation to verify that the model solves the problem.
- The operations to be performed should not be explicitly given, but should be inferred from the situation.
- Students are expected to reason autonomously from a context to the figure, expression, or equation.
- Difficulty and grade level maybe be varied by varying the types of numbers used (whole numbers, fractions, decimals), the complexity of the geometric figure (square, rectangle, triangle, polygon), the complexity of the numerical expression or equation (number of steps to build it up), whether or not it is required to perform a numerical calculation to complete the task.

Example Item 4E.1a (Grade 3)
Primary Target 4E (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A), Tertiary Target 4F

Tina has 4 packs of gum. Each pack has the same number of pieces of gum. Altogether there are 60 pieces of gum.

Part A
Make an equation to find the number of pieces of gum in each pack. Use *n* for the number of pieces in each pack.

Part B
How many pieces of gum are in each pack?

Rubric: (2 points) One point for a correct answer to each part. For Part A, the student enters a correct equation (e.g., $n=60\div4$, $4 \times n = 60$, $4 = 60 \div n$). For Part B, the student enters the correct number (15).

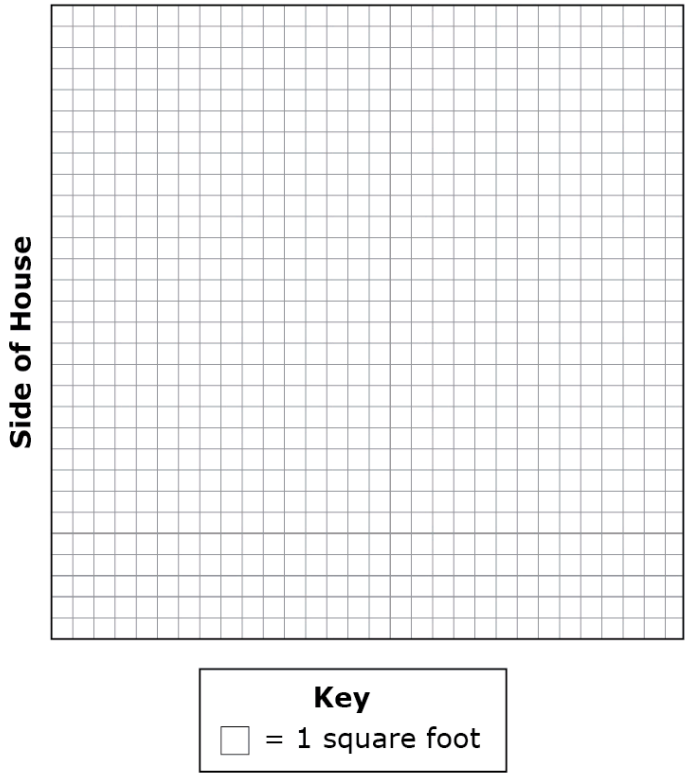
Response Type: Equation/Numeric (2 response boxes; label them *Part A* and *Part B*)

Example Item 4E.1b (Grade 4)
Primary Target 4E (Content Domain MD), Secondary Target 1I (CCSS 4.MD.3), Tertiary Target 4F

Tyra wants to enclose a section of her lawn for her dog to be able to have an outdoor play area. She knows that if she uses the side of her house as one side of the play area, her dog will have a larger outdoor play area. Tyra's plan for the play area includes the following:

- It will be in the shape of a rectangle.
- The side of the house will be used as one side of the rectangular area.
- She will use exactly 24 feet of fence material to enclose the play area.
- The length and width of the enclosure will be a whole number of feet.
- She wants the play area to be greater than 60 square feet.

Use the Connect Line tool to create a rectangular play area that meets Tyra's plan.



Rubric: (2 points) The student is able to construct a 4 by 16, 5 by 14, 6 by 12, 7 by 10, or 8 by 8 rectangle using the side of the house for the longer side.
(1 point) Partial credit is possible for constructing a rectangle that uses exactly 24 feet of fencing, but doesn't reflect using the side of the house as one of the sides, nor the area being greater than 60 square feet (e.g., 1 by 11, 2 by 10, 3 by 9, 4 by 8, 5 by 7, or 6 by 6).

Response Type: Graphing

Example Item 4E.1c (Grade 5)

Primary Target 4E (Content Domain OA), Secondary Target 1A (CCSS 5.NBT.B), Tertiary Target 4F

A school spends $2.40 on every lunch it serves in the cafeteria and $0.30 for each carton of milk.

- 250 people at the school get a lunch each day
- 120 people take a carton of milk

Create an expression using this information that shows how much the school spends altogether on lunches and milk each day.

Rubric: (1 point). Student constructs a correct numerical expression (250 x 2.40 + 120 x 0.30 or its equivalent).

Response Type: Equation/Numeric

An alternate (easier) version of the problem above:

A school spends $2.40 on every lunch it serves in the cafeteria and $0.30 for each carton of milk.

- 250 people at the school get a lunch each day
- 120 people take a carton of milk

Which expression represents the amount of money the school spends altogether on lunches and milk each day?

A. 250 x 2.40 + 120 x 0.30
B. 250 x 0.30 + 120 x 2.40
C. 250 x (2.40 + 0.30)
D. 120 x (2.40 + 0.30)

Rubric: (1 point). Student selects the correct numerical expression (A).

Response Type: Multiple Choice, multiple correct response

Task Model 4E.2

Task Expectations:

- Students choose between two or more different models to solve a given problem, between two or more problems that fit a given model, or between two or more different solutions to a given problem.
- Different models or solutions can depend on different (possibly incorrect) interpretations of the problem, but do not have to.

Example Item 4E.2a (Grade 3)
Primary Target 4E (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D), Tertiary Target 4B

A large water jug holds 24 liters of water. Nan uses it for her animals.

- Nan fills her animals' water dish 2 times each day.
- She puts the same amount of water in the dish every time.
- She uses all of the water in 3 days.

Which equation can be solved to find the number of liters of water (n) she puts in the dish each time?

A. $3 \times 2 + n = 24$
B. $3 + 2 + n = 24$
C. $3 + 2 \times n = 24$
D. $3 \times 2 \times n = 24$

Rubric: (1 point) The student selects the correct equation (D).

Response Type: Multiple Choice, single correct response

Example Item 4E.2b (Grade 3)
Primary Target 4E (Content Domain OA), Secondary Target 1D (CCSS 3.OA.8), Tertiary Target 4B, Quaternary Target 4F

There are 123 girls and 135 boys in the third grade at a school. Today there are 9 third grade students absent.

Which equation can be used to find the total number of third grade students (*s*) in school today?

A. 123 + 135 = *s*
B. 135 – 9 = *s*
C. 123 + 135 + 9 = *s*
D. 123 + 135 – 9 = *s*

Rubric: (1 point) The student selects the correct equation (D).

Response Type: Multiple Choice, single correct response

Example Item 4E.2c (Grade 4)
Primary Target 4E (Content Domain OA), Secondary Target 1A (CCSS 4.OA.1), Tertiary Target 4B, Quaternary Target 4D

Which situation is represented by the equation 4 × 3 = ☐?

A. A kitten weighs 4 pounds. A puppy weighs 3 times as much as the kitten.
How much does the puppy weigh?

B. A kitten weighs 4 pounds. A puppy weighs 3 pounds more than the kitten.
How much do they weigh altogether?

C. A kitten weighs 4 pounds. A puppy weighs 3 pounds more than the kitten.
How much does the puppy weigh?

D. A kitten weighs 4 pounds. A puppy weighs 3 times as much as the kitten.
How much do they weigh altogether?

Rubric: (1 point) The student correctly identifies the context that represents the multiplication equation as a multiplicative comparison (A).

Response Type: Multiple Choice, single correct response

Example Item 4E.2d (Grade 5)
Primary Target 4E (Content Domain NBT), Secondary Target 1 (CCSS 5.NBT.B), Tertiary Target 4D, Quaternary Target 4F

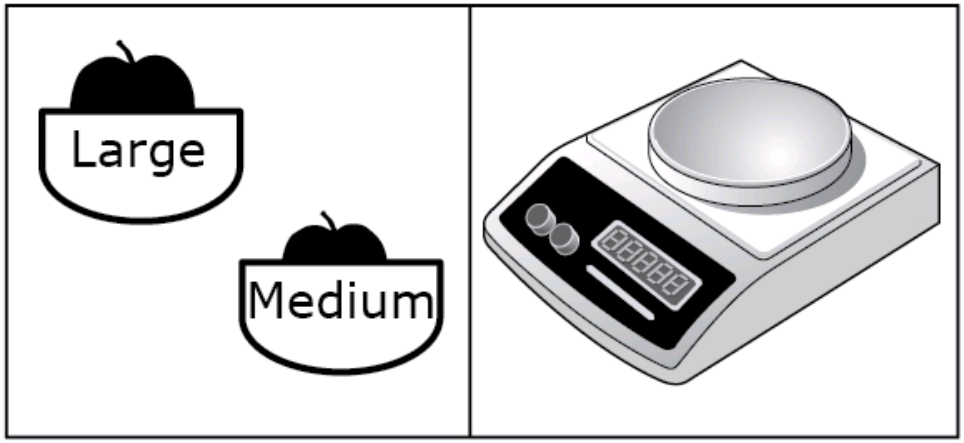
Molly and Sam need about 2 pounds of apples for a pie. Medium apples cost $0.45 each. Large apples cost $0.65 each.

Molly says: "Let's buy the medium apples, they are less expensive."

Sam says: "I think it's less expensive to buy large apples. They are more expensive but we won't have to buy as many of them."

Analyze both approaches. You can use the scale to weigh the apples.

Use the drop down menus to complete each statement.



Statement A:
Molly and Sam would need [1, 2, 3, 4, 5, 6, 7, 8] medium apples or [1, 2, 3, 4, 5, 6, 7, 8] large apples for the pie.

Statement B:
The number of medium apples that would be needed cost [more, less] than the number of large apples that would be needed. So [Molly, Sam] is correct.

Interaction: The student can drag apples one at a time onto the scale from bins labeled "Large" or "Medium" to get the weight in pounds, to the nearest $\frac{1}{8}$ pound. The scale should give weights as mixed numbers, in eighths of a pound. 6 medium apples should weight $2\frac{1}{8}$ pounds, 4 large apples should weigh $2\frac{1}{4}$ pounds. Reducing the number of apples by one should give a weight which is less than 2 pounds and not as not close to 2 pounds (e.g. $1\frac{3}{4}$ for 5 medium apples and $1\frac{5}{8}$ for 3 large apples).

Rubric: (2 points) The student selects the correct numbers and words in all of the drop-down menus (6, 4, more, Sam)

(1 point) Student identifies the correct number of each size of apple needed but does not compare their costs correctly or identify the right reasoning, or the numbers of apples are different but their cost is correctly compared and the correct conclusion is made about who is correct in their reasoning based on the numbers the student chose.

Response Type: Drop-Down Menu[7]

[7] Drop-Down Menu response type is not currently available, but is a planned enhancement to the test-authoring tool by 2017.

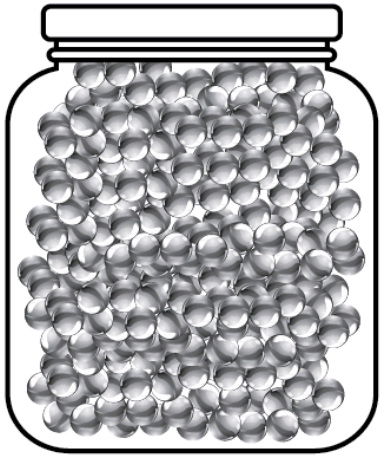
Task Model 4E.3

Task Expectations:

- The student makes estimates to solve a problem and then has a chance to improve the estimates.

Example Item 4E.3a (Grade 5)
Primary Target 4E (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A), Tertiary Target 4B, Quaternary Target 4D

Lilian wants to estimate the number of marbles in a glass jar that has a mass of 2.3 kilograms when it is full.



Part A:
Make an estimate for the mass of a single marble, in grams.
Enter your estimate in the response box. [ ]

Make an estimate for the mass of the jar, in grams.
Enter your estimate in the response box. [ ]

Estimate the number of marbles in the jar based on the assumptions you made.
Enter your estimate in the response box. [ ]

Part B:
The jar has a mass of about 500 grams and there are about 600 marbles in the jar. Which of the following estimates is closest to the actual mass of a single marble?

A. 2 grams
B. 20 grams
C. 200 grams
D. 1200 grams

Interaction: The student enters values for the mass of a single marble and the mass of the jar. The student's choices do not factor into the score he or she receives as long as the estimate for the number of marbles is consistent with those estimates. The student has to make those estimates before moving on to Part B.

Rubric: (2 points) The student estimates the mass of a single marble *m* and the mass of the jar *b*, and makes an estimate of the number of marbles in the jar that is consistent with the initial estimates [e.g., (2300-*b*)/*m* +/-50, rounded to a whole number] and then selects the best estimate from the choices given (A).

(1 point) The student makes an estimate for the number of marbles that is consistent with his/her estimated masses in Part A or selects the best estimate from the choices given in Part B.

Response Type: Equation/Numeric and Multiple Choice, single correct response

Note: Functionality for this item type does not currently exist.

Commentary: This item type is new and may be unfamiliar to item writers and is designed to activate a particular practice which is important in mathematical modeling. In grades 3-5, students are learning how to make reasoned estimates by first developing the habit of making their best estimate (without penalty) and then revising their estimate when more information is known. The difference between items in this task model and Task Model 4C.1 is that the emphasis here is on making and revising the estimate and the emphasis in Task Model 4C.1 is on making and reflecting on the accuracy of the estimate.

Target 4F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

Target 4F identifies a key step in the modeling cycle, and is thus present in the majority of modeling problems.

Task Model 4F.1

Task Model Expectations

- Students are presented with a mathematical problem in a real-world context where the quantities of interest are not named explicitly, are named but represented in different ways, or the relationship between the quantities is not immediately clear.
- The student is asked to solve a problem that may require the integration of concepts and skills from multiple domains.

Example Item 4F.1a (Grade 3)
Primary Target 4F (Content Domain MD), Secondary Target 1G (CCSS 3.MD.1), Tertiary Target 4A

The table shows the start and end times for runners in a race.

Racing Times		
Runner	**Start Time**	**End Time**
Mike	12:03 p.m.	12:26 p.m.
Ann	12:10 p.m.	12:17 p.m.
John	12:13 p.m.	12:19 p.m.
Patty	12:16 p.m.	12:25 p.m.

What is the difference, in minutes, between Patty's start time and Mike's start time?

Rubric: (1 point) The student enters the correct difference (13).

Response Type: Equation/Numeric (label the response box with minutes)

Grade 3-5 Mathematics Item Specification Claim 2	
Problem solving, which of course builds on a foundation of knowledge and procedural proficiency, sits at the core of *doing* mathematics. Proficiency at problem solving requires students to choose to use concepts and procedures from across the content domains and check their work using alternative methods. As problem solving skills develop, student understanding of and access to mathematical concepts becomes more deeply established. (*Mathematics Content Specifications, p.56*)	
Primary Claim 2: Problem Solving Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 2 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 2 targets in the item form. If Claim 3 or 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 2 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate. The standards in the NBT domain in grades 3-5 can be used to construct higher difficulty items for the adaptive pool. The integration of the OA, G, and MD domains with NBT allows for higher content limits within the grade level than might be allowed when staying within the primary content domain.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Tables (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as:

	○ All correct choices (2 points); at least ½ but less than all correct choices (1 point) ○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 2 items that are part of a performance task may take 2 to 8 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Development Notes	Tasks generating evidence for Claim 2 in a given grade will draw upon knowledge and skills articulated in the progression of standards up through that grade, though more complex problem-solving tasks may draw upon knowledge and skills from lower grade levels. Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 2. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 2. There are some other useful distinctions between Claim 1 and Claim 2 in grades 3-5 that have supported the approach to alignment. The following points describe some attributes of items in Claim 2: • Multiple approaches are feasible or a range of responses is expected (e.g., if a student can solve a word problem by identifying a key word or words and selecting operations, then it is Claim 1). • The use of tools in Claim 2 is intended to support the problem solving process. In some cases, students may be asked to display their answer on the tool (e.g., by clicking the appropriate point or interval on a number line or ruler). • Assessing the reasonableness of answers to problems is a Claim 2 skill with items that align to Target C. In grades 3-5, Claim 2 tasks should be written to support two key themes: • Solving problems with fractions • Solving problems with the four operations As noted in the table below, the Measurement/Data and Geometry clusters should be used to support these two key themes. At least 80% of the items written to Claim 2 should primarily assess the standards and clusters listed in the table.

Grade 3	**Grade 4**	**Grade 5**
3.OA.A	4.OA.A	5.NBT.B
3.OA.D	4.NBT.B	5.NF.A
3.NBT.A*	4.NF.A	5.NF.B
3.MD.A	4.NF.B	5.MD.A*
3.MD.B*	4.NF.C	5.MD.C
3.MD.C	4.MD.A*	5.G.A*
3.MD.D*	4.MD.C*	

* Denotes additional and supporting clusters

Assessment Targets: Any given item/task should provide evidence for two or more Claim 2 assessment targets. Each of the following targets should not lead to a separate task: it is in *using* content from different areas, including work studied in earlier grades, that students demonstrate their problem solving proficiency. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. (DOK 2, 3)
Under Claim 2, the problems should be completely formulated, and students should be asked to find a solution path from among their readily available tools.

Target B: Select and use appropriate tools strategically. (DOK 1, 2)
Tasks used to assess this target should allow students to find and choose tools; for example, using a "Search" feature to call up a formula (as opposed to including the formula in the item stem) or using a protractor in physical space.

Target C: Interpret results in the context of a situation. (DOK 2)
Tasks used to assess this target should ask students to link their answer(s) back to the problem's context. In early grades, this might include a judgment by the student of whether to express an answer to a division problem using a remainder or not based on the problem's context. In later grades, this might include a rationalization for the domain of a function being limited to positive integers based on a problem's context (e.g., understanding that the number of buses required for a given situation cannot be 32½, or that the negative values for the independent variable in a quadratic function modeling a basketball shot have no meaning in this context).

Target D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)
For Claim 2 tasks, this may be a separate target of assessment explicitly asking students to use one or more potential mappings to understand the relationship between quantities. In some cases, item stems might suggest ways of mapping relationships to scaffold a problem for Claim 2 evidence.

What sufficient evidence looks like for Claim 2 (Problem-Solving)[4]:
"Although items and tasks designed to provide evidence for this claim must primarily assess the student's ability to identify the problem and to arrive at an acceptable solution, mathematical problems nevertheless require students to apply mathematical concepts and procedures."

Properties of items/tasks that assess Claim 2: The assessment of many relatively discrete and/or single-step problems can be accomplished using short constructed response items, or even computer-enhanced or selected response items.
More extensive constructed response items can effectively assess multi-stage problem solving and can also indicate unique and elegant strategies used by some students to solve a given problem, and can illuminate flaws in student's approach to solving a problem. These tasks could:

- Present non-routine[5] problems where a substantial part of the challenge is in deciding what to do, and which mathematical tools to use; and
- Involve chains of autonomous[6] reasoning, in which some tasks may take a successful student 2 to 5 minutes, depending on the age of student and complexity of the task.

"A distinctive feature of both single-step and multi-step items and tasks for Claim 2 is that they are "well-posed." That is, whether the problem deals with pure or applied contexts, the problem itself is completely formulated; the challenge is in identifying or using an appropriate solution path."

[4] Text excerpted from the Smarter Balanced Mathematics Content Specifications (p. 56-57).
[5] As noted earlier, by "non-routine" we mean that the student will not have been taught a closely similar problem, so will not be expected to *remember* a solution path but will have to *adapt* or *extend* their earlier knowledge to find one.
[6] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

Grade 3 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 3 Claim 2 items:** **Primary emphasis for Claim 2 items: Operations and Algebraic Thinking** **Operations and Algebraic Thinking (OA)** **3.OA.A: Represent and solve problems involving multiplication and division.** **3.OA.A.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.* **3.OA.A.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1] **3.OA.A.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.* **3.OA.D: Solve problems involving the four operations, and identify and explain patterns in arithmetic.** **3.OA.D.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3] **3.OA.D.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* **Standards to integrate with the focus on whole number operations:** **Numbers and Operations—Base Ten (NBT)** **3.NBT.A: Use place value understanding and properties of operations to perform multi-digit arithmetic.** **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **3.NBT.A.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Measurement and Data (MD)

3.MD.A: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]

3.MD.B: Represent and interpret data.

3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

3.MD.C: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.C.7 Relate area to the operations of multiplication and addition.

a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-

	overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. **3.MD.D: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** **3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade 4 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 4 Claim 2 items:** **Primary emphasis for Claim 2 items at Grade 4: Operations and Algebraic Thinking, Number and Operations—Base Ten, and Number and Operations—Fractions** **Operations and Algebraic Thinking (OA)** **4.OA.A: Use the four operations with whole numbers to solve problems.** **4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.A.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1] **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations—Fractions (NF)** **4.NF.A: Extend understanding of fraction equivalence and ordering.** **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**

4.NF.B.3 Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*.

- **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
- **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- **a.** Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
- **b.** Understand a multiple of *a*/*b* as a multiple of 1/*b*, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
- **c.** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.C: Understand decimal notation for fractions, and compare decimal fractions.

4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Number and Operations—Base Ten (NBT)

4.NBT.B: Use place value understanding and properties of operations to perform multi-digit arithmetic.

4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate

	and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Standards to integrate with the focus on operations:** **Measurement and Data (MD)** **4.MD.A: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...* **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **4.MD.A.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **4.MD.C: Geometric measurement: understand concepts of angle and measure angles.** **4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. **4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.MD.C.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Grade 5 Content Combinations:	**The following standards can be effectively used in various combinations in Grade 5 Claim 2 items:** **Primary emphasis for Grade 5 Claim 2 items: Number and Operations—Base Ten and Number and Operations—Fractions** **Number and Operations—Base Ten (NBT)** **5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A: Use equivalent fractions as a strategy to add and subtract fractions.** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* *2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.* **5.NF.B: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*

5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- **a.** Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)*
- **b.** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.B.5 Interpret multiplication as scaling (resizing), by:

- **a.** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- **b.** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]

- **a.** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*
- **b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*
- **c.** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Standards to integrate with the focus on operations:

Measurement and Data (MD)

5.MD.A: Convert like measurement units within a given measurement system.

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement

	system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **5.MD.C: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **5.MD.C.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **a.** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **b.** A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.C.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.C.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **c.** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **Geometry (G)** **5.G.A: Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate). **5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Range ALDs – Claim 2 Grades 3-5	**Level 1** Students should be able to identify important quantities in the context of a familiar situation and translate words to equations or other mathematical formulation. When given the correct math tool(s), students should be able to apply the tool(s) to problems with a high degree of scaffolding.
	Level 2 Students should be able to identify important quantities in the context of an unfamiliar situation and to select tools to solve a familiar and moderately scaffolded problem or to solve a less familiar or a non-scaffolded problem with partial accuracy. Students should be able to provide solutions to familiar problems using an appropriate format (e.g., correct units, etc.). They should be able to interpret information and results in the context of a familiar situation.
	Level 3 Students should be able to map, display, and identify relationships, use appropriate tools strategically, and apply mathematics accurately in everyday life, society, and the workplace. They should be able to interpret information and results in the context of an unfamiliar situation.
	Level 4 Students should be able to analyze and interpret the context of an unfamiliar situation for problems of increasing complexity and solve problems with optimal solutions.

Target 2A: Apply mathematics to solve well-posed problems in pure mathematics and those arising in everyday life, society, and the workplace.

General Task Model Expectations for Target 2A

- The student is asked to solve a well-posed problem arising in a mathematical context or everyday life, society, or the workplace.
- Mathematical information from the context is presented in a table, graph, or diagram, or is extracted from a verbal description or pictorial representation of the context.
- Solving the problem requires one or more steps consisting of one of the four operations with whole numbers or fractions (division of fractions is limited to division of a whole number by a unit fraction or a unit fraction by a whole number).
- Understandings from geometry or measurement may be needed to determine the operations to be performed.
- The task does not indicate by key words or other scaffolding which operations are to be performed or in what order.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context, (b) the number of steps, (c) the complexity of the numbers used, or (d) the complexity of the interpretation required.
- Tasks have DOK Level 2 or 3

Task Model 2A.1

Expectations:

- The student solves a multi-step problem with the four operations in a context involving measurement quantities.
- Items in this task model require the student to identify quantities of interest and map their relationships, often via diagrams or equations.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude or the types of numbers to be used.

Example Item 2A.1a (Grade 3):
Primary Target 2A (Content Domain MD), Secondary Target 1D (CCSS 3.OA.D), Tertiary Target 1G (CCSS 3.MD.A), Quaternary Target 2D

James gets home from school at 3:30 p.m. He completes 2 chores. Then he plays his computer game until 5:00 p.m.

Chore	Time to Complete
Walk dog	20 minutes
Clean room	40 minutes

Enter the **greatest** number of minutes that James can play his computer game.

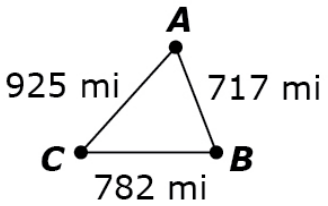
Rubric: (1 point) The student enters the correct number of minutes (30 or 30 min).

Response Type: Equation/Numeric

Commentary: This item requires the student to identify the relationship between given start and end times and the elapsed times presented in the table, and to identify the unknown quantity as the elapsed time remaining between the start and end times given. Seeing these different quantities and mapping their relationships draws on the skill set identified in Target 2D.

Example Item 2A.1b (Grade 4):
Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Pia's family drove from City A to City B, then City C, and back to City A. The map shows the distances.



How many miles did they drive all together? Enter your answer in the response box.

Rubric: (1 point) The student enters the correct total distance (2424 or 2424 mi).

Response Type: Equation/Numeric

Commentary: The level of difficulty for this item can be raised by changing the number of cities or having distances in the diagram that are not needed to answer the question, although adding in these extra levels of complexity moves the item closer to a Claim 4 task.

Grades 3-5, Claim 2

Example Item 2A.1c (Grade 5):

Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 5.NF.B), Tertiary Target 2D

Luke buys a bicycle that is on sale for $\frac{1}{2}$ of the original price. The sale price is $80 less than the original price. What is the original price, in dollars, of the bicycle?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct original price (160 or $160).

Response Type: Equation/Numeric

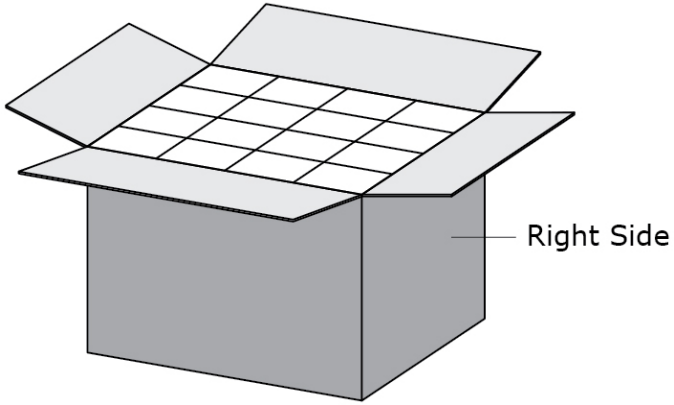
Commentary: This item requires the student to identify the sale price and the original price of a bicycle as the quantities of interest in this problem and to identify the relationship between them, and so draws on the skill set identified in Target 2D. Changing the fraction would change the difficulty level.

Grades 3-5, Claim 2

Example Item 2A.1d (Grade 5):

Primary Target 2A (Content Domain MD), Secondary Target 1I (CCSS 5.MD.C), Tertiary Target 1B (CCSS 4.OA.B), Quaternary Target 2D

A rectangular box is completely filled with 48 same-sized cubes arranged as shown. Julie opens the top of the box and sees 16 cubes.



Julie closes the top and then opens the right side of the box. How many cubes should she see?

Enter your answer in the response box.

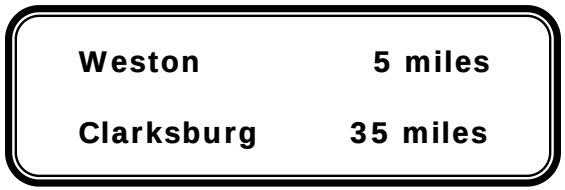
Rubric: (1 point) The student provides the correct number of cubes for the right side of the box (12).

Response Type: Equation/Numeric

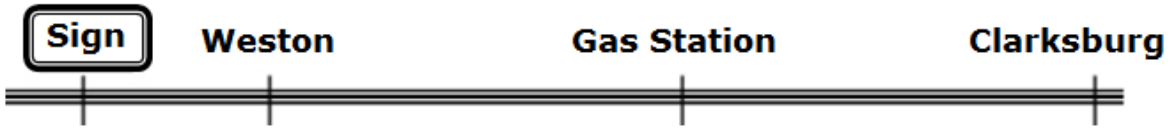
Commentary: This item requires the student to identify the volume and areas of the faces of the rectangular box as quantities of interest and to use the small cubes (and their faces) as units in order to relate the two quantities, and so draws on the skill set identified in Target 2D.

Example Item 2A.1e (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 2D

Mia is traveling along a road toward Clarksburg and sees the following sign.



Mia knows there is a gas station located halfway between Weston and Clarksburg, as shown on this diagram.



How many miles is it from Weston to Clarksburg?
Enter your answer in the first response box.

How many miles is it from the sign to the gas station?
Enter your answer in the second response box.

Rubric: (2 points) The student enters the correct distances for each question (30 or 30 mi; 20 or 20 mi).
(1 point) The student enters only one correct distance (e.g., 30 or 20).

Response Type: Equation/Numeric (2 response boxes)

Commentary: This item requires the student to identify the distances between the sign and the different cities as well as the distances between cities and understand the relationships between these quantities, and so draws on the skill set identified in Target 2D.

Task Model 2A.2

Expectations:

- The student solves a problem in a real-world or mathematical context that requires understanding of the base-ten number system.
- Items in this task model require the student to interpret base-ten numbers in terms of the context.
- Dimensions along which to vary the item include: (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude of the numbers to be used.

Example Item 2A.2a (Grade 3):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.A), Tertiary Target 2C

> Sabina has a jar full of dimes. A pack of cards costs 76 cents. How many dimes would she need to buy the cards if she uses no other coins?
>
> Enter your answer in the response box.

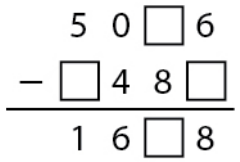
Rubric: (1 point) The student enters the correct number of dimes (8).

Response Type: Equation/Numeric

Commentary: This item requires the student to interpret the value of a collection of dimes as a multiple of ten, and so draws on the skill set identified in Claim 2C.

Example Item 2A.2b (Grade 4):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Drag one number into each box to complete the subtraction problem shown.



Interaction: The student drags digits 0-9 from the multi-use palette.

Rubric: (1 point) The student drags the correct digits to complete the subtraction problem (5096 – 3488 = 1608).

Response Type: Drag and Drop

Commentary: Small changes to this item change the complexity considerably. The reason that there is a unique solution is that the placement of the unknown digits and the value of the digits was highly engineered; just changing the 8 in the second number to a 5, for example, means that there will be four solutions instead of 1:

5096-3458=1638
5086-3458=1628
5076-3458=1618
5066-3458=1608

Allowing an unknown digit in the hundreds place instead of the ones place changes the complexity significantly.

Task Model 2A.3

Expectations:

- The student makes estimations about quantities in a context.
- Dimensions along which to vary the item include (a) varying the context, (b) requiring no operations (easier) or requiring computations with estimated quantities or estimating the result of computations with quantities (harder), (c) varying the magnitude of the numbers to be used.

Example Item 2A.3a (Grade 4):
Primary Target 2A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B), Tertiary Target 1I (CCSS 4.MD.A)

Select the response that correctly completes this statement:

41 inches is between _____.

A. 2 feet and 3 feet.
B. 3 feet and 4 feet.
C. 4 feet and 5 feet.
D. 5 feet and 6 feet.

Rubric: (1 point) The student selects the correct range (B).

Response Type: Multiple Choice, single correct response

Example Item 2A.3b (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

Graciela walked her dog every day for the last 5 days. The time for each walk was between $\frac{1}{2}$ and $\frac{3}{4}$ of an hour. Make an estimate for the total number of minutes she walked her dog in the last 5 days.

Enter your estimate, in minutes, in the response box.

Rubric: (1 point) The student enters a value in the correct range (any number from 150 to 225, inclusive).

Response Type: Equation/numeric

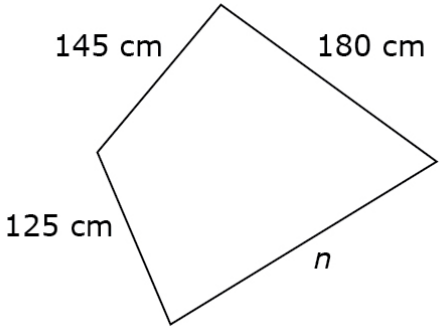
Task Model 2A.4

Expectations:

- The student solves a multi-step problem with the four operations involving whole-numbers and fractions in a purely mathematical context.
- Items in this task model require the student to identify quantities of interest and map their relationships, often via diagrams or equations.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the magnitude or the types of numbers to be used.

Example Item 2A.4a (Grade 3):
Primary Target 2A (Content Domain MD), Secondary Target 1D (CCSS, 3.OA.D), Tertiary Target 1J (CCSS 3.MD.D)

This quadrilateral has a perimeter of 680 centimeters.



Enter the length, in centimeters, of side *n*.

Rubric: (1 point) The student correctly enters the length of the unknown side (230 or 230 cm).

Response Type: Equation/Numeric

Example Item 2A.4b (Grade 4):
Primary Target 2A (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Tina and Marco play a number game. Tina gives Marco a number and he does three computations.

- He multiplies the number by 2.
- He adds 7 to the answer.
- Then, he subtracts 2 from that answer.

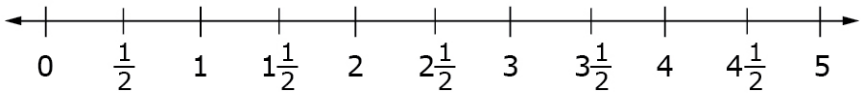
What number should Tina give Marco so that the final answer is 37 ?

Rubric: (1 point) The student enters the correct number (16).

Response Type: Equation/Numeric

Example Item 2A.4c (Grade 4):
Primary Target 2A (Content Domain NF), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 2B

Plot the value of $5 \times \frac{1}{2}$ on the number line shown.



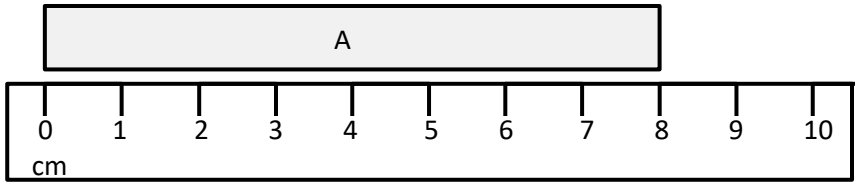
Rubric: (1 point) The student correctly plots a point at $2\frac{1}{2}$ (with a graphing tolerance of +/- $\frac{1}{16}$ or points snap to tick marks).

Response Type: Graphing (Interaction: The student is able to plot a single point somewhere on the line.)

Commentary: A variation on this item would show points on a number line and ask which one represents the product, or shows one point and asks which of four products it could be (MC). Asking for the approximate location on the number line for the results of computations would also be appropriate.

Example Item 2A.4d (Grade 5):
Primary Target 2A (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

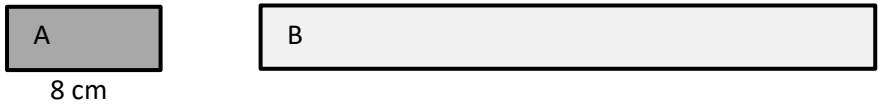
Rectangle A (shown) is $\frac{1}{4}$ as long as rectangle B (not shown). How long is rectangle B?



A. 2 cm
B. 6 cm
C. 8 cm
D. 32 cm

OR

Rectangle A is $\frac{1}{4}$ as long as rectangle B. How long is rectangle B?



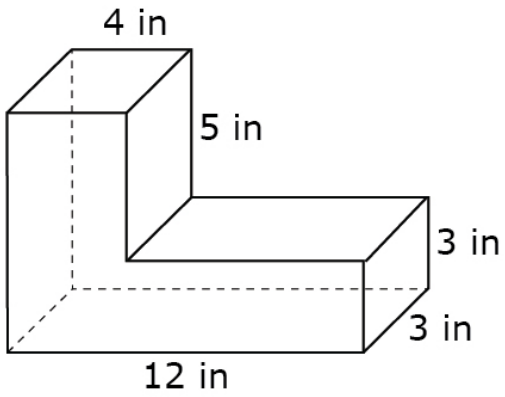
A. 2 cm
B. 6 cm
C. 8 cm
D. 32 cm

Rubric: (1 point) The student selects the correct option (D).

Response Type: Multiple Choice, single correct response

Example Item 2A.4f (Grade 5):
Primary Target 2A (Content Domain MD), Secondary Target 1I (CCSS 5.MD.C)

The figure shown was created by joining two rectangular prisms.



What is the total volume, in cubic centimeters, of the figure?

Enter your answer in the response box.

Rubric: (1 point) The student correctly enters the total volume of the figure in cubic centimeters (168 or 168 cm^3).

Response Type: Equation/Numeric

Target 2B: Select and use appropriate tools strategically.

General Task Model Expectations for Target 2B

- Mathematical information from the context is presented in a table, graph, or diagram, or is extracted from a verbal description or pictorial representation of the context.
- The student uses tools or makes strategic selection of tools.
- Tasks may require the student to use a familiar tool in a non-standard way, for example using a ruler from a non-standard starting point or using a number line to represent time.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context (b) the number of steps (c) the complexity of the numbers used or (d) the complexity of the interpretation required.
- Task has DOK Level 1 or 2

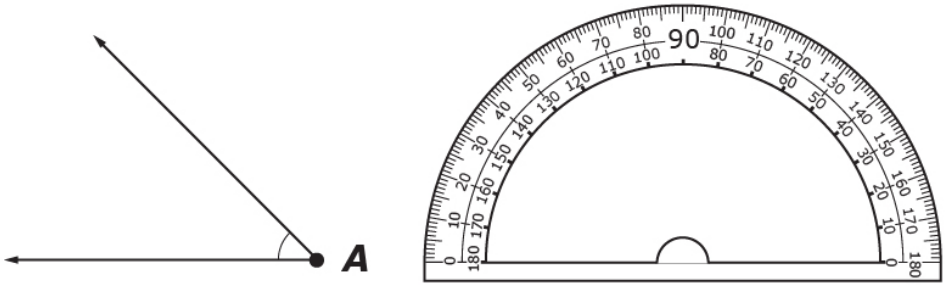
Task Model 2B.1

Expectations:

- The student demonstrates proficiency with a tool specifically identfied in the content standards.
- Tasks aligned to this task model focus on using tools (rather than selecting tools).
- Tools include measurement tools, such as rulers, protractors, and clocks, presented virtually, or number lines.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the tool to be used, or (c) varying the complexity of the numbers to be used.

Example Item 2B.1a (Grade 4):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.C)

Use the protractor to find the measure of angle A.



Enter the measure of angle A, to the nearest whole degree, in the response box.

Interaction: The student can move the protractor to any point on the screen and rotate the protractor to align it with a side of the angle. See an example for how this could work here: http://sandcastle.kasandbox.org/media/castles/Khan:master/exercises/measuring_angles.html

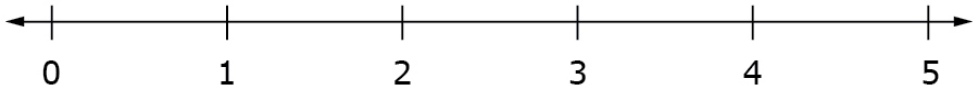
Rubric: (1 point) Student enters the correct angle measure in degrees (45+/-?).

Response Type: Equation/numeric

Commentary: Note that this technology is not currently available. An item that could assess the same construct with current technology would show a protractor with an angle whose vertex is aligned to the center point of the angle but whose rays are not aligned to the 0 or 180 marks on the protractor. This item type would fall under task model 2B.

Example Item 2B.1b (Grades 5):
Primary Target 2B (Content Domain NF), Secondary Target 1J (CCSS 5.NF.B)

Plot the value of $\frac{1}{3}$ x $\frac{5}{2}$ on the number line below. Add more tick marks and make sure the point is on a tick mark.



Interaction: The student sees a number line that has tick marks denoting the whole numbers. There is a slider or some other widget that allows the student to select the appropriate number of tick marks between whole numbers. See an example for how this could work here: https://www.youtube.com/watch?v=TEzH_PbHZIw

Rubric: (1 point) The student chooses a refinement of the number line that includes sixths and correctly plots a point at $\frac{5}{6}$ (with a graphing tolerance of +/- $\frac{1}{16}$ or there is a snap-to feature and points snap to tick marks).

Response Type: Graphing

Commentary: Note that this technology is not currently available. An item that could assess the same construct with current technology could show two or more number lines with different refinements and ask the student to use one to plot the product or to plot the product as close as possible to the correct location and have a tolerance around the location for scoring.

Grades 3-5, Claim 2

Task Model 2B.2

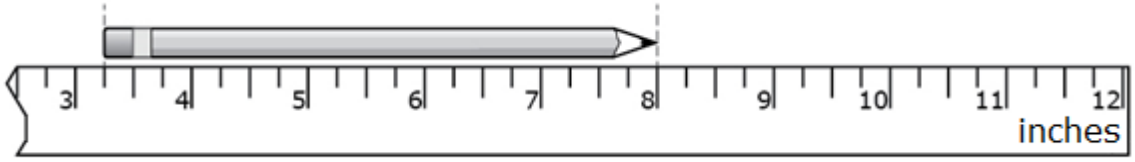
Expectations:

- The student uses a familiar tool in a non-standard way, in multi-step problem, or a problem that requires identifying quantities of interest and mapping the relationships between them.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the complexiy of the numbers to be used (d) varying the complexity of the interpretation required.

Example Item 2B.2a (Grade 4):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 1H (CCSS 3.MD.B)

What is the length, in inches, of the pencil shown?



Enter your answer in the response box.

Rubric: (1 point) The student enters the correct length in inches ($4\frac{3}{4}$).

Response Type: Equation/Numeric

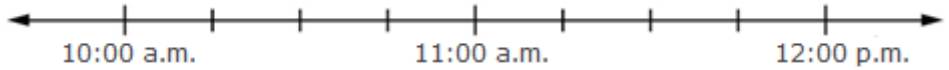
Grades 3-5, Claim 2

Example Item 2B.2b (Grade 3):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.A), Tertiary Target 2D

Math class begins at 10:45 a.m. and is 45 minutes long.

Use the Add Point tool to put a point on the number line that shows when math class ends.



Rubric: (1 point) Student places a point on the number line at the correct location (11:30 p.m.).

Response Type: Graphing

Scoring / Interaction: Scoring/interaction must allow for point to "snap to" tick marks or allow for a tolerance of +/- 5 minutes on the number line.

Commentary: This item requires the student to identify the start time, end time, and elapsed time as quantities of interest and map the relationship between them using the number line, and so draws on the skill set identified in Target 2D.

Grades 3-5, Claim 2
Example Item 2B.2c (Grade 3):

Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.A), Tertiary Target 2D

Mary started her homework 25 minutes before the time shown on the clock.

Fill in the table to show the time when Mary started her homework.

__ :__

Rubric: (1 point) The student shows the correct time (4:25).

Response Type: Fill-in-table

Commentary: This item requires the student to identify the start time, end time, and elapsed time as quantities of interest and map the relationship between them, and so draws on the skill set identified in Target 2D.

Task Model 2B.3

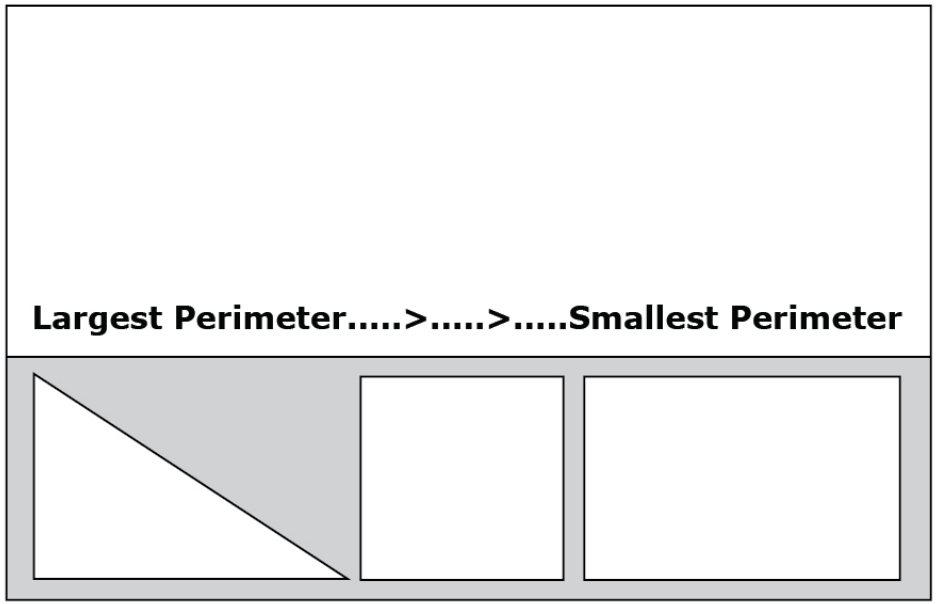
Expectations:

- The student makes strategic choices about using tools.
- The student has access to a tool that is more appropriate for some problems than others. The student may choose to use the tool or not.
- Dimensions along which to vary the item include: (a) varying the context, (b) varying the tool to be used, (c) varying the complexity of the numbers to be used.

Example Item 2B.3b (Grade 3):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.C)

Order all three figures so that the one on the left has the largest perimeter and the one on the right has the smallest perimeter.

Drag each figure into the space in order of its perimeter.



Rubric: (1 point) The student correctly orders the figures with the square first, the triangle second, and the rectangle third.

Response Type: Drag and drop.

Grades 3-5, Claim 2

Interaction: A GI background is given with active measuring and drawing tools. All three figures are presented in the bottom non-refreshable palette and the student must drag each figure into a correct arrangement, largest to smallest perimeter.

Commentary: The student has the choice of using the ruler in the Drawing and Measurement Tool or judging the perimeter without the use of tools. Strategic choices will make it easier for them to complete this item. It can be established that the rectangle has the largest perimeter by direct comparison, but it is harder to compare the perimeters of the square and the triangle without measuring the side-lengths.

Example Item 2B.3a (Grade 3):
Primary Target 2B (Content Domain MD), Secondary Target 1G (CCSS 3.MD.C)

What is the area of each figure?

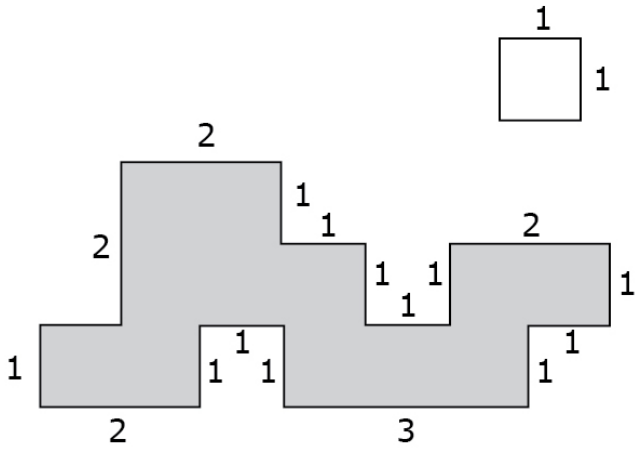


Figure A

The area of Figure A is ☐ square units.

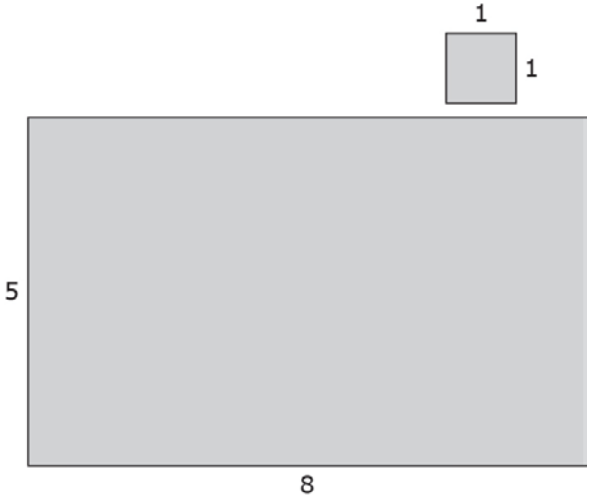


Figure B

The area of Figure B is ☐ square units.

See how the interface might work here: https://www.youtube.com/watch?v=EVoKzudbrE4

Rubric: (2 points) The student enters the correct area for each figure, 1 point for each (12 and 40).

Response Type: Equation/numeric with graphing and a combination of tiling and drag and drop as part of the unscored interaction.

Commentary: This item gives the student access to a tiling tool that can be used to cover a region with square units. The item has two parts, one where the tool can be profitably used to help the student keep track of the number of square units that are needed to cover the region without gaps or overlap, and one where knowing the relationship between the side-lengths and area of a rectangle is more efficient than using the tiling tool.

Target 2C: Interpret results in the context of a situation.

General Task Model Expectations for Target 2C

- The student provides a numeric answer to a problem where the context requires them to go beyond the result of a single computation.
- The student may be asked to choose a value that falls into a range of acceptable values limited by information given in a real-world context.
- The student may be asked to round up or round down based on the constraints of the context.
- The student may be asked to interpret the meaning of mathematical computations, for example, the different interpretations of arithmetic operations.
- The student may be asked to interpret the meaning of points on the number line or in the coordinate plane in a real-world context.
- The student may be asked to solve a problem that requires the integration of concepts and skills from multiple domains.
- Difficulty of the task may be adjusted by varying (a) the difficulty of extracting information from the context (b) the number of steps (c) the complexity of the numbers used or (d) the complexity of the interpretation required.
- Tasks have DOK Level 1 or 2.

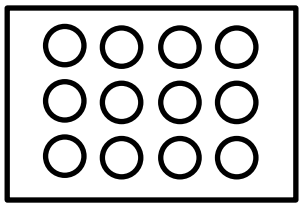
Task Model 2C.1

Expectations:

- The student chooses one value from a range of possible values that is determined by constraints in a context.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of numbers to be used.
- Tasks in this model have DOK Level 2-3.

Example Item 2C.1a (Grade 3):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Steven is baking cupcakes. A cupcake pan has 3 rows with a place to put 4 cupcakes in each row.
He filled two pans completely and part of another pan.

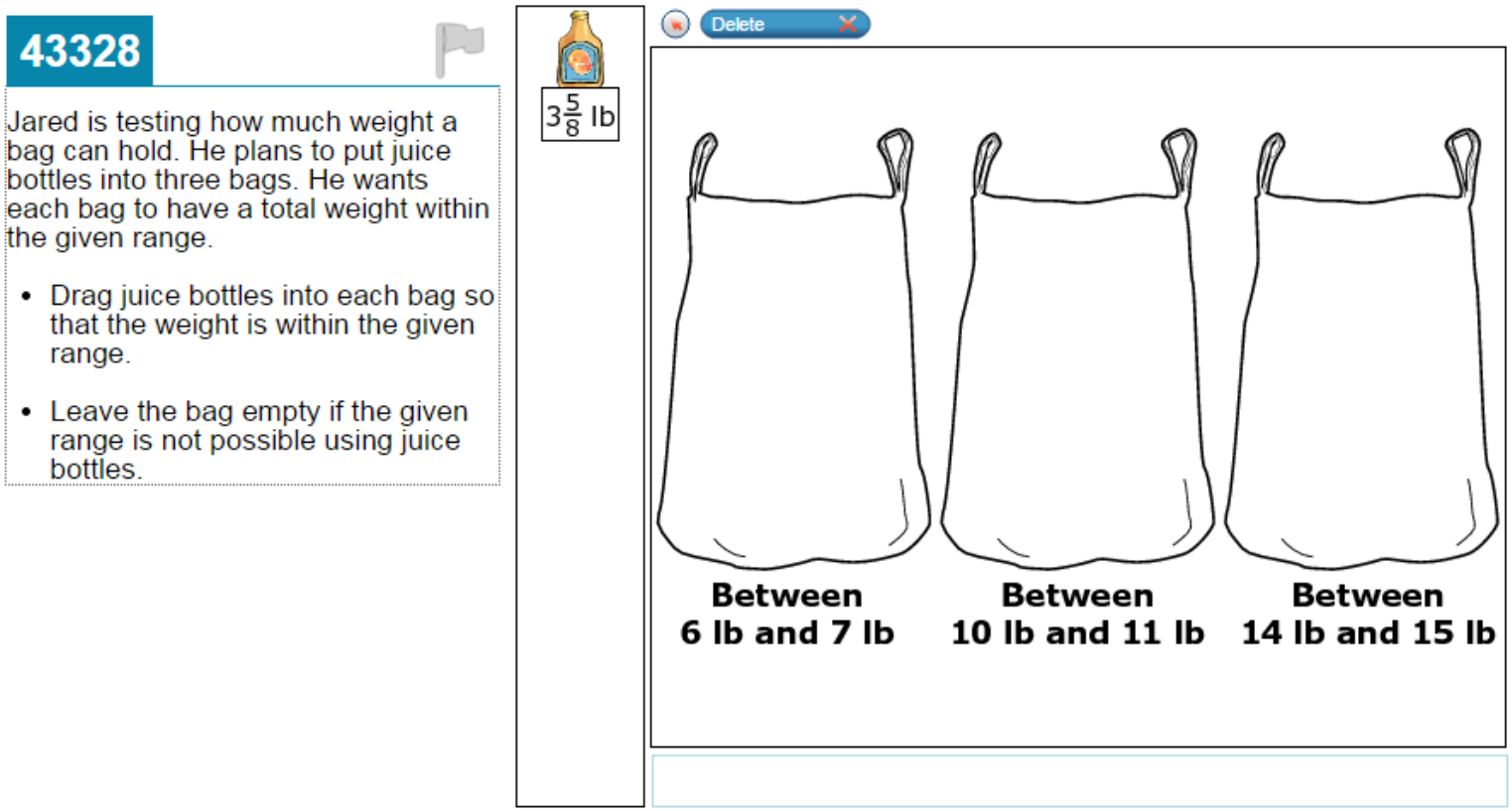


How many cupcakes could Steven have made? Enter your answer in the response box.

Rubric: (1 point) The student enters a whole number between 25 and 35, inclusive.

Response Type: Equation/Numeric

Example Item 2C.1b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1G (CCSS 4.NF.B), Tertiary Target 2A (Content Domain NF).



Rubric: (2 point) The student enters the correct number of juice bottles for all three bags for 2 points or for two of the three bags for 1 point (no bottles, 3, 4).

Response Type: Drag and drop.

Example Item 2C.1c (Grade 5):
Primary Target 2C (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Janet has some money. She spends $\frac{1}{2}$ of her money on books. She spends some more money on videos.

Which number is a reasonable choice for the fraction of Janet's total money that she spends on books and videos?

A. $\frac{2}{7}$

B. $\frac{3}{5}$

C. $\frac{3}{2}$

D. $\frac{1}{2}$

Rubric: (1 point) The student enters the most reasonable choice (B).

Response Type: Multiple Choice, single correct response

Task Model 2C.2

Task Expectations:

- The student reports a number other than the direct result of the computations implied by the problem context because the context provides additional constraints on the allowable answers.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of numbers to be used.
- Tasks in this model have DOK Level 1 or 2.

Example Item 2C.2a (Grade 3)
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Vera is making 6 picture frames. Each picture frame requires 8 craft sticks. Craft sticks are sold in packs of 10.

What is the **fewest** number of packs of craft sticks Vera can buy to get the total she needs?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct number of packs (5).

Response Type: Equation/Numeric

Example Item 2C.2b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

There are 70 students traveling to a soccer tournament. All of the vans can take 9 students each.

How many vans are needed to take all of the students to the tournament?

Enter your answer in the response box.

Rubric: (1 point) The student enters the correct number of vans needed (8).

Response Type: Equation/Numeric

Example Item 2C.2c (Grade 5):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 5.NF.B)

Carl feeds his dog $2\frac{1}{2}$ cups of dog food every day. Each bag contains 64 cups of dog food.

What is the **maximum** number of days that Carl can feed his dog exactly $2\frac{1}{2}$ cups of dog food from one full bag?

Enter your answer in the response box.

Rubric: (1 point) The student is able to determine the total number of servings in one bag of food and interpret the remainder as not being enough for another whole serving (25).

Response Type: Equation/Numeric

Grades 3-5, Claim 2
Example Item 2C.2d (Grade 5):
Primary Target 2C (Content Domain NBT), Secondary Target 1D (CCSS 5.NBT.B)

Scott is buying water bottles and apples for his soccer team. The cost of buying packs of water bottles and bags of apples is shown in the table.

Item	Cost
One pack of 6 water bottles	$4.80
One bag of 5 apples	$3.20

What is the **least** amount of money that he can spend on whole packs of water bottles and bags of apple so that all 18 players on his team can have both a bottle of water and an apple?

Enter your answer, in dollars, in the response box.

Rubric: (1 point) The student enters the correct minimum cost (27.20).

Response Type: Equation/Numeric

Task Model 2C.3

Expectations:

- The student is asked to interpret the meaning of symbolic statements in a real-world context.
- Dimensions along which to vary the item include (a) varying the context, (b) varying the type of operations to be used, or (c) varying the type of the numbers to be used.
- Tasks in this model have DOK Level 2.

Example Item 2C.3a (Grade 3):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Billy has 9 full cans of juice. He has 9×8 ounces of juice all together. What could the 8 mean?

A. There are 8 ounces of juice in one full can.
B. There are 8 people who want juice.
C. He already drank 8 cans of juice.
D. He spilled 8 ounces of juice.

Rubric: (1 point) The student selects the correct option (A).

Response Type: Multiple choice, single correct response

Example Item 2C.3b (Grade 4):
Primary Target 2C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Najoo is 10 years old. Her pet turtle is 40 years old. How do their ages compare?

A. Najoo is 4 years older than her turtle.
B. Her turtle is 4 years older than Najoo.
C. Najoo is 4 times as old as her turtle.
D. Her turtle is 4 times as old as Najoo.

Rubric: (1 point) The student selects the correct option (D).

Response Type: Multiple choice, single correct response

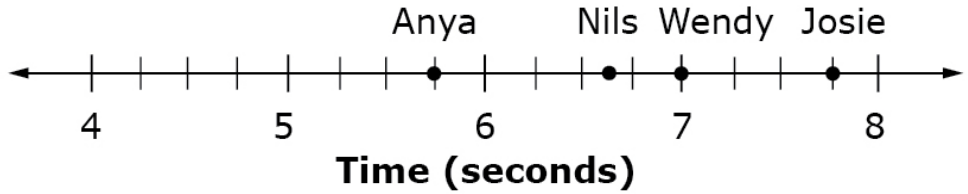
Task Model 2C.4

Task Expectations:

- The student is asked to interpret the meaning of points on a number line or in the coordinate plane in a real-world context.
- Dimensions along which to vary the item include (a) varying the context or (b) varying the type of the numbers to be used.
- Tasks in this model have DOK Level 1 or 2.

Example Item 2C.4a (Grade 3):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A)

Three friends ran a race. The points on the number line represent the race times, in seconds, for each friend.



Who had the shortest time?

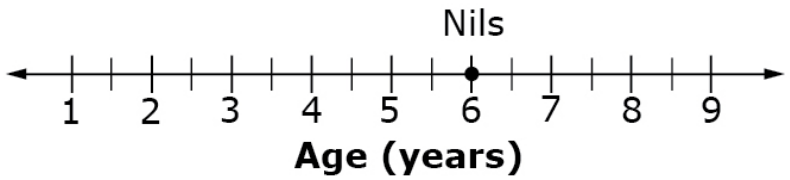
A. Anya
B. Nils
C. Wendy
D. Josie

Rubric: (1 point) The student selects the correct option (A).

Response Type: Multiple choice, single correct response

Example Item 2C.4b (Grade 3):
Primary Target 2C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.C)

Hank is 8.5 years old. Nils' age in years is plotted on the number line shown.



How many years older is Hank than Nils?

Enter the number of years in the response box.

Rubric: (1 point) The student enters the correct age difference (2.5 or 2 ½).

Response Type: Equation/numeric

Example Item 2C.4c (Grade 5):

Primary Target 2C (Content Domain G), Secondary Target 1J (CCSS 5.G.A)

Six students ran a race. The graph shows the ages and times of the six students.

What was Petra's time in seconds?

Rubric: (1 point) The student correctly identifies Petra's time (e.g., 14.8).
Note: Accept a tolerance of +/- 0.2 seconds

Response Type: Equation/Numeric

Commentary: Variations on this item include comparing quantities that are represented by the coordinates of points on the graph or asking the student to plot a point that satisfies a given condition, for example, asking the student to plot a point for Wendy, who has a shorter race time than Petra.

Target 2D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

Target 2D identifies a key step in the modeling cycle, and is thus frequently present in problems with real-world contexts. Note that Target 2D is rarely the primary target for an item, but is frequently a Secondary or Tertiary Target for an item with primary alignment to 2A, 2B, or 2C. See Items 1, 3, 4, and 5 in Task Model 1a, Item 1 in Task model 1d, and Items 2 and 3 in Task model 2a for examples that draw upon the skill set described in Target 2D.

General Task Model Expectations for Target 2D

- The student is presented with a mathematical problem in a real-world context where the quantities of interest are not named explicitly, are named but represented in different ways, or the relationship between the quantities is not immediately clear.
- The student is asked to solve a problem that may require the integration of concepts and skills from multiple domains.

Smarter Balanced

Mathematics Performance Task Specifications

Revised March 2018

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DESIGN SPECIFICATIONS

A Performance Task (PT) is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. A mathematics performance task elicits evidence of students' ability to "bring it all together" to develop a solution plan to the central challenge of the task.

The first section of this document defines A) key features, B) gatekeeper criteria, and C) criteria descriptors to guide the development and review of performance tasks for the Smarter Balanced Assessment Consortium. Task types (equivalent to genres in ELA) in mathematics include *Plan and Design*, *Analysis and Theory* and *Evaluate and Recommend* and hybrids of these types. Technical considerations for each task type are found in sections D–K of this document. The design specifications in this document are for performance tasks in mathematics and work in tandem with other *Consortium*-approved specifications, including mathematics content specifications, grade-level areas of emphases, universal design, general accessibility and bias guidelines, metadata requirements, and style guidelines for mathematics text, equations, and artwork.

A. Key Features of Mathematics Performance Tasks

(adapted from *Smarter Balanced Performance Task Specifications* document)

Performance tasks should:

- integrate knowledge and skills across multiple Claims and Targets–a key component of college and career readiness.
- measure capacities such as depth of understanding, research skills, and/or complex analysis with relevant evidence.
- require student-initiated planning, management of information/data and ideas, and/or interaction with other materials.
- reflect a grade level, developmentally appropriate real-world problem. Tasks elements (data sets, values provided, etc.) are not restricted to those actualized in the real world, but these elements should be realistic.
- allow for multiple approaches.
- represent content that is relevant and meaningful to students.
- allow for demonstration of twenty-first-century skills, such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.
- require scoring that focuses on the essence of the Claim(s) and Targets for which the task was written.
- be feasible for the school/classroom environment.
- allow for calculator use in grades 6, 7, 8 and 11.

B. Gatekeeper Criteria for Performance Assessments

A set of cross-cutting criteria have been developed to guide the development and review of Performance Tasks. The term *gatekeeper* indicates these as essential components of a quality PT. Performance Tasks that do not meet these criteria would not be accepted into the PT item pool. The gatekeeper criteria are listed below.

Aligned with Claims and Standards	PTs should go to the heart of the key Claims and Common Core State Standards for Mathematics. In particular, they should elicit evidence of Claims 2, 3, & 4: o Students can solve a range of complex, well-posed problems in pure[1] and applied mathematics, making productive use of knowledge and problem solving strategies. (Claim 2) o Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. (Claim 3) o Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems. (Claim 4) In addition, they should elicit evidence of student engagement in the Common Core Mathematical Practices.
Developmentally Appropriate	PT topics, tasks, and scoring should be appropriate for the age and developmental experience base of the students.
Engaging	Topics should be authentic and realistic, engaging students in solving a problem or making a decision they would find relevant.
Accessible	Topics and tasks should minimize sources of bias, allow for multiple pathways, and provide appropriate scaffolds or supports while keeping in mind that sources and response types need to allow access for students with different English language proficiency and students with disabilities.
Purposeful and Coherent	Tasks should have an authentic purpose, and all task components should be connected to achieving that goal.

[1] Note: PTs in particular aim to assess problem solving in applied mathematics.

TASK DEVELOPMENT AND SCORING SPECIFICATIONS

Task writers should ensure that the mathematics of the task is correct, and should use precise mathematical language.

C. Task Type Considerations

Plan and Design:

- For plan-and-design tasks, design constraints and parameters should be clearly labeled and explained in the prompt.

Evaluate and Recommend:

- For evaluate-and-recommend tasks, data sets should be drawn from authentic data sets. If they are mocked up, they should conform to reasonable estimates.
- The audience and format of the recommendation should be clearly stated (e.g., "Write a letter to your school principal with your recommendation.")

Analysis and Theory:

- For analysis-and-theory tasks, data sets should include an appropriate amount of data given the expectation that students will develop a theory about relationships within the problem.

These tasks provide a natural opportunity to engage students in the refinement of their theories, as additional data can be provided which suggests another theory.

D. Blueprint

1. Stimuli Presentation

When presenting stimuli, the following guidelines apply:

- There should be a reference (using bold font as an indicator) that connects items to the specific stimulus resource required for a response. The name of the resource should be bold in both the stem and stimulus (e.g., Use Table 1 to answer this question).
- The number of resources (tables/graphics) within the stimulus of a PT should be limited for grades 3–5, as follows:
  - Grade 3 – two or fewer
  - Grades 4–5 – three or fewer

2. Sets of Items

Each Grades 3 - 7 Performance Task should consist of a set of four to six items and each Grades 8 & 11 Performance Task should consist of a set of three to five[2] items (total points not critical). Each item may be worth 0-4 points, with guidelines for awarding 0, 1, 2, 3, or 4 points, but no half points. Scoring guides should allow for partial credit.

3. Ramping and Decision Making

Grades 3–7 PTs should exhibit appropriate ramping across items, while higher grades will

[2] At grades 8 & 11, a hand scored proof or justification extended response item aligned to Claim 3 will be included in the examination.

exhibit less ramping with each increasing grade. A ramped sequence of items should provide all students access to a task, while maintaining the challenge of the stated goal of the task for higher performers. A ramped sequence of items will begin with items that encourage entry into the task but are still directly related to the stated goal of the task. All PT items should focus on problem solving, reasoning, and modeling as opposed to procedural and computational skills.

While ramping is an appropriate part of building toward autonomous un-fragmented chains of reasoning in Grades 3 – 7, by Grades 8 & 11, tasks should utilize less ramping, be less closely guided, and require more autonomous decision-making.

The number of items in a PT should correspondingly decrease as the grade level increases, indicated by the aforementioned decrease from 4 – 6 items per PT in Grades 3-7 to 3-5 item per PT in Grades 8 & 11.

4. Independent vs. Interdependent Items

- Guidelines for the first 1-2 items:
  a. The first 1-2 items must be independent (i.e., not needed to score subsequent parts of the task), but still directly related to the stated goal of the task.
  b. The first 1-2 items should provide entry into the task. Here, "entry" means having low to low-medium difficulty and encourage students to make sense of the stated goal of the task.

- Guidelines for the remaining items:
  a. The remaining items in all performance tasks may be hand-scorable.
  b. The remaining items cannot depend on the independent item(s) mentioned above.
  c. The remaining items should be cohesive and may be interdependent with each other.
  d. Rubrics for the interdependent items should explicitly prevent students from being penalized multiple times if a mistake made on a preceding item is correctly carried through subsequent items.
  e. At grades 3–7, a minimum of two and a maximum of four items should be hand scored.
  f. At grade 8 & 11, a minimum of one and a maximum of four items should be hand scored.

5. Alignment to Claims

Performance Task items should contribute scores to each claim according to the following distribution. Again, there should be a total of 4-6 items in grades 3-7 PTs, and 3-5 items in grades 8 & 11 PTs.

Claim/Score Reporting Category	PT Items
1. Concepts and Procedures	0
2. Problem Solving	1–2
3. Communicating Reasoning	1–2
4. Modeling and Data Analysis	1–3
Total	3-6 items

Grades 3-5 Mathematics Item Specification Claim 3	
This claim refers to a recurring theme in the CCSSM content and practice standards: the ability to construct and present a clear, logical, convincing argument. For older students this may take the form of a rigorous deductive proof based on clearly stated axioms. For younger students this will involve more informal justifications. Assessment tasks that address this claim will typically present a claim or a proposed solution to a problem and will ask students to provide, for example, a justification, an explanation, or counter-example. (*Mathematics Content Specifications, p.63*) Communicating mathematical reasoning is not just a requirement of the Standards for Mathematical Practice—it is also a recurrent theme in the Standards for Mathematical Content. For example, many content standards call for students to explain, justify, or illustrate.	
Primary Claim 3: Communicating Reasoning: Students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 3 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 3 targets in the item form. If Claim 2 or Claim 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 3 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Table (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as: ○ All correct choices (2 points); at least ½ but less than all correct choices (1 point)

	○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 3 items that are part of a performance task may take 3 to 10 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear,

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]
Development Notes	• Items and task assessing Claim 3 may involve application of more than one standard. The focus is on communicating reasoning rather than demonstrating mathematical concepts or simple applications of mathematical procedures. • Targeted content standards for Claim 3 should belong to the major work of the grade (reference table of standards shown below). • Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 3. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 3. • Claim 3 items that require any degree of hand scoring can only be developed for performance tasks for grades 3-5. At least 80% of the items written to Claim 3 should primarily assess the standards and clusters listed in the table that follows.

Grade 3	Grade 4	Grade 5
3.OA.B	4.OA.A.3	5.NBT.A.2
3.NF.A	4.NBT.A	5.NBT.B.6
3.NF.A.1	4.NBT.B.5	5.NBT.B.7
3.NF.A.2	4.NBT.B.6	5.NF.A.1
3.NF.A.3	4.NF.A	5.NF.A.2
3.MD.A	4.NF.A.1	5.NF.B
3.MD.C.7	4.NF.A.2	5.NF.B.3
	4.NF.B.3a	5.NF.B.4
	4.NF.B.3b	5.NF.B.7a
	4.NF.B.3c	5.NF.B.7b
	4.NF.B.4a	5.MD.C
	4.NF.B.4b	5.MD.C.5a
	4.NF.C	5.MD.C.5b
	4.NF.C.7	5.G.B*
		5.G.B.4*

*Denotes additional and supporting clusters

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Assessment Targets: Any given item/task should provide evidence for several of the following assessment targets; each of the following targets should not lead to a separate task. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Test propositions or conjectures with specific examples. (DOK 2)
Tasks used to assess this target should ask for specific examples to support or refute a proposition or conjecture (e.g., An item stem might begin, "Provide 3 examples to show why/how…").

Target B: Construct, autonomously[4], chains of reasoning that will justify or refute propositions or conjectures[5]. (DOK 3, 4)
Tasks used to assess this target should ask students to develop a chain of reasoning to justify or refute a conjecture. Tasks for Target B might include the types of examples called for in Target A as part of this reasoning, but should do so with a lesser degree of scaffolding than tasks that assess Target A alone. Some tasks for this target will ask students to formulate and justify a conjecture.

Target C: State logical assumptions being used. (DOK 2, 3)
Tasks used to assess this target should ask students to use stated assumptions, definitions, and previously established results in developing their reasoning. In some cases, the task may require students to provide missing information by researching or providing a reasoned estimate.

Target D: Use the technique of breaking an argument into cases. (DOK 2, 3)
Tasks used to assess this target should ask students to determine under what conditions an argument is true, to determine under what conditions an argument is not true, or both.

Target E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (DOK 2, 3, 4)
Tasks used to assess this target present students with one or more flawed arguments and ask students to choose which (if any) is correct, explain the flaws in reasoning, and/or correct flawed reasoning.

Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, 3)
In earlier grades, the desired student response might be in the form of concrete referents. In later grades, concrete referents will often support generalizations as part of the justification rather than constituting the entire expected response.

[4] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

[5] At the secondary level, these chains may take a successful student 10 minutes to construct and explain. Times will be somewhat shorter for younger students, but still giving them time to think and explain. For a minority of these tasks, subtasks may be constructed to facilitate entry and assess student progress towards expertise. Even for such "apprentice tasks" part of the task will involve a chain of autonomous reasoning that takes at least 5 minutes.

Grade 3 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 3 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **3.OA.B:** Understand properties of multiplication and the relationship between multiplication and division. **Number and Operations—Fractions (NF)** **3.NF.A:** Develop understanding of fractions as numbers. **3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **Measurement and Data (MD)** **3.MD.A:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. **3.MD.C:** Geometric measurement: understand concepts of area and relate area to multiplication and to addition. **3.MD.C.7** Relate area to the operations of multiplication and addition.

Grade 4 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 4 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations in Base Ten (NBT)** **4.NBT.B:** Use place value understanding and properties of operations to perform multi-digit arithmetic **4.NBT.B5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-

Grade 4 standards that lend themselves to communicating reasoning	digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Number and Operations—Fractions (NF)** **4.NF.A:** Extend understanding of fraction equivalence and ordering. **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. **4.NF.B.3** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **a.** Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* **b.** Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* **4.NF.C:** Understand decimal notation for fractions, and compare decimal fractions. **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Grade 5 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 5 Claim 3 items:** **Number and Operations in Base Ten (NBT)** **5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NTB.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2*. **5.NF.B:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **5.NF.B.7** **a.** Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

Grade 5 standards that lend themselves to communicating reasoning	**b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* **Measurement and Data (MD)** **5.MD.C:** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.C.5** **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **Standards to integrate with the focus on fractions and whole number operations:** **Geometry (G)** **5.G.B:** Classify two-dimensional figures into categories based on their properties. **5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.

Range ALDs – Claim 3 Grades 3-5	**Level 1** Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.
	Level 2 Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.
	Level 3 Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.
	Level 4 Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply.

Target 3A: Test propositions or conjectures with specific examples.

General Task Model Expectations for Target 3A

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items in this task model should probe the key mathematical structures that students at that grade-level are studying, such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- In response to a claim or conjecture, the student should:
    - Find a counterexample if the claim is false,
    - Find examples and non-examples if the claim is sometimes true, or
    - Provide supporting examples for a claim that is always true without concluding that the examples establish that truth, unless there are only a finite number of cases and all of them are established one-by-one. The main role for using specific examples in this case is for students to develop a hypothesis that the conjecture or claim is true, setting students up for work described in Claim 3B.
- False or partially true claims that students are asked to find counterexamples for should frequently draw upon commonly held mathematical misconceptions.
- Note: Use appropriate mathematical language in asking students for a single example. While a single example can be used to refute a conjecture, it cannot be used to prove one is always true unless that is the one and only case.

Task Model 3A.1

- The student is presented with a proposition or conjecture and asked to give
    - A counterexample if the claim is false,
    - Examples and non-examples if the claim is sometimes true, or
    - One or more supporting examples for a claim that is always true without concluding that the examples establish that truth.

Example Item 3A.1a (Grade 3)
Primary Target 3A (Content Domain OA), Secondary Target 1D (CCSS 3.OA.B), Tertiary Target 3F

Marquis said, "The more numbers you multiply, the greater the product." Then he wrote:

$2 \times 8 = 16$
$2 \times 5 \times 5 = 50$
$2 \times 3 \times 5 \times 2 = 60$

$60 > 50 > 16$

Give an example of a product of two numbers that is greater than $2 \times 5 \times 5$.

[ ] x [ ] > $(2 \times 5 \times 5)$

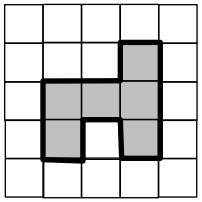
Enter the numbers in the two response boxes.

Rubric: (1 point) The student enters two numbers in the response boxes whose product is greater than 50. (e.g., 7 and 8).

Response Type: Equation/numeric

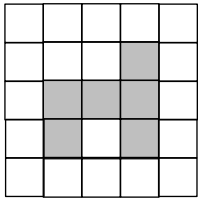
Example Item 3A.1b (Grade 4)
Primary Target 3A (Content Domain MD), Secondary Target 1I (CCSS 3.MD.D), Tertiary Target 3F

William shaded 6 squares in a grid to make the figure shown.

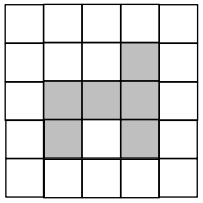


He claims that if he **adds 1 more** square to this figure in different places, the perimeter can be greater than, less than, or equal to the perimeter of the original figure.

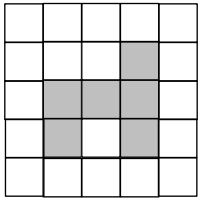
Part A. Click to shade one more square so the perimeter is greater than the original figure.



Part B. Click to shade one more square so the perimeter is less than the original figure.



Part C. Click to shade one more square so the perimeter is equal to the original figure.



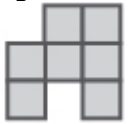
Rubric: (2 points) The student is able to provide an example that supports each conjecture.
(1 point) The student is able to provide two out of three correct examples.
(0 points) The student is unable to provide at least two correct examples.

Exemplar[6]:

For Part A, the perimeter has to be greater than 14 units.

For Part B, the perimeter of the figure has to be less than 14 units.

For Part C, the perimeter of the figure has to be equal to 14 units.



Response Type: Hot Spot

[6] An exemplar is just one example of a correct response. Other correct responses are possible.

Example Item 3A.1c (Grade 5)
Primary Target 3A (Content Domain NBT), Secondary Target 1D (CCSS 4.NBT.B), Tertiary Target 3F

Nina says, "If you multiply a 2-digit number and a 1-digit number, you get a 3-digit number."

Enter numbers in the table to give one example of when Nina's claim is true, and another example that shows her claim is **not** always true.

Example of when –	**2-digit number**	**1-digit number**	**3-digit product**
Nina's claim is true			
Nina's claim is **not** true			

Rubric: (2 points) The student gives an example where the product is a three-digit number (e.g., $90 \times 2=180$) and an example where it is not (e.g., $10 \times 2=20$).
(1 point) The student gives an example where the product is a three-digit number or an example where it is not.

Response Type: Fill-in Table

Task Model 3A.2

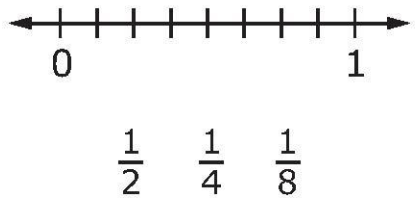
- The student is presented with one or more propositions or conjectures and several examples and asked implicitly or explicitly which examples support or refute each proposition.
- Items in this task model should cover all cases and not be unintentionally misleading about the truth status of a particular proposition or conjecture.

Example Item 3A.2a (Grade 3)
Primary Target 3A (Content Domain NF), Secondary Target 1F (CCSS 3.NF.3d), Tertiary Target 3F

Robert said, "When comparing two fractions with a numerator of 1, the fraction with the bigger denominator is always greater."

Part A
Drag each fraction to the correct location on the number line.

Part B
Is Robert's statement true? Click Yes or No.



Is Robert's statement true?
Click Yes or No.

Yes No

Interaction: The student drags fractions from the single-use palette to the number line and clicks on "Yes" or "No."

Rubric: (2 points) The student places all three fractions in the correct locations and answers "No."
(1 point) The student either places all the fractions in the correct locations and answers "Yes"; or places all fractions in the correct order but misses the correct location for one or more fractions and answers "No."

Response Type: Drag and Drop and Hot Spot

Example Item 3A.2b (Grade 4)
Primary Target 3A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Click in the box that matches each division problem to the correct claim.

Claim	200 ÷ 5	777 ÷ 7	108 ÷ 9
When you divide a 3-digit number by a 1-digit number, the quotient can have **1 digit**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **2 digits**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **3 digits**.			

Rubric: (1 point) The student matches each quotient to the appropriate claim (e.g., Claim 2: 200 ÷ 5 and 108 ÷ 9. Claim 3: 777 ÷ 7.).

Response Type: Matching Table

Target 3B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.

General Task Model Expectations for Target 3B

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items for this target can probe a key mathematical structure such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- Items for this target can require students to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context. The difference between items for Claim 2A and Claim 3B is that the focus in 3B is on communicating the reasoning process in addition to getting the correct answer.
- Note that in grades 3–5, items can provide more structure than items for later grades to help them understand the expectations for justifying or refuting a proposition or conjecture.

Task Model 3B.1

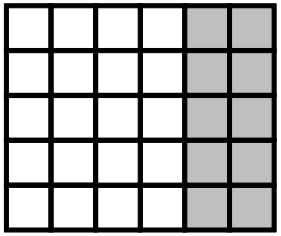
- The student is presented with a proposition or conjecture. The student is asked to identify or construct reasoning that justifies or refutes the proposition or conjecture.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.1a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3F

Bev said, "I can find 5×6 by adding 5×4 and 5×2."

She wrote this equation and drew this picture to show her thinking.

$5 \times 6 = 5 \times 4 + 5 \times 2$

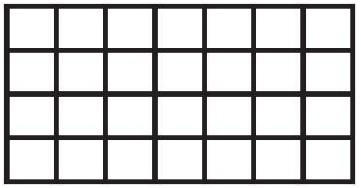


Mel wrote this equation: $4 \times 7 = 4 \times 3 + 4 \times 4$

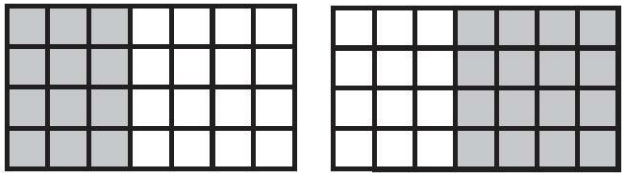
Is this equation true? Click on Yes or No.

Yes | No

Click on the squares to draw a picture that supports your answer.



Rubric: (1 point) The student identifies the equation as true and clicks to shade either a 4 x 3 rectangle or a 4 x 4 rectangle; see examples below.



Response Type: Hotspot

Example Item 3B.1b (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 4.NBT.B), Tertiary Target 3F

Carter says, "8000 is 100 times as large as 80."

Choose three statements that support this claim.

Drag them into a logical order.

1.

2.

3.

So 8000 is 100 times as large as 80.

80 is 10 times as large as 8.
800 is 10 times as large as 80.
8000 is 10 times as large as 800.
$10 \times 10 = 100$
$10 \times 100 = 1000$
$80 \times 10 = 800$
$800 \times 10 = 8000$

Rubric: (1 point) The student selects three statements that complete an explanation for the claim and puts them in a logical order. In this particular example, the order doesn't matter.

Exemplars:

1. 800 is 10 times as big as 80.	1. $80 \times 10 = 800$
2. 8000 is 10 times as big as 800.	2. $800 \times 10 = 8000$
3. $10 \times 10 = 100$	3. $10 \times 10 = 100$

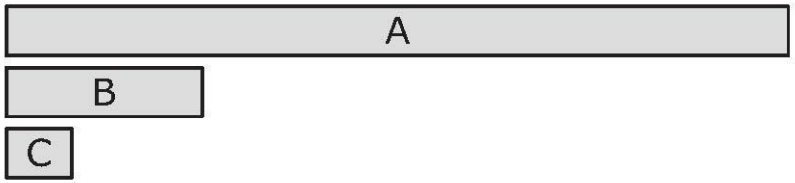
Response Type: Drag and Drop

Task Model 3B.2

- The student is asked a mathematical question and is asked to identify or construct reasoning that justifies his or her answer.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.2a (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS), Tertiary Target 3F

Rectangle A is 4 times as long as rectangle B.
Rectangle B is 3 times as long as rectangle C.



How many times greater is rectangle A than rectangle C?

☐ **times**

Choose three equations that, when taken together, support your claim. Drag them into a logical order.

1.	
2.	
3.	
$4 \times A = B$	$3 \times C = B$
$4 \times B = A$	$4 \times (3 \times C) = A$
$3 \times B = C$	$3 \times (4 \times C) = A$

Rubric: (2 point) The student enters the correct multiplicative factor in the response box (e.g., 12) and selects three statements that support the claim and puts them in a logical order.
(1 point) The student does one or the other.

Exemplars:

1. 4 x B = A
2. 3 x C = B
3. 4 x (3 x C) = C

1. 3 x C = B
2. 4 x B = A
3. 4 x (3 x B) = A

Response Type: Equation/Numeric and Drag and Drop

Note: Functionality to combine these items types doesn't currently exist. The item could be implemented as a 1 point item if the scale factor is given.

Example Item 3B.2b (Grade 5)
Primary Target 3B (Content Domain MD), Secondary Target 1I (CCSS 5.MD.5), Tertiary Target 3F

The dimensions of a right rectangular prism are:

- length = 9 centimeters
- width = 3 centimeters
- height = 5 centimeters

What will happen to the volume of the right rectangular prism if the length, the width, and the height are each doubled?

The new volume will be [drop-down choices: 2, 4, 6, 8] times the original volume because $(2 \times 9)(2 \times 3)(2 \times 5) =$ [drop-down choices: 2, 4, 6, 8] $\times (9 \times 3 \times 5)$.

Rubric: (1 point) The student selects the correct multiplier (e.g., 8) in both drop-down menus.

Response Type: Drop-down menu

Note: Functionality for this item doesn't currently exist, though we anticipate to be able to offer drop-down items by 2018. The item could be implemented as a multiple choice in the meantime.

Task Model 3B.3

- Items for this target require the student to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context.
- The difference between Claim 2 task models and this task model is that the student needs to provide some evidence of his/her reasoning. The difference between Claim 4 task models and this task model is that the problem is completely well posed and no extraneous information is given.

Example Item 3B.3a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D)

A bird ate 400 grams of food in 3 days. The bird ate 120 grams of food on Day 1, 150 grams of food on Day 2, and g grams of food on Day 3.

Day	Grams of Food
1	120
2	150
3	g

How many grams of food did the bird eat on Day 3? Enter your answer in the first response box.

In the second response box, enter an equation that you could solve to find the amount of food the bird ate on Day 3.

Rubric: (2 points) The student enters the correct number of grams of food on Day 3 and enters a correct (e.g., 130; $400 - 120 - 150 = x$, $120 + 150 + x = 400$, or equivalent equation).
(1 point) The student enters the correct number of grams of food on Day 3 or enters a correct equation.

Response Type: Equation/Numeric (2 response boxes)

Example Item 3B.3b (Grade 4)
Primary Target 3B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.A)

- There are 60 seconds in a minute.
- There are 60 minutes in an hour.
- There are 24 hours in a day.

What is the total number of minutes in 1 day? Enter your answer in the first response box.

Write an expression that shows how you found your answer. Enter your expression in the second response box.

Rubric: (2 points) The student enters the correct number of minutes in a day in the first response box (1440) and a correct equation in the second response box (e.g., 60×24, 144×10, or equivalent expressions).
(1 point) The student enters the correct number of minutes in a day in the first response box or a correct equation in the second response box.

Response Type: Equation/Numeric (2 response boxes)

Target 3C: State logical assumptions being used.

General Task Model Expectations for Target 3C

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- For some items, the student must explicitly identify assumptions that
  - Make a problem well-posed, or
  - Make a particular solution method viable.
- When possible, items in this target should focus on assumptions that are commonly made implicitly and can cause confusion when left implicit.
- For some items, the student will be given a definition and be asked to reason from that definition.

Task Model 3C.1

- The student is asked to identify an unstated assumption that would make the problem well-posed or allow them to solve a problem using a given method.

Example Item 3C.1a (Grade 3)
Primary Target 3C (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B)

A 20 meter rope is cut into 4 pieces. Jenny says you can find the length of each piece by finding 20 ÷ 4.

What statement best describes Jenny's claim?

A. Jenny's claim is false. She should add 4 and 20 instead.
B. Jenny's claim is false. She should multiply 4 and 20 instead.
C. Jenny's claim is true if you assume that each piece is 4 meters long.
D. Jenny's claim is true if you assume that the pieces are all equal in length.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3C.1b (Grade 5)
Primary Target 3C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Gil and Nina are comparing the numbers 3 and 12.

Gil says, "12 is 9 more than 3."

Nina says, "12 is 4 times more than 3."

What is true about Gil and Nina's statements?

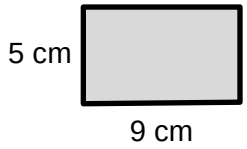
A. Nina is correct and Gil is not. You should multiply to compare the numbers.
B. Gil is correct and Nina is not. You should add to compare the numbers.
C. They are both correct. They just compared using different operations.
D. Neither one is correct. You have to compare like this: 12 > 3.

Rubric: (1 point) The student selects the correct statement (e.g., C).

Response Type: Multiple Choice, single correct response

Example Item 3C.1c (Grade 5)
Primary Target 3C (Content Domain G, MD), Secondary Target 1K (CCSS 5.G.B, 4.MD.A.3), Tertiary Target 3D

Carrie saw the figure below and said that its area is $5 \times 9 = 45$ square centimeters.



Which statement best supports Carrie's claim?

A. It is true if the opposite sides have the same length.
B. It is true if the figure is a rectangle.
C. It is false if the opposite sides have the same length.
D. It is false if the figure is a rectangle.

Rubric: (1 point) The student selects the correct statement (e.g., B).

Response Type: Multiple Choice, single correct response

Example Item 3C.1d (Grade 5)
Primary Target 3C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.A.2), Tertiary Target 3D

Flo ate $\frac{3}{4}$ of a sandwich and Arnie ate $\frac{2}{3}$ of a sandwich. If Arnie ate more, what must be true?

A. Flo's sandwich is bigger.
B. Arnie's sandwich is bigger.
C. The sandwiches are the same size.
D. It doesn't matter which sandwich is bigger.

Rubric: (1 point) The student selects the correct assumption (e.g., B).

Response Type: Multiple Choice, single correct response

Task Model 3C.2

- The student will be given one or more definitions or assumptions and be asked to reason from that set of definitions and assumptions.

Example Item 3C.2a (Grade 5)
Primary Target 3C (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Patrick is learning about quadrilaterals. He was given the following true statements.

- Opposite sides of all parallelograms have the same length.
- Opposite sides of all rectangles have the same length.
- All sides of a square have the same length.
- All rectangles are parallelograms.
- All rectangles have right angles.
- All squares have right angles.

Based on this information, Patrick assumes the following statements are always true. Which statement is **not** supported by the given information?

A. All squares are rectangles.
B. All squares are parallelograms.
C. All parallelograms are rectangles.
D. All parallelograms are quadrilaterals.

Rubric: (1 point) The student selects the correct response (e.g., C).

Response Type: Multiple choice, single correct response

Target 3D: Use the technique of breaking an argument into cases.

General Task Model Expectations for Target 3D

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is given
  - A problem that has a finite number of possible solutions, some of which work and some of which don't, or
  - A proposition that is true in some cases but not others.
- Items for Claim 3 Target D should either present an exhaustive set of cases to consider or expect students to consider all possible cases in turn in order to distinguish it from items in other targets.
- In grades 3-5, the student will be given the cases to consider.

Task Model 3D.1

- The student is given a problem that has a finite number of possible solutions, some of which work and some of which don't.

Example Item 3D.1a (Grade 3)

Primary Target 3D (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Select **all** the ways can you divide 15 children into equal groups with none left over.

A. 2 groups
B. 3 groups
C. 4 groups
D. 5 groups

Rubric: (1 point) The student selects the possible number of groups (B and D).

Response Type: Multiple Choice, multiple correct response

Example Item 3D.1b (Grade 4)
Primary Target 3D (Content Domain MD), Secondary Target 1K (CCSS 4.MD.C)

When you cut an obtuse angle into two smaller angles, what can be true? (Select **all** that apply.)

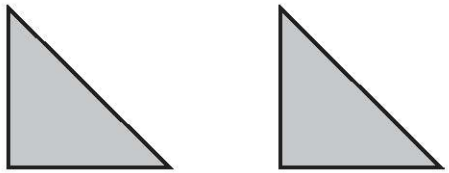
A. The two smaller angles can be less than 90 degrees.
B. At least one of the two smaller angles can be greater than 90 degrees.
C. Both of the two smaller angles can be greater than 90 degrees.

Rubric: (1 point) The student selects the possible cases (A and B).

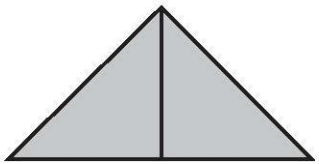
Response Type: Multiple Choice, multiple correct response

Example Item 3D.1c (Grade 5)
Primary Target 3D (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Nora has drawn two identical isosceles right triangles.



Here is a way to put them together so that they share a side and make another triangle.



Select **all** the quadrilaterals Nora can make with these triangles if she puts them together so that they share a side.

A. A square
B. A rectangle that is not a square
C. A rhombus that is not a square
D. A parallelogram that is not a rectangle

Rubric: (1 point) The student selects the possible cases (A and D).

Response Type: Multiple Choice, multiple correct response

Task Model 3D.2

- The student is given a proposition and an exhaustive list of cases and asked to determine in which of those cases the proposition is true.

Example Item 3D.2a (Grade 3)
Primary Target 3D (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3C

n is a whole number and $n \times 5 = 5$.

Identify which values of *n* make this equation true.

	True	False
When $n = 0$		
When $n = 1$		
When $n > 1$		
This is never true		

Rubric: (1 point) The student identifies the correct values of *n* (F, T, F, F)

Response Type: Matching Table

Example Item 3D.2b (Grade 4)
Primary Target 3D (Content Domain NF), Secondary Target 1G (CCSS 4.NF.A), Tertiary Target 3C

What must be true about *d* to make this inequality true?

$\frac{3}{d} > \frac{3}{10}$

Identify which values of *d* make this equation true.

	True	False
$d < 10$		
$d = 10$		
$d > 10$		

Rubric: (1 point) The student identifies the correct values of *d* (T, F, F)

Response Type: Matching Table

Example Item 3D.2c (Grade 5)
Primary Target 3D (Content Domain NF), Secondary Target 1? (CCSS 5.NF.B), Tertiary Target 3C

32×45 is greater than both 32 and 45. When is $a \times b$ between a and b?

Select **all** that apply.

A. When $a > 1$ and $b > 1$
B. When $a < 1$ and $b > 1$
C. When $b < 1$ and $a > 1$
D. When $a < 1$ and $b < 1$

Rubric: (1 point) The student selects B and C.

Response Type: Multiple Choice, multiple correct response

Target 3E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is.

General Task Model Expectations for Target 3E

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is presented with valid or invalid reasoning and told it is flawed or asked to determine its validity. If the reasoning is flawed, the student identifies, explains, and/or corrects the error or flaw.
- The error should be more than just a computational error or an error in counting, and should reflect an actual error in reasoning.
- Analyzing faulty algorithms is acceptable so long as the algorithm is internally consistent and it isn't just a mechanical mistake executing a standard algorithm.

Task Model 3E.1

- Some flawed reasoning or student work is presented and the student identifies and/or corrects the error or flaw.
- The student is presented with valid or invalid reasoning and asked to determine its validity. If the reasoning is flawed, the student will explain or correct the flaw.

Example Item 3E.1a (Grade 3)
Primary Target 3E (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A), Tertiary Target 3C

Tasha is solving this problem:

There 4 tanks with 10 fish in each tank. How many fish are there all together?

Tasha claims, "There are 4 + 10 = 14 fish all together."

Which statement best describes Tasha's claim?

A. Tasha correctly added to find the total.
B. Tasha should subtract instead.
C. Tasha should multiply instead.
D. Tasha should divide instead.

Rubric: (1 point) The student selects the correct statement (C).

Response Type: Multiple Choice, single correct response

Example Item 3E.1b (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.B)

Harvey was solving this problem:

There are 12 packets of gum each with a mass of 65 grams. What is the mass of all of the packets combined?

Harvey said, "I can multiply the tens places and the ones places and add them."

Then he wrote:
12 = 10 + 2
65 = 60 + 5
600 + 10 = 610
The total mass is 610 grams.

Which statement best describes Harvey's claim?

A. Harvey solved the problem correctly and got the right answer.
B. Harvey made a mistake in solving the problem but got the right answer anyway.
C. Harvey had a correct way of solving the problem but got the wrong answer.
D. Harvey's solution is not correct because he did not multiply the tens with the ones.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3E.1c (Grade 5)
Primary Target 3E (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Brian is adding $\frac{2}{3} + \frac{7}{5}$. He wrote: $\frac{2}{3} + \frac{7}{5} = \frac{2+7}{3+5} = \frac{9}{8}$

Brian's approach is **not** correct. Select **all** of the statements that could indicate mistakes with Brian's approach.

A. He added the denominators.
B. He didn't write $\frac{7}{5}$ as a mixed number.
C. He didn't write his answer as a mixed number.
D. He added the numerators when the denominators were different.

Rubric: (1 point) The student clicks on the mistakes in the algorithm (A and S).

Response Type: Multiple Choice, multiple correct response

Task Model 3E.2

- Two or more approaches or chains of reasoning are given and the student is asked to identify the correct method and justification OR identify the incorrect method/reasoning and the justification.

Example Item 3E.2a (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C, Quaternary Target 3F

Zach and Nate both rounded 6481, but used different methods.

Zach thought about it this way:	Nate thought about it this way:
6481 rounds to 6480 6480 rounds to 6500 6500 rounds to 7000 So 6481 rounds to 7000.	6481 is closer to 6000 than to 7000, so it rounds to 6000.

Which statement best describes these methods?

A. Zach's method is correct.
B. Nate's method is correct.
C. Both methods are correct.
D. Neither method is correct.

Rubric: (1 point) The student selects the correct method (B).

Response Type: Multiple Choice, single correct response

Example Item 3E.2a (Grade 5)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C

Mr. Spivak's class was finding the volume of a right rectangular prism with dimensions 20 cm, 45 cm, and 80 cm.

Brigit said, "I tried two ways of multiplying the dimensions and got different answers. I can't figure out what went wrong."

She explained her two ways to Mr. Spivak.

First method:	**Second method:**
Step 1: I distributed. $20 \times (45 \times 80) = (20 \times 45) + (20 \times 80)$	Step 1: I broke apart the numbers. $20 \times 45 \times 80 = (2 \times 10) \times (5 \times 9)$ x (8×10)
Step 2: I multiplied 20 by 45 and 20 by 80. $= 900 + 1600$	Step 2: I rearranged the numbers.
Step 3: Then I added. $= 2500$	Step 3: Then I multiplied everything. $= 72 \times (10 \times 100) = 72{,}000$

Which method has an error? Which step has the first error in that method?

Brigit's [drop-down options: first, second] method has an error. She made the error in step [drop-down options: 1, 2, 3].

Rubric: (1 point) The student selects the incorrect method (first) and identifies the step in which the error occurred (1).

Response Type: Drop-down Menu[7]

[7] This response is not yet supported by the Smarter Balanced item authoring tool, but is expected as an enhancement by 2017.

Target 3F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions

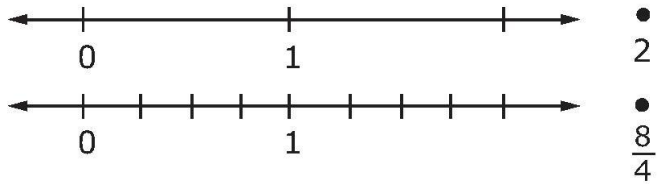
Task Model 3F.1

- The student uses concrete referents to help justify or refute an argument.
- Items in this task model should address content in standards that specifically call for number lines, diagrams, and contexts to be used as a basis for reasoning.

Example Item 3F.1a (Grade 3)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

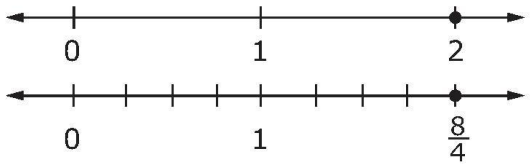
Compare $\frac{8}{4}$ and 2.

Part A
Plot each number on a number line.



Part B
$\frac{8}{4}$ [drop-down choices: <, =, >] 2

Rubric: (1 point) The student plots the points correctly (see below) and selects the correct comparison (=).



Response Type: Drop-down Menu, Graphing

Note: Functionality for this item type does not currently exist.

Example Item 3B.1b (Grade 3)
Primary Target 3F (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

Part A

Which comparison between $\frac{1}{5}$ and $\frac{1}{8}$ is correct?

A. $\frac{1}{5} < \frac{1}{8}$

B. $\frac{1}{5} > \frac{1}{8}$

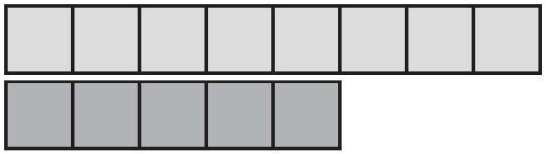
C. $\frac{1}{5} = \frac{1}{8}$

Part B

Choose a picture that supports your answer in *Part A*.

D.

E.



F.

Rubric: (1 point) The student selects the correct comparison and the correct picture (B, F).

Response Type: Drop-down Menu and Multiple Choice, single correct response

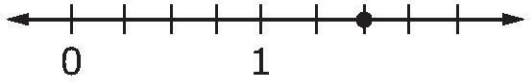
Example Item 3F.1c (Grade 4)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 4.NF.A), Tertiary Target 3B

Which number line shows that $\frac{3}{4} = \frac{6}{8}$?

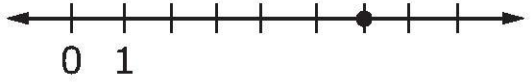
A.

B.

C.



D.



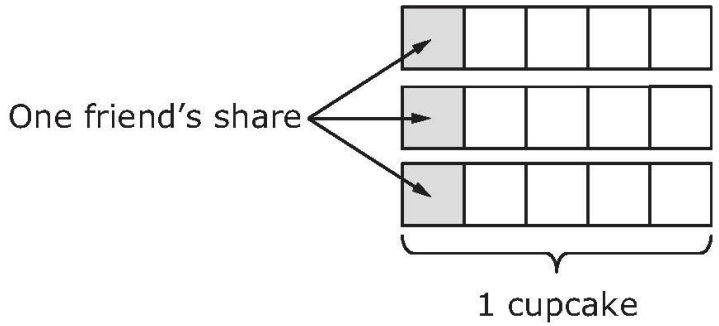
Rubric: (1 point) The student selects the correct number line (A).

Response Type: Multiple Choice, single correct response

Example Item 3F.1d (Grade 5)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 3B

Complete the story about friends sharing cupcakes to show that $3 \div 5 = \frac{3}{5}$.

- 5 friends were sharing 3 cupcakes. They divided each cupcake into 5 equal pieces.
- Each piece is [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake.
- Each friend got 1 piece of each cupcake.
- Each friend got [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake in total.



Rubric: (1 point) The student selects the correct unit fraction ($\frac{1}{5}$) and the correct total amount each friend receives ($\frac{3}{5}$).

Response Type: Drop-down Menu

Grades 3-5 Mathematics Item Specification Claim 3	
This claim refers to a recurring theme in the CCSSM content and practice standards: the ability to construct and present a clear, logical, convincing argument. For older students this may take the form of a rigorous deductive proof based on clearly stated axioms. For younger students this will involve more informal justifications. Assessment tasks that address this claim will typically present a claim or a proposed solution to a problem and will ask students to provide, for example, a justification, an explanation, or counter-example. (*Mathematics Content Specifications, p.63*) Communicating mathematical reasoning is not just a requirement of the Standards for Mathematical Practice—it is also a recurrent theme in the Standards for Mathematical Content. For example, many content standards call for students to explain, justify, or illustrate.	
Primary Claim 3: Communicating Reasoning: Students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	
Secondary Claim(s): Items/tasks written primarily to assess Claim 3 will necessarily involve some Claim 1 content targets. Related Claim 1 targets should be listed below the Claim 3 targets in the item form. If Claim 2 or Claim 4 targets are also directly related to the item/task, list those following the Claim 1 targets in order of prominence.	
Primary Content Domain: Each item/task should be classified as having a primary, or dominant, content focus. The content should draw upon the knowledge and skills articulated in the progression of standards leading up to and including the targeted grade within and across domains.	
Secondary Content Domain(s): While tasks developed to assess Claim 3 will have a primary content focus, components of these tasks will likely produce enough evidence for other content domains that a separate listing of these content domains needs to be included where appropriate.	
DOK Levels	1, 2, 3
Allowable Response Types	**Response Types:** Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Equation/Numeric (EQ); Drag and Drop, Hot Spot, and Graphing (GI); Matching Table (MA); Fill-in Table (TI) No more than five choices in MS and MA items. Short Text–Performance tasks only **Scoring:** Scoring rules and answer choices will focus on a student's ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible. • MC and MS items will be scored as correct/incorrect (1 point) • If MA items require two skills, they will be scored as: ○ All correct choices (2 points); at least ½ but less than all correct choices (1 point)

	○ Justification[1] for more than 1 point **must be** clear in the scoring rules ○ Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly. • EQ, GI, and TI items will be scored as: ○ Single requirement items will be scored as correct/incorrect (1 point) ○ Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point) ○ Justification for more than 1 point **must be** clear in the scoring rules
Allowable Stimulus Materials	Effort must be made to minimize the reading load in problem situations. Use tables, diagrams with labels, and other strategies to lessen the reading load. Use simple subject-verb-object (SVO) sentences; use contexts that are familiar and relevant to students at the targeted grade level. Target-specific stimuli will be derived from the Claim 1 targets used in the problem situation. All real-world problem contexts will be relevant to the age of the students. Stimulus guidelines specific to task models are given below.
Construct Relevant Vocabulary	Refer to the Claim 1 specifications to determine Construct Relevant Vocabulary associated with specific content standards.
Allowable Tools	Any mathematical tools appropriate to the problem situation and the Claim 1 target(s). Some tools are identified in Standard for Mathematical Practice #5 and others can be found in the language of specific standards.
Target-Specific Attributes	CAT items should take from 2 to 5 minutes to solve; Claim 3 items that are part of a performance task may take 3 to 10 minutes to solve.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[2] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear,

[1] For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

[2] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

	concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[3]
Development Notes	• Items and task assessing Claim 3 may involve application of more than one standard. The focus is on communicating reasoning rather than demonstrating mathematical concepts or simple applications of mathematical procedures. • Targeted content standards for Claim 3 should belong to the major work of the grade (reference table of standards shown below). • Claim 1 *Specifications* that cover the following standards should be used to help inform an item writer's understanding of the difference between how these standards are measured in Claim 1 versus Claim 3. Development notes have been added to many of the Claim 1 specifications that call out specific topics that should be assessed under Claim 3. • Claim 3 items that require any degree of hand scoring can only be developed for performance tasks for grades 3-5. At least 80% of the items written to Claim 3 should primarily assess the standards and clusters listed in the table that follows.

Grade 3	Grade 4	Grade 5
3.OA.B	4.OA.A.3	5.NBT.A.2
3.NF.A	4.NBT.A	5.NBT.B.6
3.NF.A.1	4.NBT.B.5	5.NBT.B.7
3.NF.A.2	4.NBT.B.6	5.NF.A.1
3.NF.A.3	4.NF.A	5.NF.A.2
3.MD.A	4.NF.A.1	5.NF.B
3.MD.C.7	4.NF.A.2	5.NF.B.3
	4.NF.B.3a	5.NF.B.4
	4.NF.B.3b	5.NF.B.7a
	4.NF.B.3c	5.NF.B.7b
	4.NF.B.4a	5.MD.C
	4.NF.B.4b	5.MD.C.5a
	4.NF.C	5.MD.C.5b
	4.NF.C.7	5.G.B*
		5.G.B.4*

*Denotes additional and supporting clusters

[3] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Assessment Targets: Any given item/task should provide evidence for several of the following assessment targets; each of the following targets should not lead to a separate task. Multiple targets should be listed in order of prominence as related to the item/task.

Target A: Test propositions or conjectures with specific examples. (DOK 2)
Tasks used to assess this target should ask for specific examples to support or refute a proposition or conjecture (e.g., An item stem might begin, "Provide 3 examples to show why/how…").

Target B: Construct, autonomously[4], chains of reasoning that will justify or refute propositions or conjectures[5]. (DOK 3, 4)
Tasks used to assess this target should ask students to develop a chain of reasoning to justify or refute a conjecture. Tasks for Target B might include the types of examples called for in Target A as part of this reasoning, but should do so with a lesser degree of scaffolding than tasks that assess Target A alone. Some tasks for this target will ask students to formulate and justify a conjecture.

Target C: State logical assumptions being used. (DOK 2, 3)
Tasks used to assess this target should ask students to use stated assumptions, definitions, and previously established results in developing their reasoning. In some cases, the task may require students to provide missing information by researching or providing a reasoned estimate.

Target D: Use the technique of breaking an argument into cases. (DOK 2, 3)
Tasks used to assess this target should ask students to determine under what conditions an argument is true, to determine under what conditions an argument is not true, or both.

Target E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (DOK 2, 3, 4)
Tasks used to assess this target present students with one or more flawed arguments and ask students to choose which (if any) is correct, explain the flaws in reasoning, and/or correct flawed reasoning.

Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, 3)
In earlier grades, the desired student response might be in the form of concrete referents. In later grades, concrete referents will often support generalizations as part of the justification rather than constituting the entire expected response.

[4] By "autonomous" we mean that the student responds to a single prompt, without further guidance within the task.

[5] At the secondary level, these chains may take a successful student 10 minutes to construct and explain. Times will be somewhat shorter for younger students, but still giving them time to think and explain. For a minority of these tasks, subtasks may be constructed to facilitate entry and assess student progress towards expertise. Even for such "apprentice tasks" part of the task will involve a chain of autonomous reasoning that takes at least 5 minutes.

Grade 3 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 3 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **3.OA.B:** Understand properties of multiplication and the relationship between multiplication and division. **Number and Operations—Fractions (NF)** **3.NF.A:** Develop understanding of fractions as numbers. **3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **Measurement and Data (MD)** **3.MD.A:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. **3.MD.C:** Geometric measurement: understand concepts of area and relate area to multiplication and to addition. **3.MD.C.7** Relate area to the operations of multiplication and addition.

Grade 4 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 4 Claim 3 items:** **Operations and Algebraic Thinking (OA)** **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Number and Operations in Base Ten (NBT)** **4.NBT.B:** Use place value understanding and properties of operations to perform multi-digit arithmetic **4.NBT.B5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **4.NBT.B.6** Find whole-number quotients and remainders with up to four-digit dividends and one-

Grade 4 standards that lend themselves to communicating reasoning	digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Number and Operations—Fractions (NF)** **4.NF.A:** Extend understanding of fraction equivalence and ordering. **4.NF.A.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.A.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **4.NF.B:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. **4.NF.B.3** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. **a.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **b.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **c.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **4.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **a.** Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* **b.** Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* **4.NF.C:** Understand decimal notation for fractions, and compare decimal fractions. **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Grade 5 standards that lend themselves to communicating reasoning	**The following standards can be effectively used in various combinations in Grade 5 Claim 3 items:** **Number and Operations in Base Ten (NBT)** **5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NTB.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Number and Operations—Fractions (NF)** **5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2*. **5.NF.B:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions. **5.NF.B.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. **5.NF.B.7** **a.** Interpret division of a unit fraction by a non-zero whole number and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*

Grade 5 standards that lend themselves to communicating reasoning	**b.** Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* **Measurement and Data (MD)** **5.MD.C:** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. **5.MD.C.5** **a.** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **b.** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. **Standards to integrate with the focus on fractions and whole number operations:** **Geometry (G)** **5.G.B:** Classify two-dimensional figures into categories based on their properties. **5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties.

Range ALDs – Claim 3 Grades 3-5	**Level 1** Students should be able to base arguments on concrete referents such as objects, drawings, diagrams, and actions and identify obvious flawed arguments in familiar contexts.
	Level 2 Students should be able to find and identify the flaw in an argument by using examples or particular cases. Students should be able to break a familiar argument given in a highly scaffolded situation into cases to determine when the argument does or does not hold.
	Level 3 Students should be able to use stated assumptions, definitions, and previously established results and examples to test and support their reasoning or to identify, explain, and repair the flaw in an argument. Students should be able to break an argument into cases to determine when the argument does or does not hold.
	Level 4 Students should be able to use stated assumptions, definitions, and previously established results to support their reasoning or repair and explain the flaw in an argument. They should be able to construct a chain of logic to justify or refute a proposition or conjecture and to determine the conditions under which an argument does or does not apply.

Target 3A: Test propositions or conjectures with specific examples.

General Task Model Expectations for Target 3A

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items in this task model should probe the key mathematical structures that students at that grade-level are studying, such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- In response to a claim or conjecture, the student should:
    - Find a counterexample if the claim is false,
    - Find examples and non-examples if the claim is sometimes true, or
    - Provide supporting examples for a claim that is always true without concluding that the examples establish that truth, unless there are only a finite number of cases and all of them are established one-by-one. The main role for using specific examples in this case is for students to develop a hypothesis that the conjecture or claim is true, setting students up for work described in Claim 3B.
- False or partially true claims that students are asked to find counterexamples for should frequently draw upon commonly held mathematical misconceptions.
- Note: Use appropriate mathematical language in asking students for a single example. While a single example can be used to refute a conjecture, it cannot be used to prove one is always true unless that is the one and only case.

Task Model 3A.1

- The student is presented with a proposition or conjecture and asked to give
    - A counterexample if the claim is false,
    - Examples and non-examples if the claim is sometimes true, or
    - One or more supporting examples for a claim that is always true without concluding that the examples establish that truth.

Example Item 3A.1a (Grade 3)
Primary Target 3A (Content Domain OA), Secondary Target 1D (CCSS 3.OA.B), Tertiary Target 3F

Marquis said, "The more numbers you multiply, the greater the product." Then he wrote:

$2 \times 8 = 16$
$2 \times 5 \times 5 = 50$
$2 \times 3 \times 5 \times 2 = 60$

$60 > 50 > 16$

Give an example of a product of two numbers that is greater than $2 \times 5 \times 5$.

[ ] x [ ] > $(2 \times 5 \times 5)$

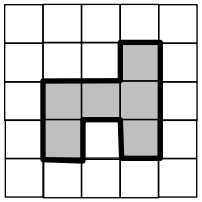
Enter the numbers in the two response boxes.

Rubric: (1 point) The student enters two numbers in the response boxes whose product is greater than 50. (e.g., 7 and 8).

Response Type: Equation/numeric

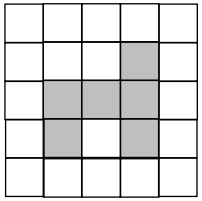
Example Item 3A.1b (Grade 4)
Primary Target 3A (Content Domain MD), Secondary Target 1I (CCSS 3.MD.D), Tertiary Target 3F

William shaded 6 squares in a grid to make the figure shown.

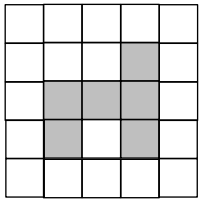


He claims that if he **adds 1 more** square to this figure in different places, the perimeter can be greater than, less than, or equal to the perimeter of the original figure.

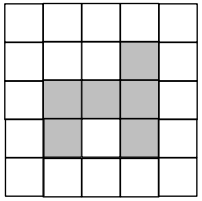
Part A. Click to shade one more square so the perimeter is greater than the original figure.



Part B. Click to shade one more square so the perimeter is less than the original figure.



Part C. Click to shade one more square so the perimeter is equal to the original figure.



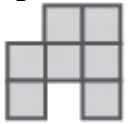
Rubric: (2 points) The student is able to provide an example that supports each conjecture.
(1 point) The student is able to provide two out of three correct examples.
(0 points) The student is unable to provide at least two correct examples.

Exemplar[6]:

For Part A, the perimeter has to be greater than 14 units.

For Part B, the perimeter of the figure has to be less than 14 units.

For Part C, the perimeter of the figure has to be equal to 14 units.



Response Type: Hot Spot

[6] An exemplar is just one example of a correct response. Other correct responses are possible.

Example Item 3A.1c (Grade 5)
Primary Target 3A (Content Domain NBT), Secondary Target 1D (CCSS 4.NBT.B), Tertiary Target 3F

Nina says, "If you multiply a 2-digit number and a 1-digit number, you get a 3-digit number."

Enter numbers in the table to give one example of when Nina's claim is true, and another example that shows her claim is **not** always true.

Example of when –	**2-digit number**	**1-digit number**	**3-digit product**
Nina's claim is true			
Nina's claim is **not** true			

Rubric: (2 points) The student gives an example where the product is a three-digit number (e.g., $90 \times 2=180$) and an example where it is not (e.g., $10 \times 2=20$).
(1 point) The student gives an example where the product is a three-digit number or an example where it is not.

Response Type: Fill-in Table

Task Model 3A.2

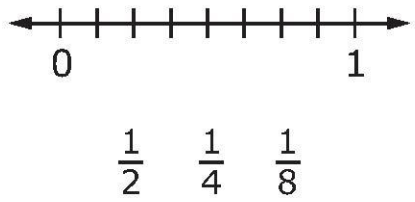
- The student is presented with one or more propositions or conjectures and several examples and asked implicitly or explicitly which examples support or refute each proposition.
- Items in this task model should cover all cases and not be unintentionally misleading about the truth status of a particular proposition or conjecture.

Example Item 3A.2a (Grade 3)
Primary Target 3A (Content Domain NF), Secondary Target 1F (CCSS 3.NF.3d), Tertiary Target 3F

Robert said, "When comparing two fractions with a numerator of 1, the fraction with the bigger denominator is always greater."

Part A
Drag each fraction to the correct location on the number line.

Part B
Is Robert's statement true? Click Yes or No.



Is Robert's statement true?
Click Yes or No.

Yes No

Interaction: The student drags fractions from the single-use palette to the number line and clicks on "Yes" or "No."

Rubric: (2 points) The student places all three fractions in the correct locations and answers "No."
(1 point) The student either places all the fractions in the correct locations and answers "Yes"; or places all fractions in the correct order but misses the correct location for one or more fractions and answers "No."

Response Type: Drag and Drop and Hot Spot

Example Item 3A.2b (Grade 4)
Primary Target 3A (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.B)

Click in the box that matches each division problem to the correct claim.

Claim	200 ÷ 5	777 ÷ 7	108 ÷ 9
When you divide a 3-digit number by a 1-digit number, the quotient can have **1 digit**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **2 digits**.			
When you divide a 3-digit number by a 1-digit number, the quotient can have **3 digits**.			

Rubric: (1 point) The student matches each quotient to the appropriate claim (e.g., Claim 2: 200 ÷ 5 and 108 ÷ 9. Claim 3: 777 ÷ 7.).

Response Type: Matching Table

Target 3B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.

General Task Model Expectations for Target 3B

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- Items for this target can probe a key mathematical structure such as the structure of base-ten numbers, fractions, or the four operations and their properties.
- Items for this target can require students to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context. The difference between items for Claim 2A and Claim 3B is that the focus in 3B is on communicating the reasoning process in addition to getting the correct answer.
- Note that in grades 3–5, items can provide more structure than items for later grades to help them understand the expectations for justifying or refuting a proposition or conjecture.

Task Model 3B.1

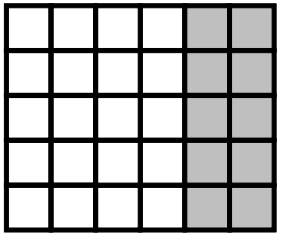
- The student is presented with a proposition or conjecture. The student is asked to identify or construct reasoning that justifies or refutes the proposition or conjecture.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.1a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3F

Bev said, "I can find 5×6 by adding 5×4 and 5×2."

She wrote this equation and drew this picture to show her thinking.

$5 \times 6 = 5 \times 4 + 5 \times 2$

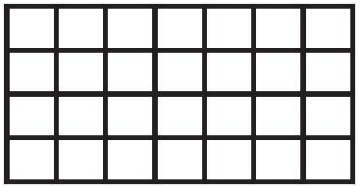


Mel wrote this equation: $4 \times 7 = 4 \times 3 + 4 \times 4$

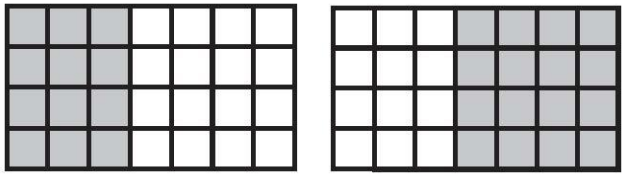
Is this equation true? Click on Yes or No.

Yes | No

Click on the squares to draw a picture that supports your answer.



Rubric: (1 point) The student identifies the equation as true and clicks to shade either a 4 x 3 rectangle or a 4 x 4 rectangle; see examples below.



Response Type: Hotspot

Example Item 3B.1b (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS 4.NBT.B), Tertiary Target 3F

Carter says, "8000 is 100 times as large as 80."

Choose three statements that support this claim.

Drag them into a logical order.

1.

2.

3.

So 8000 is 100 times as large as 80.

80 is 10 times as large as 8.
800 is 10 times as large as 80.
8000 is 10 times as large as 800.
$10 \times 10 = 100$
$10 \times 100 = 1000$
$80 \times 10 = 800$
$800 \times 10 = 8000$

Rubric: (1 point) The student selects three statements that complete an explanation for the claim and puts them in a logical order. In this particular example, the order doesn't matter.

Exemplars:

1. 800 is 10 times as big as 80.	1. $80 \times 10 = 800$
2. 8000 is 10 times as big as 800.	2. $800 \times 10 = 8000$
3. $10 \times 10 = 100$	3. $10 \times 10 = 100$

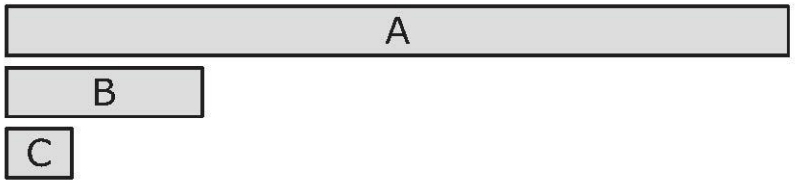
Response Type: Drag and Drop

Task Model 3B.2

- The student is asked a mathematical question and is asked to identify or construct reasoning that justifies his or her answer.
- Items in this task model often address more generalized reasoning about a class of problems or reasoning that generalizes beyond the given problem context even when it is presented in a particular case.

Example Item 3B.2a (Grade 4)
Primary Target 3B (Content Domain OA), Secondary Target 1B (CCSS), Tertiary Target 3F

Rectangle A is 4 times as long as rectangle B.
Rectangle B is 3 times as long as rectangle C.



How many times greater is rectangle A than rectangle C?

☐ **times**

Choose three equations that, when taken together, support your claim. Drag them into a logical order.

1.	
2.	
3.	
$4 \times A = B$	$3 \times C = B$
$4 \times B = A$	$4 \times (3 \times C) = A$
$3 \times B = C$	$3 \times (4 \times C) = A$

Rubric: (2 point) The student enters the correct multiplicative factor in the response box (e.g., 12) and selects three statements that support the claim and puts them in a logical order.
(1 point) The student does one or the other.

Exemplars:

1. 4 x B = A
2. 3 x C = B
3. 4 x (3 x C) = C

1. 3 x C = B
2. 4 x B = A
3. 4 x (3 x B) = A

Response Type: Equation/Numeric and Drag and Drop

Note: Functionality to combine these items types doesn't currently exist. The item could be implemented as a 1 point item if the scale factor is given.

Example Item 3B.2b (Grade 5)
Primary Target 3B (Content Domain MD), Secondary Target 1I (CCSS 5.MD.5), Tertiary Target 3F

The dimensions of a right rectangular prism are:

- length = 9 centimeters
- width = 3 centimeters
- height = 5 centimeters

What will happen to the volume of the right rectangular prism if the length, the width, and the height are each doubled?

The new volume will be [drop-down choices: 2, 4, 6, 8] times the original volume because $(2 \times 9)(2 \times 3)(2 \times 5) =$ [drop-down choices: 2, 4, 6, 8] $\times (9 \times 3 \times 5)$.

Rubric: (1 point) The student selects the correct multiplier (e.g., 8) in both drop-down menus.

Response Type: Drop-down menu

Note: Functionality for this item doesn't currently exist, though we anticipate to be able to offer drop-down items by 2018. The item could be implemented as a multiple choice in the meantime.

Task Model 3B.3

- Items for this target require the student to solve a multi-step, well-posed problem involving the application of mathematics to a real-world context.
- The difference between Claim 2 task models and this task model is that the student needs to provide some evidence of his/her reasoning. The difference between Claim 4 task models and this task model is that the problem is completely well posed and no extraneous information is given.

Example Item 3B.3a (Grade 3)
Primary Target 3B (Content Domain OA), Secondary Target 1D (CCSS 3.OA.D)

A bird ate 400 grams of food in 3 days. The bird ate 120 grams of food on Day 1, 150 grams of food on Day 2, and g grams of food on Day 3.

Day	Grams of Food
1	120
2	150
3	g

How many grams of food did the bird eat on Day 3? Enter your answer in the first response box.

In the second response box, enter an equation that you could solve to find the amount of food the bird ate on Day 3.

Rubric: (2 points) The student enters the correct number of grams of food on Day 3 and enters a correct (e.g., 130; $400 - 120 - 150 = x$, $120 + 150 + x = 400$, or equivalent equation).
(1 point) The student enters the correct number of grams of food on Day 3 or enters a correct equation.

Response Type: Equation/Numeric (2 response boxes)

Example Item 3B.3b (Grade 4)
Primary Target 3B (Content Domain MD), Secondary Target 1G (CCSS 4.MD.A)

- There are 60 seconds in a minute.
- There are 60 minutes in an hour.
- There are 24 hours in a day.

What is the total number of minutes in 1 day? Enter your answer in the first response box.

Write an expression that shows how you found your answer. Enter your expression in the second response box.

Rubric: (2 points) The student enters the correct number of minutes in a day in the first response box (1440) and a correct equation in the second response box (e.g., 60×24, 144×10, or equivalent expressions).
(1 point) The student enters the correct number of minutes in a day in the first response box or a correct equation in the second response box.

Response Type: Equation/Numeric (2 response boxes)

Target 3C: State logical assumptions being used.

General Task Model Expectations for Target 3C

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- For some items, the student must explicitly identify assumptions that
  - Make a problem well-posed, or
  - Make a particular solution method viable.
- When possible, items in this target should focus on assumptions that are commonly made implicitly and can cause confusion when left implicit.
- For some items, the student will be given a definition and be asked to reason from that definition.

Task Model 3C.1

- The student is asked to identify an unstated assumption that would make the problem well-posed or allow them to solve a problem using a given method.

Example Item 3C.1a (Grade 3)
Primary Target 3C (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B)

A 20 meter rope is cut into 4 pieces. Jenny says you can find the length of each piece by finding 20 ÷ 4.

What statement best describes Jenny's claim?

A. Jenny's claim is false. She should add 4 and 20 instead.
B. Jenny's claim is false. She should multiply 4 and 20 instead.
C. Jenny's claim is true if you assume that each piece is 4 meters long.
D. Jenny's claim is true if you assume that the pieces are all equal in length.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3C.1b (Grade 5)
Primary Target 3C (Content Domain OA), Secondary Target 1A (CCSS 4.OA.A)

Gil and Nina are comparing the numbers 3 and 12.

Gil says, "12 is 9 more than 3."

Nina says, "12 is 4 times more than 3."

What is true about Gil and Nina's statements?

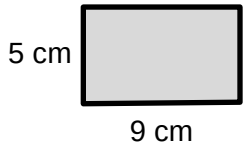
A. Nina is correct and Gil is not. You should multiply to compare the numbers.
B. Gil is correct and Nina is not. You should add to compare the numbers.
C. They are both correct. They just compared using different operations.
D. Neither one is correct. You have to compare like this: 12 > 3.

Rubric: (1 point) The student selects the correct statement (e.g., C).

Response Type: Multiple Choice, single correct response

Example Item 3C.1c (Grade 5)
Primary Target 3C (Content Domain G, MD), Secondary Target 1K (CCSS 5.G.B, 4.MD.A.3), Tertiary Target 3D

Carrie saw the figure below and said that its area is $5 \times 9 = 45$ square centimeters.



Which statement best supports Carrie's claim?

A. It is true if the opposite sides have the same length.
B. It is true if the figure is a rectangle.
C. It is false if the opposite sides have the same length.
D. It is false if the figure is a rectangle.

Rubric: (1 point) The student selects the correct statement (e.g., B).

Response Type: Multiple Choice, single correct response

Example Item 3C.1d (Grade 5)
Primary Target 3C (Content Domain NF), Secondary Target 1F (CCSS 4.NF.A.2), Tertiary Target 3D

Flo ate $\frac{3}{4}$ of a sandwich and Arnie ate $\frac{2}{3}$ of a sandwich. If Arnie ate more, what must be true?

A. Flo's sandwich is bigger.
B. Arnie's sandwich is bigger.
C. The sandwiches are the same size.
D. It doesn't matter which sandwich is bigger.

Rubric: (1 point) The student selects the correct assumption (e.g., B).

Response Type: Multiple Choice, single correct response

Task Model 3C.2

- The student will be given one or more definitions or assumptions and be asked to reason from that set of definitions and assumptions.

Example Item 3C.2a (Grade 5)
Primary Target 3C (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Patrick is learning about quadrilaterals. He was given the following true statements.

- Opposite sides of all parallelograms have the same length.
- Opposite sides of all rectangles have the same length.
- All sides of a square have the same length.
- All rectangles are parallelograms.
- All rectangles have right angles.
- All squares have right angles.

Based on this information, Patrick assumes the following statements are always true. Which statement is **not** supported by the given information?

A. All squares are rectangles.
B. All squares are parallelograms.
C. All parallelograms are rectangles.
D. All parallelograms are quadrilaterals.

Rubric: (1 point) The student selects the correct response (e.g., C).

Response Type: Multiple choice, single correct response

Target 3D: Use the technique of breaking an argument into cases.

General Task Model Expectations for Target 3D

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is given
  - A problem that has a finite number of possible solutions, some of which work and some of which don't, or
  - A proposition that is true in some cases but not others.
- Items for Claim 3 Target D should either present an exhaustive set of cases to consider or expect students to consider all possible cases in turn in order to distinguish it from items in other targets.
- In grades 3-5, the student will be given the cases to consider.

Task Model 3D.1

- The student is given a problem that has a finite number of possible solutions, some of which work and some of which don't.

Example Item 3D.1a (Grade 3)

Primary Target 3D (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A)

Select **all** the ways can you divide 15 children into equal groups with none left over.

A. 2 groups
B. 3 groups
C. 4 groups
D. 5 groups

Rubric: (1 point) The student selects the possible number of groups (B and D).

Response Type: Multiple Choice, multiple correct response

Example Item 3D.1b (Grade 4)
Primary Target 3D (Content Domain MD), Secondary Target 1K (CCSS 4.MD.C)

When you cut an obtuse angle into two smaller angles, what can be true? (Select **all** that apply.)

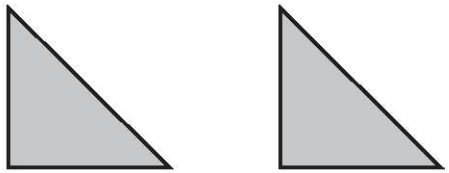
A. The two smaller angles can be less than 90 degrees.
B. At least one of the two smaller angles can be greater than 90 degrees.
C. Both of the two smaller angles can be greater than 90 degrees.

Rubric: (1 point) The student selects the possible cases (A and B).

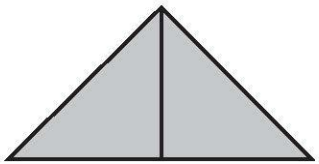
Response Type: Multiple Choice, multiple correct response

Example Item 3D.1c (Grade 5)
Primary Target 3D (Content Domain G), Secondary Target 1K (CCSS 5.G.B)

Nora has drawn two identical isosceles right triangles.



Here is a way to put them together so that they share a side and make another triangle.



Select **all** the quadrilaterals Nora can make with these triangles if she puts them together so that they share a side.

A. A square
B. A rectangle that is not a square
C. A rhombus that is not a square
D. A parallelogram that is not a rectangle

Rubric: (1 point) The student selects the possible cases (A and D).

Response Type: Multiple Choice, multiple correct response

Task Model 3D.2

- The student is given a proposition and an exhaustive list of cases and asked to determine in which of those cases the proposition is true.

Example Item 3D.2a (Grade 3)
Primary Target 3D (Content Domain OA), Secondary Target 1B (CCSS 3.OA.B), Tertiary Target 3C

n is a whole number and $n \times 5 = 5$.

Identify which values of *n* make this equation true.

	True	False
When $n = 0$		
When $n = 1$		
When $n > 1$		
This is never true		

Rubric: (1 point) The student identifies the correct values of *n* (F, T, F, F)

Response Type: Matching Table

Example Item 3D.2b (Grade 4)
Primary Target 3D (Content Domain NF), Secondary Target 1G (CCSS 4.NF.A), Tertiary Target 3C

What must be true about *d* to make this inequality true?

$\frac{3}{d} > \frac{3}{10}$

Identify which values of *d* make this equation true.

	True	False
$d < 10$		
$d = 10$		
$d > 10$		

Rubric: (1 point) The student identifies the correct values of *d* (T, F, F)

Response Type: Matching Table

Example Item 3D.2c (Grade 5)
Primary Target 3D (Content Domain NF), Secondary Target 1? (CCSS 5.NF.B), Tertiary Target 3C

32×45 is greater than both 32 and 45. When is $a \times b$ between a and b?

Select **all** that apply.

A. When $a > 1$ and $b > 1$
B. When $a < 1$ and $b > 1$
C. When $b < 1$ and $a > 1$
D. When $a < 1$ and $b < 1$

Rubric: (1 point) The student selects B and C.

Response Type: Multiple Choice, multiple correct response

Target 3E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is.

General Task Model Expectations for Target 3E

- Items for this target should focus on the core mathematical work that students are doing around numbers and operations, with mathematical content from other domains playing a supporting role in setting up the reasoning contexts.
- The student is presented with valid or invalid reasoning and told it is flawed or asked to determine its validity. If the reasoning is flawed, the student identifies, explains, and/or corrects the error or flaw.
- The error should be more than just a computational error or an error in counting, and should reflect an actual error in reasoning.
- Analyzing faulty algorithms is acceptable so long as the algorithm is internally consistent and it isn't just a mechanical mistake executing a standard algorithm.

Task Model 3E.1

- Some flawed reasoning or student work is presented and the student identifies and/or corrects the error or flaw.
- The student is presented with valid or invalid reasoning and asked to determine its validity. If the reasoning is flawed, the student will explain or correct the flaw.

Example Item 3E.1a (Grade 3)
Primary Target 3E (Content Domain OA), Secondary Target 1A (CCSS 3.OA.A), Tertiary Target 3C

Tasha is solving this problem:

There 4 tanks with 10 fish in each tank. How many fish are there all together?

Tasha claims, "There are 4 + 10 = 14 fish all together."

Which statement best describes Tasha's claim?

A. Tasha correctly added to find the total.
B. Tasha should subtract instead.
C. Tasha should multiply instead.
D. Tasha should divide instead.

Rubric: (1 point) The student selects the correct statement (C).

Response Type: Multiple Choice, single correct response

Example Item 3E.1b (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 3.NBT.B)

Harvey was solving this problem:

There are 12 packets of gum each with a mass of 65 grams. What is the mass of all of the packets combined?

Harvey said, "I can multiply the tens places and the ones places and add them."

Then he wrote:
12 = 10 + 2
65 = 60 + 5
600 + 10 = 610
The total mass is 610 grams.

Which statement best describes Harvey's claim?

A. Harvey solved the problem correctly and got the right answer.
B. Harvey made a mistake in solving the problem but got the right answer anyway.
C. Harvey had a correct way of solving the problem but got the wrong answer.
D. Harvey's solution is not correct because he did not multiply the tens with the ones.

Rubric: (1 point) The student selects the correct statement (e.g., D).

Response Type: Multiple Choice, single correct response

Example Item 3E.1c (Grade 5)
Primary Target 3E (Content Domain NF), Secondary Target 1E (CCSS 5.NF.A)

Brian is adding $\frac{2}{3} + \frac{7}{5}$. He wrote: $\frac{2}{3} + \frac{7}{5} = \frac{2+7}{3+5} = \frac{9}{8}$

Brian's approach is **not** correct. Select **all** of the statements that could indicate mistakes with Brian's approach.

A. He added the denominators.
B. He didn't write $\frac{7}{5}$ as a mixed number.
C. He didn't write his answer as a mixed number.
D. He added the numerators when the denominators were different.

Rubric: (1 point) The student clicks on the mistakes in the algorithm (A and S).

Response Type: Multiple Choice, multiple correct response

Task Model 3E.2

- Two or more approaches or chains of reasoning are given and the student is asked to identify the correct method and justification OR identify the incorrect method/reasoning and the justification.

Example Item 3E.2a (Grade 4)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C, Quaternary Target 3F

Zach and Nate both rounded 6481, but used different methods.

Zach thought about it this way:	Nate thought about it this way:
6481 rounds to 6480 6480 rounds to 6500 6500 rounds to 7000 So 6481 rounds to 7000.	6481 is closer to 6000 than to 7000, so it rounds to 6000.

Which statement best describes these methods?

A. Zach's method is correct.
B. Nate's method is correct.
C. Both methods are correct.
D. Neither method is correct.

Rubric: (1 point) The student selects the correct method (B).

Response Type: Multiple Choice, single correct response

Example Item 3E.2a (Grade 5)
Primary Target 3E (Content Domain NBT), Secondary Target 1E (CCSS 4.NBT.A), Tertiary Target 3C

Mr. Spivak's class was finding the volume of a right rectangular prism with dimensions 20 cm, 45 cm, and 80 cm.

Brigit said, "I tried two ways of multiplying the dimensions and got different answers. I can't figure out what went wrong."

She explained her two ways to Mr. Spivak.

First method:	**Second method:**
Step 1: I distributed. $20 \times (45 \times 80) = (20 \times 45) + (20 \times 80)$	Step 1: I broke apart the numbers. $20 \times 45 \times 80 = (2 \times 10) \times (5 \times 9)$ x (8×10)
Step 2: I multiplied 20 by 45 and 20 by 80. $= 900 + 1600$	Step 2: I rearranged the numbers.
Step 3: Then I added. $= 2500$	Step 3: Then I multiplied everything. $= 72 \times (10 \times 100) = 72{,}000$

Which method has an error? Which step has the first error in that method?

Brigit's [drop-down options: first, second] method has an error. She made the error in step [drop-down options: 1, 2, 3].

Rubric: (1 point) The student selects the incorrect method (first) and identifies the step in which the error occurred (1).

Response Type: Drop-down Menu[7]

[7] This response is not yet supported by the Smarter Balanced item authoring tool, but is expected as an enhancement by 2017.

Target 3F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions

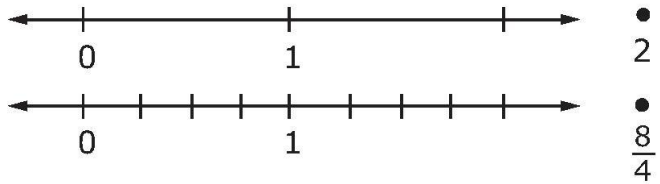
Task Model 3F.1

- The student uses concrete referents to help justify or refute an argument.
- Items in this task model should address content in standards that specifically call for number lines, diagrams, and contexts to be used as a basis for reasoning.

Example Item 3F.1a (Grade 3)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

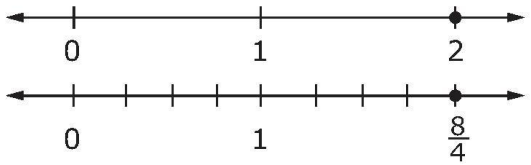
Compare $\frac{8}{4}$ and 2.

Part A
Plot each number on a number line.



Part B
$\frac{8}{4}$ [drop-down choices: <, =, >] 2

Rubric: (1 point) The student plots the points correctly (see below) and selects the correct comparison (=).



Response Type: Drop-down Menu, Graphing

Note: Functionality for this item type does not currently exist.

Example Item 3B.1b (Grade 3)
Primary Target 3F (Content Domain NF), Secondary Target 1F (CCSS 3.NF.A), Tertiary Target 3B

Part A

Which comparison between $\frac{1}{5}$ and $\frac{1}{8}$ is correct?

A. $\frac{1}{5} < \frac{1}{8}$

B. $\frac{1}{5} > \frac{1}{8}$

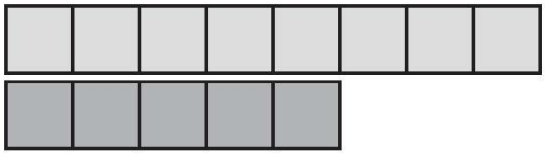
C. $\frac{1}{5} = \frac{1}{8}$

Part B

Choose a picture that supports your answer in *Part A*.

D.

E.



F.

Rubric: (1 point) The student selects the correct comparison and the correct picture (B, F).

Response Type: Drop-down Menu and Multiple Choice, single correct response

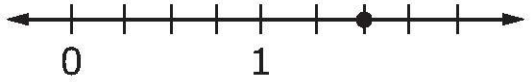
Example Item 3F.1c (Grade 4)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 4.NF.A), Tertiary Target 3B

Which number line shows that $\frac{3}{4} = \frac{6}{8}$?

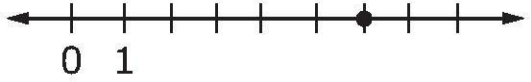
A.

B.

C.



D.



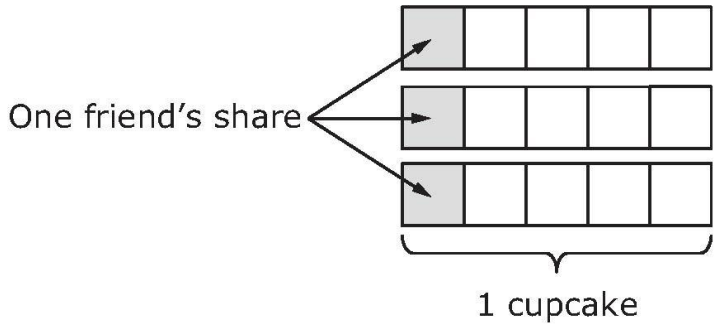
Rubric: (1 point) The student selects the correct number line (A).

Response Type: Multiple Choice, single correct response

Example Item 3F.1d (Grade 5)
Primary Target 3F (Content Domain NBT), Secondary Target 1F (CCSS 5.NF.B), Tertiary Target 3B

Complete the story about friends sharing cupcakes to show that $3 \div 5 = \frac{3}{5}$.

- 5 friends were sharing 3 cupcakes. They divided each cupcake into 5 equal pieces.
- Each piece is [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake.
- Each friend got 1 piece of each cupcake.
- Each friend got [drop-down menu choices: $\frac{1}{3}$, $\frac{1}{5}$, $\frac{3}{5}$] of a cupcake in total.



Rubric: (1 point) The student selects the correct unit fraction ($\frac{1}{5}$) and the correct total amount each friend receives ($\frac{3}{5}$).

Response Type: Drop-down Menu

Content Standard	**3.ML.2.1:** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
Content Limits	Items may ask students to determine or describe the purpose of various media (i.e., news source, commercial, website, etc.) messages. Stimuli for this standard will follow the specifications outlined by the Smarter Balanced Assessment Consortium, which can be found at https://portal.smarterbalanced.org/library/en/ela-stimulus-specifications.pdf. Stimuli developed for media-literacy standards should not exceed 300 words.
Construct-Relevant Vocabulary	entertain, identify, inform, media, message, persuade, purpose,
Recommended Response Mechanisms (Item Types)	Evidence-Based Selected Response Multiple Choice Multi-Select Short Answer
DOK	2
Evidence Statement	
Students determine the purpose of various media messages.	
Sample Item	
What is the purpose of this [Media Source]? A. To entertain people by [X] B. To provide information about [X] C. To provide an interpretation of [X] D. To persuade people to take action	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**3.RF.4.2:** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) that aid in decoding unknown words.
Content Limits	Items should ask students to identify a word using the six major syllable patterns. All items should be embedded within text. Items should avoid high-frequency words and nonsense words.
Construct-Relevant Vocabulary	sound, syllable
Recommended Response Mechanisms (Item Types)	Drag and Drop Edit Task Graphic Response Hot Text Multiple Choice Multi-Select Table Matching
DOK	1
Evidence Statements	
Students identify an unknown word in context that is from the six major syllable patterns	
Students identify the phonetic sound within words in context (instead of in isolation).	
Sample Item	
Read the sentence. Kate went to the park to <u>read</u> her new book. Which underlined word has the same vowel sound as <u>read</u>? **A. The <u>street</u> is crowded with traffic.** B. Fossils offer <u>clues</u> to early dinosaur life. C. Sam hurt his <u>toe</u> and had to go to the doctor. D. Computer programmers finally broke the <u>code</u>.	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**3.RF.4.4:** Read grade-appropriate words that have blends (e.g., *walk, play*) and common spelling patterns (e.g., *qu-*; doubling the consonant and adding *–ing*, such as *cut/cutting*; changing the ending of a word from *–y* to *–ies* to make a plural.)
Content Limits	Items may ask students to identify words that have blends and common spelling patterns (e.g., baby to babies). Items are not limited to the examples above. Words may be identified in context.
Construct-Relevant Vocabulary	blend, consonant, pattern, plural, vowel
Recommended Response Mechanisms (Item Types)	Drag and Drop Edit Task Graphic Response Hot Text Multiple Choice Multi-Select Table Matching
DOK	1

Evidence Statements

Students identify words that have blends and common spelling patterns (not limited to the examples above).

Using words in context, students take a blend and add a suffix, spelling it correctly (e.g., *–s*, *–ed*, and *–ing*).

Sample Item

Read the sentences.

Mark the boxes to show if each word is spelled correctly or incorrectly.

	correct	incorrect
making	X	
mixxing		X
geting		X

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**3.RF.4.5:** Know and use more difficult word families when reading unfamiliar words (e.g., *-ight*).
Content Limits	Items may ask students to identify grade-level-appropriate word families. Items may ask students to choose the correct spelling(s) of an unfamiliar word to complete a sentence.
Construct-Relevant Vocabulary	word families
Recommended Response Mechanisms (Item Types)	Drag and Drop Edit Task Graphic Response Hot Text Multiple Choice Multi-Select Table Matching
DOK	2
Evidence Statements	
Students identify grade-level-appropriate word families.	
Students choose correct spelling of an unfamiliar word.	
Sample Item	
Find the word family to help the student spell “slite” correctly. A. right, flight **B. kite, mite** C. shy, cry D. tie, lie	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., *will not* = *won't*) and possessives (e.g., *children's, Dennis's*).
Content Limits	Items may ask students to read multi-syllabic words (up to four syllables) and identify root words, prefixes, suffixes. Items may ask students to choose correct irregular contractions and possessives. Avoid words with common letter reversals, words that are colloquial, slang, jargon, etc. Select grade level appropriate words.
Construct-Relevant Vocabulary	choose, contraction, possessive, prefix, root, select, suffix
Recommended Response Mechanisms (Item Types)	Drag and Drop Edit Task Graphic Response Hot Test Multiple Choice Multi-Select Table Matching
Evidence Statements	
Students decode multi-syllabic words (up to four syllables).	
Students choose correct irregular contractions and possessives.	
Sample Item	
Read the paragraph and click on the underlined word that is spelled correctly. Annas' puppy was the smartist in his class. He learned how to sit, lie down, and fetch a stick. He could run very fast. He was fastur than all the other puppies in his training class.	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	Literacy RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Content Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words, phrases, or quotations from the text to answer questions using explicit or implicit information in the text as support. • Requires the student to select an explicit statement inference from four choices AND then to select words or phrases from the text to support the inference (two-part Hot Text). Multiple Choice • Requires the student to select from four or more choices using either explicit or implicit information from the text to inform or support an inference.
DOK	1, 2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	Answer questions using details in text where both the question and details are explicit.	1. Hot Text Response 2. Multiple Choice Response
DOK 2	Provide support for an inference with details that are explicitly or implicitly stated in the text. The inference could be provided for the student or made by the student.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 1	Select two sentences that show that Ruby is excited about the arrival of the eggs. [Hot Text]	Easy	This item requests that the student provide examples to support an idea in the text. There are several examples that provide acceptable evidence that are located within a narrow range of the "eggs" sentences referenced in the question stem. Easy Difficulty: Choose two sentences from among several that explicitly state the information requested.	Love, Ruby Lavender
DOK 1	How do we know that Luke's father did not understand Luke's question? Use information from the text to support your answer. [Multiple Choice]	Hard	This item is an example of a DOK 1 with a high level of difficulty. The student is told, both in the item and within the passage, that Luke's father did not correctly interpret Luke's question. Within close proximity to this information is the reason why Luke is worried about his father's mood. The student is required to connect Luke's intended statement, (which is implied in his question to his father and then explicitly stated afterwards) with his father's unintended interpretation (also explicitly stated in the text). Only by connecting these two statements can the student correctly answer the question. Hard Difficulty: Select an action that is explicitly stated in the text and include several sentences as support	The Lost Lake/The River Dream

			for the assertion provided in the item stem.	
DOK 2	Ruby has visited Miss Eula on several occasions. Select the sentence in the letter that indicates this. [Hot Text]	Medium	This item requires closer reading, but specifies a specific location for the student to locate the correct answer. Based on this general statement, which incorporates details from the entire passage, the reader must locate the word ”usually” found in Miss Eula’s letter to provide correct evidence. The student must then infer, based on the frequency with which Ruby delivers the mail and the ”usually” reference in Miss Eula’s letter that Ruby has developed a particular pattern of visiting. Medium Difficulty: Infer the meaning of a time indication word (“usually”) to select the correct answer.	Love, Ruby Lavender
DOK 2	Part A: Based on information in the passage, how does the reader know that Ruby has used the tree as a mailbox before? Part B: Select details from the text to support your answer. [two-part Hot Text]	Hard	This item requires close reading and comprehension of inferences requiring understanding of specific language within the passage. Using Ruby’s patterned behavior as well as the ordered and specific steps she takes before opening the mail, as well as her use of possessive language and familiarity with location, the student can determine that she has used the tree before. Additional evidence can be found in the location of Miss Eula’s note – indicating that people other than Ruby know that she frequents this location.	Love, Ruby Lavender

			Hard Difficulty: Provide several details that when taken together in sequence can be used to infer the correct answer.	

Content Standard	Literacy RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Content Limits	Items may ask the student to use details from a text to determine a theme, central message, lesson, or moral. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the theme, central message, moral, or lesson. Items may ask the student to appropriately sequence or describe events in chronological order.
Acceptable Response Mechanisms	Grid Item • Requires the student to drag and drop key details or events into the correct order in order to recount or describe the text. Hot Text • Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the theme or central idea. • Requires the student to select the theme or central idea, and then to select words or phrases from the text to support that choice. Multiple Choice Response (Four Choices) • Requires the student to select the theme or central idea of the passage. • Requires the student to select explicit or implicit details that support the theme or central idea of the passage. • Requires the student select an explanation that describes how the theme or main idea is conveyed in the text. Proposition Scorer • Requires the student to state in words the theme or main idea of the passage. *Note to item writer: The range of plausible answers should be limited and the lesson, moral, or central idea must not be explicitly stated in the text.* • Requires the student to state in words details from the text that can be used to support the theme or central idea of the passage.

	Note to item writer: The item must require the students to explain the answer in their own words. The item should not require the student to provide quotations from the text. • Requires the student to state in words the theme or main idea of the passage and to describe a detail or details from the passage that can be used to support the theme or main idea. *Note to item writer: The range of plausible answers should be limited and the lesson, moral, or central idea must not be explicitly stated in the text. The item must require the students to explain the answer in their own words. The item should not require the student to provide quotations from the text.*
DOK	1, 2

DOK Demands				
DOK	Task demand		Response mechanism	
DOK 1	Sequence key details to retell the story. The details should be explicitly stated in the text.		1. Grid Response 2. Hot Text Response 3. Multiple Choice Response	
DOK 2	Determine a theme or central idea explicitly or implicitly stated in text. Provide details that support the theme or central idea of the text. The details can be explicitly or implicitly stated.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response 1. Hot Text Response (two part) 2. Multiple Choice Response 3. Proposition Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 1	Which of the following does Ruby do first?	Easy	The passage is simple and straightforward with explicit temporal references and a chronological structure. The student will not need to reconstruct the order of the entire passage, but	Love, Ruby Lavender

	[Multiple Choice]		instead merely identify where in this order a specific event occurred. Easy Difficulty: Select from among a sequence of activities explicitly stated in chronological order in the passage.	
DOK 1	Place the events from the story in the correct order. [Grid Response]	Medium	The passage is simple and straightforward with explicit temporal references and a chronological structure. The student will be provided with specific events taken directly from the passage and the task requires only a reordering of events. Medium Difficulty: Reorder events into the correct order based on the explicitly stated order of events in the passage.	Love, Ruby Lavender
DOK 1	Place the events from the story in the correct order. [Grid Response]	Hard	Though this stem is structurally the same as the Medium example, the structures of both texts in this example are more complex. The passage is composed of two paired texts. One of the texts incorporates a suspended timeline and flashback, which requires the reader to not only sequence the events of one timeline, but to incorporate these departures from reality into the timeline. Hard Difficulty: Order events in the way they occurred in time, based on the explicitly stated events that are	The Lost Lake/The River Dream

			presented out of order in the text due to the use of flashback.	
DOK 2	What is the main idea of the "The River Dream"? [Multiple Choice]	Easy	Though the passage set is more complex, by keeping the focus on the more simplistic, chronological passage, the student only has to identify the main idea from a list of options. Easy Difficulty: Choose the main idea that must be inferred from the passage.	The Lost Lake/The River Dream
DOK 2	One of the main ideas of "The River Dream" is to use your imagination. Select two details from the passage that support this idea. [Hot Text]	Medium	This sample item provides the student with the theme; however, in order to demonstrate proficiency at this difficulty level, the student must demonstrate that they not only understand the stated main idea, but that they can also provide textual evidence to demonstrate its prevalence in the passage. Medium Difficulty: Select details that support a theme.	The Lost Lake/The River Dream
DOK 2	Select the central idea of "The River Dream." Then, select a quotation from the passage that supports this idea. [two-part Hot Text]	Hard	At this level of difficulty, the student must be able to determine the theme of the text and provide textual evidence for their answer. This item would be comprised of a multiple choice component and a Hot Text portion of the passage. Hard Difficulty: Select the implicit central idea of a text and provide a citation from the text to support it.	The Lost Lake/The River Dream

Content Standard	Literacy RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Content Limits	Items may ask the student to use explicit and implicit details from the text to describe a character and his/her actions. Items may ask the student how these impact the events in the text. The item may require the student to draw inferences from the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select either words or phrases from the text that provide details to support an inference about either characters or a sequence of events. • Requires the student to select the correct descriptions or inferences about characters or sequences of events (from four or more choices) and to select words or phrases from the text that provide support for these descriptions or inferences. Multi-Select • Requires the student to select all applicable words or phrases that describe characters or their actions (from a list of choices). Multiple Choice (Four Choices) • Requires the student to select an inference about characters or sequences of events. • Requires the student to select details that support an inference about a character, setting, or event. Proposition Scorer • Requires the student to draw an inference about characters or events in words and support the inference with details from the text. • Requires the student to provide in words details from the text to describe a character and draw a conclusion about how these descriptions or events affect the text. *Note to item writer: The item must require the students to explain the answer in their own words. The item should not require the student to provide quotations from the text. The description of the differences must be distinct from the conclusion drawn from it.*

DOK	2, 3

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Identify characteristics or features of characters and their actions that may be explicitly or implicitly stated in the text. Identify and describe characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. Describe a character's personality, motivations, and feelings in a text, using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.	1. Multi-Select 2. Multiple Choice Response 3. Proposition Response 4. Hot Text (two part) 1. Multi-Select 2. Multiple Choice Response 3. Proposition Response 4. Hot Text (two part) 1. Multiple Choice Response 2. Proposition Response 3. Hot Text (two part)
DOK 3	Describe how a character's personality, motivations, and feelings affect the development of the plot. The student should use explicit and implicit details from the text as support.	1. Hot Text Response (two part) 2. Multiple Choice Response 3. Proposition Response

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Select the sentences in the story that show that Luke is bored. [Hot Text]	Easy	The student is provided with a description of a character's mood and asked to support that statement by using related information in the text. Similar language from the surrounding paragraphs and the activities that follow alert the reader that Luke feels bored. Easy Difficulty: Select sentences in the text from which a given conclusion can be inferred.	The Lost Lake/The River Dream
DOK 2	Ruby is excited in the passage. Select the sentences that show this feeling. [Hot Text]	Medium	The student is provided with a description of the character and her emotions. The sentences in paragraph include imagery of happiness – waving, running, and leaping – whose purpose will need to be inferred. The student will need to recognize that these are inherently happy actions, making this a more difficult item. Though the descriptions can be found explicitly in quotes throughout the passage, no direct reference to their location is given and their meaning still needs to be inferred. Medium Difficulty: Select sentences containing imagery from the passage that support a conclusion provided in the question.	Love, Ruby Lavender
DOK 2	Part A:	Hard	This item requires that the student provide an inference regarding the	The Lost Lake/The

	How does Luke feel in the paragraph below? Part B: Select the sentences that show this feeling. [Hot Text – two-part]		emotions of a character without the text explicitly conveying this emotion. Some descriptions regarding Luke's emotions are given explicitly in the text, but these examples will not be used in the multiple choice portion of the question. Instead, the correct option will revolve around Luke's concern about his father's potential reaction. This information can only be inferred from Luke's internal reflection and from the fact that his father uses the magazines for an important purpose. Because the student will have to identify the correct feeling based on inferences alone, and then support this inference with explicit evidence from the text, this question has a high difficulty level. Hard Difficulty: Infer a conclusion and then support it with the sentences from which it can be drawn.	River Dream
DOK 3	Luke tears pages out of magazines because he is bored. How does this affect his father's actions? [Multiple Choice]	Medium	Although the stem of this item provides the student with an explicit action and emotion, the response requires an inference with regard to the relationship between the actions of the two characters. This item has a medium difficulty because the actions needed to make these inferences are explicitly stated in the stem and text. In the stem, the student is told that Luke tears magazine pages, and in the passage, the student is told that Luke's father	The Lost Lake/The River Dream

			will take him on a camping trip. It is within the details that the student must infer a relationship. All of Luke's magazine photos are of the outdoors, which gives his father the idea of the impromptu camping trip. Medium Difficulty: An inference is provided and the student must make an additional inference to select how it affects another character's actions. The inferred cause is given but the effect must be inferred.	
DOK 3	Which of the following phrases describes both Ruby's behavior and the author's writing? [Multiple Choice]	Hard	This item has a significantly increased level of difficulty. Within the stem itself, the student must identify (based on inferences from language) that the author describes Ruby as full of energy and enthusiasm. Additionally, to make a connection between characteristics and pacing, the student must focus on those characteristics that identify motion or movement. Ruby's frantic pace at the beginning of the passage (conveyed by her hurried dialogue and sprinting through fields) sets an energetic, upbeat tone that allows the action of the passage to move forward at a quick pace. The inferences required place this item at a hard DOK 3. Hard Difficulty: Select an answer that allows the reader to make two different inferences.	Love, Ruby Lavender

Content Standard	Literacy RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Content Limits	Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support their explanations.
Acceptable Response Mechanisms	Grid Item • Requires student to model how parts of a text interact with each other. Hot Text • Requires the student to select text that demonstrates how events impact each other. • Requires the student to select text that identifies different parts of a text (e.g. chapter, scene, stanza, etc.). Multiple Choice (Four Choices) • Requires the student to select how parts of a text interact with each other. • Requires the student to identify a specific part of the text and analyze its impact on the text as a whole. Proposition Scorer • Requires the student to describe in words how parts of text interact with each other. *Note to item writer: The conclusion itself must be distinct from the details used to support it.*
DOK	2, 3

DOK Demands		
DOK	Task demand	Response mechanism

DOK 1	N/A			
DOK 2	Provide support for a given inference about the cause or effect of an event from the text.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response	
DOK 3	Analyze how multiple events relate to each other and lead to subsequent critical events (e.g., climax, resolution). Produce an inference about the text using text-based evidence that may be either explicit or implicit.		1. Hot Text Response (two parts) 2. Multiple Choice	
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Select the part of the story that is told from someone else's point of view. [Hot Text]	Medium	For this item, the student is provided with the suggestion that there is a portion of the passage that is not in Ruby's perspective, in contrast with a more difficult version of this item. Additionally, the cognitive difficulty of this item is limited because the student is only required to comprehend the one inference, which is provided, in order to answer the question. By identifying the letter as a whole, the student demonstrates comprehension of the role of different parts of the text. Medium Difficulty: Infer which part of the passage is told by a different character. Select the part of the passage that is different.	Love, Ruby Lavender

DOK 2	What would the reader miss if the letters were not included? [Hot Text]	Hard	This item provides the student with the premise that without the specific addition of the letters, we would only be privy to some of the information in the text. The student must infer that this information is excluded from Ruby's internal narrative or information regarding Ruby herself. The student will need to select sentences from Miss Eula's letter to Ruby as an example of information that would not otherwise be accessible, as the narrative is told from the perspective of a limited third person narrator. The multiple inferences that need to be made place this item in the category of a hard DOK 2 item. Hard Difficulty: Infer which inferences could not be made if a specific object or event was not included in the story.	Love, Ruby Lavender
DOK 3	In the story, the author uses letters to share information with the reader. What do the letters show the reader? [Proposition Scorer]	Medium	This item requires the student to not only to make an inference about the purpose of the letters but also to explain how the inclusion of the letters affects the development of the text. This increases the cognitive demand of the task. The student must determine that the letters provide a means for understanding the relationship between Ruby and Miss Eula. These are complex inferences that must be independently formed and justify a medium DOK 3 classification.	Love, Ruby Lavender

			Medium Difficulty: Infer and then explain why the author included specific information in the passage.	
DOK 3	How does the author share more than just Ruby's point of view? [Proposition Scorer]	Hard	While requiring similar inferences as the medium version of this question, this time the student is not provided with the inference that the letters are the venue the author uses to establish an external voice. The student must be able to locate the change in perspective evidenced in the letters and identify the letters themselves as a separate part of the text that has a specific, if unexplained, purpose. This high degree of complexity and cognitive demand required in the sequence of inferences in this item places it at a hard DOK 3. Hard Difficulty: Infer the change in the passage and then identify the vehicle the author used to provide the change.	Love, Ruby Lavender

Content Standard	Literacy RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.
Content Limits	Items may ask the student to identify the point of view in a text. Items may ask the student to identify the narrator in a text.
Acceptable Response Mechanisms	Multiple Choice (Four Choices) • Requires the student to identify choices the narrator or point of view of a text.
DOK	2

DOK Demands				
DOK	Task demand		Response mechanism	
DOK 1	N/A			
DOK 2	Identify various points of view in the text.		1. Multiple Choice	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	From which character's point of view is "The Lost Lake" told? [Multiple Choice]	Easy	Although there are multiple characters in the passage, the point of view is consistently the perspective of the narrator. Easy Difficulty: Infer the point of view of the story and identify the character with that point of view.	The Lost Lake/The River Dream
DOK 2	From which character's point of	Medium	Though this item stem is identical to the easy DOK 2 stem, the passage makes this item far more complicated and more cognitively	Love, Ruby Lavender

	view is the story told? [Multiple Choice]		challenging. Though there is a singular narrator, there are several letters in the passage that are written from different point of view, requiring that the student be able to distinguish between the passage's point of view as a whole and occasional and temporary shifts in perspective. Medium Difficulty: Infer and then select the two or more characters whose points of view are included in the passage.	

Content Standard	Literacy RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Content Limits	Items may require the student to explain how an illustration relates to the text. Items may ask the student to consider how illustrations affect the meaning of the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that either explicitly or implicitly identify what the illustration contributes to the text. • Requires the student to identify words or phrases from the text that support or exhibit similar effects to the illustration in the text. Multi-Select • Requires the student to select all applicable words or phrases that describe what an illustration contributes to the text. Multiple Choice (Four Choices) • Requires the student to select what an illustration contributes to the text. Proposition Scorer • Requires the student to explain in words how an illustration relates to the text. • Requires the student to explain in words what elements an illustration adds to a text (e.g., mood, character, setting).
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	

DOK 2	Determine the impact of an illustration on a text. Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration.		1. Hot Text 2. Multiple Choice 3. Proposition Scorer 1. Hot Text 2. Multi-Select	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	What does the illustration in "The River Dream" tell the reader about the narrator? [Multiple Choice]	Easy	For an Easy difficulty item, the student is provided with four possible alternatives that describe the contribution of the illustration to the passage. The answers can be supported or refuted with textual evidence and specify the link between the illustration and the text rather than focusing solely on a description of the illustration. Easy Difficulty: Infer the information provided by an illustration.	The Lost Lake/The River Dream
DOK 2	Select words or phrases that identify the mood of the illustration. [Multi-Select]	Medium	This item requires that the student understand the mood or tone set by the image in order to connect this feeling with specific words or dialogue within the text. Medium Difficulty: Infer the mood or tone provided by an illustration.	The Lost Lake/The River Dream

DOK 2	What is a similarity in the way the pictures are used in both stories? [Proposition Scorer]	Hard	The student must determine the purpose of multiple illustrations from different texts. The student is required to analyze not only the effect the illustrations have on the reader, but also the impact that these illustrations have on the cohesiveness of the text. Hard Difficulty: Compare and then state how illustrations are used to similar effect in two texts.	The Lost Lake/The River Dream

Content Standard	Literacy RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Content Limits	Items may ask the student to compare and contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words and phrases from different texts that demonstrate how the author treats themes and patterns of events. • Requires the student to select words and phrases to identify themes in two or more texts and to select a sentence or phrase that characterizes the similarities or differences between them. Multiple Choice (Four Choices) • Requires the student to identify similarities or differences in the author's depiction of themes, settings, and plot and select them from a list of phrases or sentences not located in the text.
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	N/A	
DOK 3	Use details from two or more texts to draw comparisons about the similarities and differences in themes, settings, and plots. The item writer may or may not provide the student with the theme and/or setting.	1. Hot Text (one or two- part) 2. Multiple Choice

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 3	Select the parts of the text that show the main characters are creative. [Hot Text]	Easy	In this item stem, the central idea that is reflected in both passages is given to the student, providing them with the framework to find direct evidence in the texts. The student will still need to be able to conceptualize the theme of both passages to find support, which fulfills the demands of a DOK 3. Easy Difficulty: Provide evidence for a conclusion about more than one character that is drawn from their actions in the text.	The Lost Lake/The River Dream
DOK 3	How are the settings of both stories similar? [Multiple Choice]	Medium	Both of the passages center on the interactions of the protagonists with the natural world. Because the student is presented with four potential similarities that can be proven or disproven with textual evidence, but must still analyze both passages to determine the theme, this item has a medium difficulty. Medium Difficulty: Analyze the settings of two texts to infer how they are similar.	The Lost Lake/The River Dream
DOK 3	Part A: Choose the sentence that shows a similarity	Hard	This item is formatted as a two-part Hot Text item, where the first component is a multiple choice item and the second component is	The Lost Lake/The

	between the two stories. Part B: Choose a phrase from each passage to support your answer in part A. [two-part Hot Text]		comprised of Hot Text portions of the passages. Here, the student is responsible for both determining of the theme and providing textual evidence from the passages, increasing the level of complexity. Hard Difficulty: Analyze two texts for similarities and then provide evidence in support of this analysis.	River Dream

Content Standard	Informational RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Content Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words, phrases, or quotations from the text to answer questions using explicit or implicit information in the text as support. • Requires the student to select information explicitly stated in the text from four choices AND then select words or phrases from the text to support the information (two-part Hot Text.) Multiple Choice • Requires the student to select from four or more choices using either explicit or implicit information from the text to inform or support an inference.
DOK	1, 2

DOK Demands		
DOK	Task Demand	Response Mechanism
DOK 1	Answer questions using details from the text where both the information within the question stem and the details are explicit.	• Hot Text Response • Multiple Choice Response
DOK 2	Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the inference for the student.	• Hot Text Response • Multiple Choice Response • Proposition Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 1	When was the dinosaur “Sue” found? [Multiple Choice]	Easy	This item can be categorized as an Easy DOK 1 because it is information that is central to an understanding of the passage and is prominently and explicitly stated in the text. Few specific dates are mentioned in the passage, further simplifying the task required of the student.	A Dinosaur Named Sue/Dinosaur Chomper

			Easy Difficulty: Choose one phrase that explicitly describes the information requested.	
DOK 1	Select a detail from the passage that shows that the Sarcosuchus's jaw was made for catching prey. [Hot Text]	Hard	Although the information required to answer this question is explicitly found in the passage, the location of this information and its prominence within the text is what contributes to this item's Hard DOK 1 classification. Although this information is explicitly stated in the passage, the detail required is located in a paragraph prior to the statement in the question stem. The detail represents a small piece of information that is required to understand a larger inference about the central idea of the passage, causing this to be classified as a Hard DOK 1. Hard Difficulty: Choose one detail from sections of the entire passage that explicitly states the information requested.	A Dinosaur Named Sue/Dinosaur Chomper
DOK 2	Why was the location of "Sue" a "fantastic" discovery? [Proposition Scorer]	Easy	This item represents an Easy version of a DOK 1 item. This is a very basic inference that has support that can be gathered from multiple locations within the text. The tone of the passage also contributes to the student's understanding of this inference. By demonstrating the unusual nature of the discovery and highlighting how difficult it had been to find any specimens, the author highlights the importance of the discovery by marking the obstacles that stood in its way. Easy Difficulty: Describe in words a concept that is not explicitly stated in the text.	A Dinosaur Named Sue/Dinosaur Chomper
DOK 2	Select a detail from the text that shows that it would take a	Medium	This item demonstrates a Medium difficulty DOK 2 item. The question stem identifies an	A Dinosaur Named

	lot to terrify a dinosaur. [Hot Text]		inference for the student with supporting information that can be found implicitly within the text. Unlike the Easy version of this item, the supporting information requires minor inferences about the text itself in order to appropriately understand the inference referenced in the stem. Medium Difficulty: Choose one detail from sections of the entire passage that supports information not explicitly stated.	Sue/Dinosaur Chomper

Content Standard	Informational RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
Content Limits	Content Standard Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the main idea.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that explicitly state the main idea. • Requires the student to select words or phrases from the text that provide explicit support for the main idea. • Requires the student to select the main idea from four choices and then to select words or phrases from the text to support the selected main idea. Multiple Choice Response (Four Choices) • Requires the student to select the main idea of the passage. • Requires the student to select explicit or implicit details that support the main idea of the passage. • Requires the student to select an explanation that describes how the main idea is conveyed in the text. Proposition scorer • Requires the student to state in words the main idea of the passage. Note to item writer: The range of plausible answers should be limited and the main idea must not be explicitly stated in the text. • Requires the student to state in words details from the text that can be used to support the main idea of the passage. Note to item writer: The item must require that the details not be explicitly stated in the text. • Requires the student to state in words the main idea of the passage and describe a detail or details from the passage that can be used to support the main idea. *Note to item writer: The range of plausible answers should be limited and the main idea must not be explicitly stated in the text. The item must require the students to explain the answer in their own words. The item should not require the student to provide quotations from the text.*
DOK	2

DOK Demands		
DOK	Task Demand	Response Mechanism
DOK 1	N/A	

DOK 2	Determine a theme or central idea explicitly or implicitly stated in the text. Provide details that support the theme or central idea of the text. The details can be explicitly or implicitly stated.		• Hot Text Response • Multiple Choice Response • Proposition Response • Hot Text Response (two part) • Multiple Choice Response • Proposition Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which of the following best describes the main idea of the first passage? [multiple choice]	Easy	This item, as a multiple choice, qualifies as an Easy version of a DOK 2 due to the amount of information that is given to the student. The student will be presented with four possible variations on the main idea of the passage and determine, based on the context of support from the passage, which adequately covers the primary points. Because the student does not have to make any inferences outside of their primary task (determining the main idea) the difficultly level of this item is low. Easy Difficulty: Choose one description that explicitly states the information requested.	A Dinosaur Named Sue/Dinosaur Chomper
DOK 2	What is the main idea of the first passage? [proposition scorer]	Medium	This item, as a proposition scorer item, qualifies as a Medium version of a DOK 2. Here, the student must not only infer the main idea of the passage, but must describe it in their own words, without any prompting from the item writer, which makes the item more difficult, although the steps cognitive steps are the same as would be needed to answer a multiple choice. Medium Difficulty: Describe in words a concept that is requested.	A Dinosaur Named Sue/Dinosaur Chomper

DOK 2	Select the statement that best describes the main idea of the first passage. Select a sentence from the passage that best supports your answer. [Two-part Hot Text]	Hard	This item, as a two-part Hot Text, qualifies as a Hard version of a DOK 2 item. Similar to the proposition scorer version of this item, the student is required, without prompting, to infer (as it is not stated in the passage) the main idea of the first passage. In addition to this component, however, the student must be able to support the main idea with evidence from the text. Because the main idea must be inferred rather than identified, so must the support, which makes this item difficult while still requiring the same application of concepts. Hard Difficulty: Choose one sentence from four options that explicitly states the information required; Choose one sentence from the passage that supports the chosen option.	A Dinosaur Named Sue/Dinosaur Chomper

Content Standard	Informational RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Content Limits	Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or stem in technical procedures. Items may ask the student how these impact other events in the text. The item may require the student to draw inferences from the text, and may require the student to identify language in the passage used to convey time and/or sequence.
Acceptable Response Mechanisms	Hot Text • Requires the student to select either words or phrases from the text that provide details to describe a relationship between events, concepts or steps. • Requires the student to select from four or more choices the correct descriptions or inferences about relationships between events, concepts or steps and to select words or phrases from the text that provide support for these relationships. Multiple Choice (Four Choices) • Requires the student to select a correct relationship between events, concepts or steps. • Requires the student to select examples of language or details from the passage that denotes a relationship between time and sequence. • Requires the student to select an inference about a relationship between events, concepts or steps. Proposition Scorer • Requires the student to draw an inference about a relationship between events, concepts or steps in words and support the inference with details from the text. Note to item writer: The item must require that the details not be explicitly stated in the text. The description of differences must be distinct from the conclusion drawn from it.
DOK	2, 3

DOK Demands		
DOK	Task Demand	Response Mechanism
DOK 1	N/A	
DOK 2	Identify relationships between events, concepts and steps that may be explicitly or implicitly stated in the text. Identify and describe relationships between events,	• Multiple Choice Response • Proposition Response • Hot Text (two part) • Multiple Choice Response • Proposition Response

	concepts and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. Describe relationships between events, concepts and steps using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.		• Hot Text (two part) • Multiple Choice Response • Hot Text (two part)	
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Select the phrase that describes how the chronological structure helps the reader to understand the process of finding dinosaur fossils. [Multiple Choice]	Medium	In this item, the student is provided with the inference that the structure of the passage is chronological, but is required to make a larger inference. Provided with possible alternatives in the multiple choice options, the student will be required to select the effect of this structure on the reader and on the passage itself. Because the initial inference is given to the student while still requiring the cognitive processes associated with determining relationships, this item is categorized as a Medium difficulty DOK 2. Medium Difficulty: Choose one sentence from four options that implicitly states the information required.	A Dinosaur Named Sue/Dinosaur Chomper
DOK 2	How does the structure of the text help the reader to understand how dinosaur specimens are found? [Proposition Scorer]	Hard	Although this item is similar to the Medium difficulty item described above, this version is categorized as a Hard difficultly DOK 2 item, primarily due to the fact that the student is not provided with the inference required in the question stem. Where in the Medium difficultly item, the structure type is	A Dinosaur Named Sue/Dinosaur Chomper

			specified, here, the student must identify the structure with no prompting and then correctly interpret its effect. Hard Difficulty: Describe in words the concept that is required.	

Content Standard	Informational RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Content Limits	Items may ask students to use features located within the text to identify information relevant to key ideas or details within a text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select text that identifies information that can be located using text features and search tools. Inferences about the text features or the information may or may not be given to the student. Multiple Choice (Four Choices) • Requires the student to select information that can be found from text features and search tools. Inferences about the text features or the information may or may not be given to the student.
DOK	2

DOK Demands				
DOK	Task Demand		Response Mechanism	
DOK 1	N/A			
DOK 2	Identify information that can be found by using text features or search tools.		• Hot Text Response • Multiple Choice Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which of the following information can be found using the footnotes in the passage? [multiple choice]	Easy	This item is an easy difficultly DOK 2. The item writer has provided the student with the location of the information needed in the passage by identifying the use of footnotes. Specific options for this multiple choice question would be literal transcriptions of the information in the passage. The student merely needs to locate and identify the information. Easy Difficulty: Choose one sentence from four options that states the implicit information required.	A Dinosaur Named Sue/Dinosaur Chomper

DOK 2	Select the information in the passage that explains which parts of the dinosaur's body help it to catch prey. [Hot Text]	Hard	This item is a hard difficulty DOK 2. The information that the student is looking for can be found in the footnote, but it is not explicitly stated. The student will need to make an inference to connect the information in the footnote to the details described in the item stem. Adding an additional level of difficultly to the item is the fact that the item writer has not provided the student with the location of this information, requiring two levels of inference for the student to successfully complete the item. Hard Difficulty: Choose multiple details from the entire passage to support the statement.	A Dinosaur Named Sue/Dinosaur Chomper

Content Standard	**3.RN.3.2:** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
Content Limits	Items may ask students to determine if a text was written as "problem and solution" or in "chronological order." Students may be asked to find the problem and solution in the text or organize facts from the text in chronological order.
Construct-Relevant Vocabulary	chronological order, problem and solution, structure
Recommended Response Mechanisms (Item Types)	Evidenced-Based Selected Response Hot Text Multiple Choice Multi-Select
DOK	2
Evidence Statements	
Students determine the text structure as a problem and solution or chronological order.	
Students identify evidence to support the structure of the text.	
Sample Item	
How does the author offer solutions to the problem of [X] in the passage? A. By comparing [X] to [Y] B. By showing [X] in order C. By providing examples of [X] D. By explaining the process of [X]	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	Informational RI.3.6: Distinguish their own point of view from that of the author of a text.
Content Limits	Items may ask the student to identify the point of view in at text. Items may ask the student to identify the author or speaker in a text.
Acceptable Response Mechanisms	Multiple Choice • Requires the student to identify from four or more choices the author or point of view of a text.
DOK	2

DOK Demands		
DOK	Task Demand	Response Mechanism
DOK 1	N/A	
DOK 2	Identify various points of view in the text.	• Multiple Choice
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which of the following correctly states the point of view in the first passage? [multiple choice]	Easy	Although this is an easy item, at this grade level, identifying point of view will always be classified as a DOK 2, as the point of view of a text will never be explicitly stated. By presenting the student with four multiple choice options, the item writer still requires the student to make an inference to determine the author or speaker in a text, but prompts the student with the possible answer choices. This passage has a singular point of view that remains constant throughout the passage, making this an easy inference at a DOK 2 level. Easy Difficulty: Choose one sentence from four options that contains the implicit information required.	A Dinosaur Named Sue/Dinosaur Chomper
DOK 2	Which of the following correctly states the point of view in the second passage?	Hard	By presenting the student with four multiple choice options, the item writer still requires the student to make an inference to determine the author or speaker	A Dinosaur Named Sue/Dinosaur Chomper

	[multiple choice]		in a text, but prompts the student with the possible answer choices. This passage has multiple points of view, as an objective summary of the topic is given, but personal anecdotes and opinions are also used in the form of interviews with experts. Though the item still remains at a DOK 2 due to the cognitive steps required for an inference, the potential for confusion and increased difficultly in the passage place this item at a hard difficulty level. Hard Difficulty: Choose one sentence from four options that contains the implicit information required.	

Content Standard	**3.RN.4.1:** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
Content Limits	Items may ask students to determine statement(s) made by the author as fact or opinion. Items may require students to identify specific words in the text that denote a statement as a fact or an opinion. Items may ask students to identify a specific point in the text where the author states a fact or an opinion and to cite examples that support the fact or opinion. Items may ask students to explain how an author uses evidence to support a point in a text.
Construct-Relevant Vocabulary	agree, disagree, fact, opinion, reason(s), support/supporting details
Recommended Response Mechanisms (Item Types)	Evidence-Based Selected Response Hot Text Multiple Choice Multi-Select Table Matching
DOK	2
Evidence Statements	
Students determine whether the author is stating a fact or an opinion.	
Students identify key words in the text that denote a statement as being a fact or an opinion.	
Students identify evidence supporting a point in a text.	
(NOTE: Level of difficulty will depend on text and subtlety/amount of text and/or number of sentences required for support.)	
Sample Item	
Read this paragraph taken from the passage. [Issue X] is a very serious problem in our community. It affects a number of people in many different areas. Community leaders have tried to address [Issue X], but they still need our help and support. If we all work together, we can solve [Issue X]. Select **two** reasons the author gives to support his opinion. (NOTE: Text quoted from the passage should be brief enough that students are not burdened with an unnecessary reading load.)	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	Informational RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
Content Limits	Items may ask the student to compare and contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets on the same topic.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words and phrases from different texts that demonstrate similar or different interpretations of important points or key details. • Requires the student to select words and phrases to identify important points or key details in two or more texts AND to select a sentence or phrase that characterizes the similarities or differences between them. Multiple Choice • Requires the student to identify similarities or differences in the author's depiction of key ideas and details and select them from a list of phrases or sentences not located in the text.
DOK	2, 3

DOK Demands

DOK	Task Demand	Response Mechanism
DOK 1	N/A	
DOK 2	N/A	
DOK 3	Use details from two or more texts to draw comparisons about the similarities and differences between the important points and key details. The item writer may or may not provide the student with inferences regarding important points or key details.	• Hot Text (one or two part) • Multiple Choice

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 3	How is the Tyrannosaurus Rex in Passage 1 different from the Sarcosuchus in Passage 2? [Multiple Choice]	Easy	As an Easy example of a DOK 3, this item requires a high degree of cognitive complexity – understanding both the explicit and implicit factors that contribute to both species, as well as both passages. In order to keep the item at an easier	A Dinosaur Named Sue/Dinosaur Chomper

			level of difficulty, the item stem specifies clear ideas that are adequately explained in both passages and give the students a concrete topic to develop upon. Difficulty: Choose one sentence from four options that contains the implicit statement that must be drawn	
DOK 3	How were the differences between the discovery of a Tyrannosaurus Rex and a discovery of a Sarcosuchus shown between the two passages? [Multiple Choice]	Hard	This item, though similarly comparing concepts between two passages, constitutes a much more difficult level of comparison. The student is presented with an abstract relationship between two ideas, rather than with a direct comparison between two explicit concepts. Though the structure of the item is the same as its Easy counterpart, this item represents a Hard level of difficulty due to the multiple levels of inferring and explanation the student must be capable of to select the correct option. Difficulty: Choose one sentence from four options that contains the implicit statement that must be drawn.	A Dinosaur Named Sue/Dinosaur Chomper

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context,word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L-5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2

Stimuli/Passages	Each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and 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. 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.
Stimuli/Text Complexity	Clarification for Dual-Text Stimuli: When a dual-text stimulus 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/background 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. The title of the text should be included in the stem when more than one text is used.
Accessibility Concerns	Students will be required to read grade-level literary 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 who are visually impaired or blind may need enlarged or brailled text and picture descriptions of 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 determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** mean? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] show the reader?

	• Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word 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 [targeted word]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Pick the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)* **1.** [provide definition]; **2.** [provide definition]] Which [word/phrase] **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** passages? **NOTE:** This stem is only used with two literary passages.

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

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 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. **Appropriate Stems:** • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** mean? Pick **two** choices. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] show the reader? Pick **two** choices. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Pick **two** choices. • Read the [sentence(s)/line(s)].

	[Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of [targeted word/"targeted phrase"]? Pick **two** choices. • Read the [sentence(s)/line(s)] from the passage. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the passage help the reader understand [provide concept/idea]? Pick **two** choices. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Pick **two** choices. • First, read the sentence(s) from [title text #1]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** passages? Pick **two** choices. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **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. 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. **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). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 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. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)* **1.** [provide definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition of that word. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** shows that [idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Directly quoted sentence or line from text, with targeted [word/phrase] underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text from text #2]
  NOTE: This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

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

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

First, read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited.For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 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. 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.
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. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from dual-text, 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 25-40% 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin roots or affixes todetermine 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	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formating note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 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 Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems :** • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** mean? • Read the sentence(s). [Directly excerpted sentence(s)from passage, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] tell the reader?

	• Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide idea/event/topic/etc.] in the passage? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] Pick the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)* **1.** [definition];] Which [word/phrase] from the passage **best** matches the dictionary entry? • Read the sentence(s). [Directly quoted sentence(s) from passage, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** passages? **NOTE:** This stem is only used with two informational passages.

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

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 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. **Appropriate Stems :** • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most** likely mean? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide idea/event/etc.] in the passage? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined]

	What does the author tell the reader with the use of [targeted word/"targeted phrase"]? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose **two** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Choose **two** answers. • First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] 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** passages? Choose **two** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** 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. **Formating note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **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 Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statements**: 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 informationaltext. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informationaltext. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)* **1.** definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** shows that [idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Directly excerpted sentence or line from passage, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

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

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

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **interpret** its meaning and impact on the text (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have on the passage?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-5 Demonstrate understanding of word relationships and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). L-5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning. 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. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from dual-text, 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 25-40% 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 interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2, 3**	**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. **Target Evidence Statements**: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s)(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentence **best** describes what the [provide figurative language] in the sentence(s)/line(s)/paragraph(s) adds to meaning of the passage? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [character's name] feelings about [insert idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]

	Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)/paragraph(s] from [title text #2]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the line from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [line/sentence] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the sentence(s)/line(s)/paragraph(s) from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2, 3**	**Task Description:** The **item stem** will prompt the selection of **two** statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose **two** answers. The **answer choices** will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be **two** correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Why does the author use the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentences **best** describe what the [provide figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase] tell the reader about [character's name/the narrator/the setting/the passage]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the author mean by the use of [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)].

[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
How does the author's] use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [insert character's name] feelings about [insert idea]? Choose **two** answers.

- Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose **two** answers.

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

Appropriate Stems for Dual-Text Stimuli Only:

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

- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase]? Choose **two** answers.

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

- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text]
Now read the sentence(s)/line(s)/paragraph(s) from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase]? Choose **two** answers.

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

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 14: LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **demonstrate** its meaning and impact on meaning (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have in the passage?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L-5 Demonstrate understanding of word relationships and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). L-5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Three basic categories for informational text include literary nonfiction, historical/social studies, and scientific/ technical texts. Informational text includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. 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.
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 the set of items and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts. 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 25-40% of all other items written in the dual-text set should be written to both 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 concerns.
Evidence Required	1. The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2, 3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to demonstrate figurative language or literary devices and analyze their impact on meaning. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the passage. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the passage, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the passage. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: • The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. • The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. • The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell about [provide the author/author's point of view/the events/the information/etc.] in the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Which sentence **best** describes what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide the author's/quoted person's] [feelings/opinion] about [provide idea]?

	• Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about the [provide the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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] [targeted word/"targeted phrase"]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2, 3**	**Task Description:** The **item stem** will prompt the selection of **two** statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose **two** answers. The **answer choices** will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be **two** correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will demontrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell about [provide the author/author's point of view/the events/the information/etc.] in the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Which sentence **best** describe what the [provide figurative language] in the sentence(s)/paragraph(s) adds to the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined]

	How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide the author's/quoted person's] [feelings/opinion] about [insert idea]? Choose **two** answers. • Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose **two** answers.. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? Choose **two** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? Choose **two** answers. • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? Choose **two** answers. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s) paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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] [targeted word/"targeted phrase"]? Choose **two** answers. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context,word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L-5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2

Stimuli/Passages	Each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and 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. 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.
Stimuli/Text Complexity	Clarification for Dual-Text Stimuli: When a dual-text stimulus 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/background 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. The title of the text should be included in the stem when more than one text is used.
Accessibility Concerns	Students will be required to read grade-level literary 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 who are visually impaired or blind may need enlarged or brailled text and picture descriptions of 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 determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** mean? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] show the reader?

	• Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word 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 [targeted word]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Pick the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)* **1.** [provide definition]; **2.** [provide definition]] Which [word/phrase] **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** passages? **NOTE:** This stem is only used with two literary passages.

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

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 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. **Appropriate Stems:** • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** mean? Pick **two** choices. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] show the reader? Pick **two** choices. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Pick **two** choices. • Read the [sentence(s)/line(s)].

	[Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of [targeted word/"targeted phrase"]? Pick **two** choices. • Read the [sentence(s)/line(s)] from the passage. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the passage help the reader understand [provide concept/idea]? Pick **two** choices. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Pick **two** choices. • First, read the sentence(s) from [title text #1]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** passages? Pick **two** choices. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **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. 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. **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). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 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. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)* **1.** [provide definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition of that word. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** shows that [idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Directly quoted sentence or line from text, with targeted [word/phrase] underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text from text #2]
  NOTE: This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

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

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

First, read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited.For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 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. 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.
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. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from dual-text, 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 25-40% 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin roots or affixes todetermine 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	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formating note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 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 Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems :** • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** mean? • Read the sentence(s). [Directly excerpted sentence(s)from passage, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] tell the reader?

	• Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide idea/event/topic/etc.] in the passage? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] Pick the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)* **1.** [definition];] Which [word/phrase] from the passage **best** matches the dictionary entry? • Read the sentence(s). [Directly quoted sentence(s) from passage, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** passages? **NOTE:** This stem is only used with two informational passages.

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

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 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. **Appropriate Stems :** • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most** likely mean? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide idea/event/etc.] in the passage? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined]

	What does the author tell the reader with the use of [targeted word/"targeted phrase"]? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose **two** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Choose **two** answers. • First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] 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** passages? Choose **two** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** 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. **Formating note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **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 Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statements**: 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 informationaltext. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informationaltext. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)* **1.** definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** shows that [idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Directly excerpted sentence or line from passage, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

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

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

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context,word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L-5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2

Stimuli/Passages	Each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and 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. 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.
Stimuli/Text Complexity	Clarification for Dual-Text Stimuli: When a dual-text stimulus 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/background 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. The title of the text should be included in the stem when more than one text is used.
Accessibility Concerns	Students will be required to read grade-level literary 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 who are visually impaired or blind may need enlarged or brailled text and picture descriptions of 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 determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** mean? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] show the reader?

	• Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word 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 [targeted word]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Pick the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)* **1.** [provide definition]; **2.** [provide definition]] Which [word/phrase] **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** passages? **NOTE:** This stem is only used with two literary passages.

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

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 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. **Appropriate Stems:** • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** mean? Pick **two** choices. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] show the reader? Pick **two** choices. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Pick **two** choices. • Read the [sentence(s)/line(s)].

	[Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of [targeted word/"targeted phrase"]? Pick **two** choices. • Read the [sentence(s)/line(s)] from the passage. [Directly quoted sentence(s) or line(s) from passage, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the passage help the reader understand [provide concept/idea]? Pick **two** choices. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Pick **two** choices. • First, read the sentence(s) from [title text #1]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** passages? Pick **two** choices. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **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. 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. **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). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 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. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)* **1.** [provide definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition of that word. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** shows that [idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [Directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Directly quoted sentence or line from text, with targeted [word/phrase] underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text from text #2]
  NOTE: This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

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

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

First, read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited.For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 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. 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.
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. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from dual-text, 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 25-40% 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.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin roots or affixes todetermine 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	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formating note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 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 Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems :** • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** mean? • Read the sentence(s). [Directly excerpted sentence(s)from passage, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] tell the reader?

	• Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide idea/event/topic/etc.] in the passage? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] Pick the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Directly quoted sentence(s) from passage, with targeted word/phrase underlined] What does the author tell the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)* **1.** [definition];] Which [word/phrase] from the passage **best** matches the dictionary entry? • Read the sentence(s). [Directly quoted sentence(s) from passage, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** passages? **NOTE:** This stem is only used with two informational passages.

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

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 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. **Appropriate Stems :** • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most** likely mean? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has more than one meaning. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** tell the reader about [provide idea/event/etc.] in the passage? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined]

	What does the author tell the reader with the use of [targeted word/"targeted phrase"]? Choose **two** answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose **two** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Choose **two** answers. • First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with targeted word/phrase underlined] 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** passages? Choose **two** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** 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. **Formating note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **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 Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statements**: 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 informationaltext. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informationaltext. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)* **1.** definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** shows that [idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from passage, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Directly excerpted sentence or line from passage, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

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

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

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.

Content Standard	Literacy RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select text that provides the meaning of unknown words and phrases. • Requires the student to select words or phrases that provide context for an unknown word. Multiple Choice • Requires the student to select the correct meaning of a word from a list of four or more choices.
DOK	1, 2

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.	1. Hot Text Response 2. Multiple Choice Response
DOK 2	Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage

DOK 1	What does the word disappeared mean in "The River Dream"? [Multiple Choice]	Easy	Several context clues within the paragraph suggest the meaning of this word. The passage describes how the neighborhood surrounding Mark's house was replaced with a river and the houses and streets that were there before were gone. Because examples demonstrate the word's meaning, the cognitive demands on the student are low. These phrases signify a shift in the story and in the timeline, so understanding them is essential to the comprehension of the passage. Easy Difficulty: Choose the definition of a word based on several context clues directly stated in the same paragraph.	The Lost Lake/The River Dream
DOK 1	Which word helps the reader understand the word knapsack mean in "The Lost Lake"? [Hot Text]	Medium	This item stem has a medium difficulty because of the limited availability for context in the passage. Context clues are confined to the specific sentence the word appears in and are not elaborated on later in the passage; however, the word "backpack", a direct synonym, is in close proximity, and gives the student the context needed to understand the word's meaning. This availability allows the item to be classified as a DOK 1. Medium Difficulty: Select the definition of a word based on only one explicitly stated synonym in the passage.	The Lost Lake/The River Dream

DOK 2	Part A: Choose the correct meaning of the word <u>hovered</u> as the author uses it in the passage. Part B: Then, select the words from the passage that help the reader understand what it means. [Hot Text – two-part]	Medium	This item represents a medium difficulty DOK 2. The student is required to understand and select the meaning of the word and to provide inferred support from the passage. Although the student may be unfamiliar with mayflies as insects, the suffix of the word provides the context the student needs to understand "hovered." There are no immediate synonyms for the word that is being tested; however, by using the prepositions surrounding the mayflies and their actions, the student can infer the correct definition of the word. Medium Difficulty: Select the meaning of a word that must be inferred from the passage and then provide evidence from the text for the inference.	The Lost Lake/ The River Dream
DOK 2	What does the author mean by the phrase "<u>puffed up</u>"? How does the author illustrate this phrase in the passage? [Multiple Choice]	Hard	The context for this phrase, while present, is implicit. The tested phrase has no literal application within the context of the passage. However, the phrase is supported by character traits and descriptions of Ruby's behavior. In order to determine the meaning of this phrase, the student must be able to synthesize the characterization of the protagonist's response to the events in the plot and incorporate the phrase "full of importance". Overall, an understanding of the vocabulary requires understanding of character, tone, and writing style to provide a comprehensive answer.	Love, Ruby Lavender

			Hard Difficulty: Provide justification from the passage for a phrase that the author uses by inferring the implications of the events in a passage.	

Content Standard	Informational RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask students to determine meanings specific to a domain-specific area.
Acceptable Response Mechanisms	Hot Text • Requires the student to select text that provides the meaning of unknown words and phrases. • Requires the student to select words or phrases that provide context for an unknown word. Multiple Choice • Requires the student to select the correct meaning of a word from a list of four or more choices.
DOK	1, 2

DOK Demands		
DOK	Task Demand	Response Mechanism
DOK 1	Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.	• Hot Text Response • Multiple Choice Response
DOK 2	Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	• Hot Text Response • Multiple Choice Response • Proposition Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 1	What does the word cartilage mean as it is used in the passage? [Multiple Choice]	Easy	Though the structure of the following three items is identical, the use of the particular words being assessed singularly impact the difficulty of the items. The word cartilage is explicitly defined within the second paragraph of the passage. Not only is the student given context by comparing cartilage to bone, he or she is also explicitly given the definition and function of the substance immediately	Shark Facts

			following this comparison. As the definition requires no interferences, nor does it require an understanding of the connection between bones and cartilage, this is an easy DOK 2 item. Easy Difficulty: Choose one sentence from four options that explicitly states the information required.	
DOK 1	What does the word Sarcosuchus mean as it is used in Passage 2? [Multiple Choice]	Hard	Similarly to the first item, here the definition of the word is explicitly defined within the text. Although the definition of the item is explicitly stated and located in close proximity to the tested word, the format and style of the word itself will most likely be unfamiliar to most readers, making this a Hard difficulty DOK 1 item. Hard Difficulty: Choose one sentence from four options that explicitly states the information required.	A Dinosaur Named Sue/Dinosaur Chomper
DOK 2	What does the phrase food chain mean as it is used in the passage? [Multiple Choice]	Medium	Within the third paragraph of the passage, the food chain is discussed in order to give context for sharks' placement in their surrounding habitat. Unlike the previous cartilage example, however, food chain is not explicitly defined for the student within the passage itself. The implication of the shark's position on the food chain, however, is described for the reader. Here, although the student is still making the same number of cognitive steps to determine the definition (by reading around the word to obtain context) the level of difficultly is higher due to the necessary connections required	Shark Facts

			to understand the relationship between the concept and the words associated with it. Medium Difficulty: Choose one sentence from four options that explicitly states the information required.	
DOK 2	What does the word species mean as it is used in the passage? [Multiple Choice]	Hard	For this word, while context exists for the student to understand its meaning, the context clues are very nuanced and their implications on the work 'species' must be inferred. Using the information gained from the words "each" and "different," the student is able to establish that there are a variety of different types of sharks. By establishing that this term inherently describes a relationship between different types of sharks as opposed to individual specimens, they will be able to correctly answer this high difficultly question. Hard Difficulty: Choose one sentence from four options that explicitly states the information required.	Shark Facts

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **interpret** its meaning and impact on the text (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have on the passage?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-5 Demonstrate understanding of word relationships and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). L-5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning. 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. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from dual-text, 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 25-40% 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 interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2, 3**	**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. **Target Evidence Statements**: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s)(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentence **best** describes what the [provide figurative language] in the sentence(s)/line(s)/paragraph(s) adds to meaning of the passage? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [character's name] feelings about [insert idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]

	Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)/paragraph(s] from [title text #2]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the line from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [line/sentence] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the sentence(s)/line(s)/paragraph(s) from [title text #1]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2, 3**	**Task Description:** The **item stem** will prompt the selection of **two** statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose **two** answers. The **answer choices** will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be **two** correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Why does the author use the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which sentences **best** describe what the [provide figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase] tell the reader about [character's name/the narrator/the setting/the passage]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the author mean by the use of [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)].

[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
How does the author's] use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [insert character's name] feelings about [insert idea]? Choose **two** answers.

- Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose **two** answers.

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

Appropriate Stems for Dual-Text Stimuli Only:

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

- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase]? Choose **two** answers.

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

- Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text]
Now read the sentence(s)/line(s)/paragraph(s) from [title text #1].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase]? Choose **two** answers.

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

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 14: LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **demonstrate** its meaning and impact on meaning (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have in the passage?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L-5 Demonstrate understanding of word relationships and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). L-5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Three basic categories for informational text include literary nonfiction, historical/social studies, and scientific/ technical texts. Informational text includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. 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.
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 the set of items and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts. 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 25-40% of all other items written in the dual-text set should be written to both 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 concerns.
Evidence Required	1. The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2, 3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to demonstrate figurative language or literary devices and analyze their impact on meaning. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the passage. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the passage, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the passage. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: • The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. • The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. • The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell about [provide the author/author's point of view/the events/the information/etc.] in the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Which sentence **best** describes what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide the author's/quoted person's] [feelings/opinion] about [provide idea]?

	• Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about the [provide the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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] [targeted word/"targeted phrase"]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2, 3**	**Task Description:** The **item stem** will prompt the selection of **two** statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose **two** answers. The **answer choices** will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be **two** correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will demontrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell about [provide the author/author's point of view/the events/the information/etc.] in the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Which sentence **best** describe what the [provide figurative language] in the sentence(s)/paragraph(s) adds to the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose **two** answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined]

	How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide the author's/quoted person's] [feelings/opinion] about [insert idea]? Choose **two** answers. • Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose **two** answers.. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? Choose **two** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? Choose **two** answers. • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Choose **two** answers. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character's name/the narrator/the setting/the passage/etc.]? Choose **two** answers. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s) paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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] [targeted word/"targeted phrase"]? Choose **two** answers. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Interpret and use information delivered orally.	
Clarifications	All items are text-dependent. **No item is answerable without listening to the presentation.** 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. Items do not assess minor details. Students should only need to listen to the presentation once in order to respond to items. 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.
Standards	SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	Stimuli are audio presentations* that may include images. Presentations are one minute in length. The presentation must have a main idea and supporting details. The presentation may make points and support them with reasons. The presentation may contain an opinion with reasons and supporting information. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions. *Stimuli may include the following: biographies and autobiographies; history, social studies, science, and the arts; technical texts All stimuli will include a short audio introduction to provide background context for students before they listen to the presentation. Appropriate Introduction for Commissioned Stimuli: In the following presentation you will hear a speaker talk about [topic]. Appropriate Introduction for Permissionable and Public Domain Stimuli: The following presentation is from [source—include date if necessary]. In this piece, [author] describes [topic].
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.

Accessibility Concerns	Students will be required to listen to grade-level spoken texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students with hearing impairments may need for the spoken information to be signed or provided in closed captioning. Students who are visually impaired or blind may need have visual media described to them. Students with auditory processing may need to have the listening information repeated. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses; Matching Tables

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2, 3**	**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, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation. **Appropriate Stems:** • What does the author hope the listener will learn from the presentation? • What is the **most likely** reason the author made the presentation? • What is the presentation **mostly** about? • What is the main idea of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that cannot be interpreted without listening to other content in the presentation] What does the sentence mean? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Which question can a listener answer after hearing the presentation? • [question that requires the student to determine or interpret a key point in the presentation]? • [question that requires the student to identify an explicitly stated detail relating to a purpose, central idea, or key point of the presentation]? **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to 1) identify evidence from the presentation that supports an idea in the presentation or 2) identify the idea that is supported by specific evidence from the presentation. **Appropriate Stems:** • Which detail from the presentation explains/supports/is an example of [idea in the presentation]? • Which idea in the presentation does [detail in presentation] support?

	Description for Evidence Statement 3—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. **Appropriate Stems:** • Which idea/sentence/conclusion is supported by the presentation? • Based on the presentation, which sentence **best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion based on the presentation]? **Description for Evidence Statement 3—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Which detail from the presentation **best** supports the idea/conclusion that [conclusion based on the presentation]? • [conclusion based on the presentation]. Which detail from the presentation **best** supports this idea/conclusion? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK: 1, 2, 3**	**Task Description:** For each of the evidence statements, the **answer choices** will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. The **item stem** will either state the number of correct responses or state "Pick **all** that are correct." **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation. **Appropriate Stems:** • What does the author hope the listener will learn from the presentation? Pick [**number**] choices. • What are the **most likely** reasons the author made the presentation? Pick [**number**] choices. • What are the [**number**] main ideas of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that cannot be interpreted without listening to other content in the presentation] What does the sentence mean? Pick [**number**] choices. • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? Pick [**number**] choices. • Choose the [**number**] questions a listener can answer after hearing the presentation. • [question that requires the student to determine or interpret key point(s) in the presentation]? Pick [**number**] choices. • [question that requires the student to identify explicitly stated details relating to purpose, central idea, or key point(s) of the presentation]? Pick [**number**] choices. **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to 1) identify evidence from the presentation that supports an idea in the presentation or 2)

	identify the ideas that are supported by specific evidence from the presentation. **Appropriate Stems:** • Choose [**number**] details from the presentation that explain/support/are examples of [idea in the presentation]. • Choose [**number**] ideas in the presentation that [detail in presentation] supports. **Description for Evidence Statement 3—Option 1:** The **item stem** will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation. **Appropriate Stems:** • Choose [**number**] ideas/sentences/conclusions that are supported by the presentation. • Based on the presentation, which [**number**] sentences **best** describe [topic in presentation]? • [question about content in the presentation that requires the student to draw conclusions based on the presentation]? **Description for Evidence Statement 3—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Choose the [**number**] details from the presentation that **best** support the idea/conclusion that [conclusion based on the presentation]? • [conclusion based on the presentation]. Choose the [**number**] details from the presentation that **best** support this idea/conclusion? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 **Item Type: Two-part multiple choice, with evidence responses** **DOK: 2, 3**	**Task Description:** The **item has two parts:** part A and part B. The **answer choices of PART A** will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. 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. The **answer choices of PART B** will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A. **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 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Lead-in for all Items:** • The following question has two parts. First, answer part A. Then, answer part B. **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem of PART A** will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation. **Appropriate Stems for PART A:** • What does the author hope the listener will learn from the presentation? • What is the **most likely** reason the author made the presentation? • What is the presentation **mostly** about? • What is the main idea of the presentation?

	• Read the sentence and the directions that follow. [sentence from presentation that cannot be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the sentence]? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Which question can a listener answer after hearing the presentation? • [question that requires the student to determine or interpret a key point in the presentation]? **Appropriate Stems for PART B:** • Which sentence/words/detail from the presentation **best** supports your answer in part A? • Which sentence/words/detail from the presentation **best** supports [concept related to that tested in part A]? **Description for Evidence Statement 3:** The **item stem of PART A** will pose a question that requires the student to select a conclusion or inference supported by content in the presentation. **Appropriate Stems for PART A:** • Which idea/sentence/conclusion is supported by the presentation? • Based on the presentation, which sentence **best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion based on the presentation]? **Appropriate Stem for PART B:** • Which sentence/words/detail from the presentation **best** supports your answer in part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 **Item Type: Matching Tables** **DOK: 1, 2, 3**	**Task Description:** The student will mark the cells in a table that meet certain criteria. **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for all Evidence Statements:** 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. The **table** will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to purposes, ideas, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence. 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. **Appropriate Stems:** • Complete the chart to show [description of chart purpose]. Click in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. • [description of chart purpose]. Complete the chart by clicking in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. • [question that the completed chart will answer]? Click in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Interpret and use information delivered orally.	
Clarifications	All items are text-dependent. **No item is answerable without listening to the presentation.** 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. Items do not assess minor details. Students should only need to listen to the presentation once in order to respond to items. 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.
Standards	SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	Stimuli are audio presentations* that may include images. Presentations are one minute in length. The presentation must have a main idea and supporting details. The presentation may make points and support them with reasons. The presentation may contain an opinion with reasons and supporting information. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions. *Stimuli may include the following: biographies and autobiographies; history, social studies, science, and the arts; technical texts All stimuli will include a short audio introduction to provide background context for students before they listen to the presentation. Appropriate Introduction for Commissioned Stimuli: In the following presentation you will hear a speaker talk about [topic]. Appropriate Introduction for Permissionable and Public Domain Stimuli: The following presentation is from [source—include date if necessary]. In this piece, [author] describes [topic].
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.

Accessibility Concerns	Students will be required to listen to grade-level spoken texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students with hearing impairments may need for the spoken information to be signed or provided in closed captioning. Students who are visually impaired or blind may need have visual media described to them. Students with auditory processing may need to have the listening information repeated. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses; Matching Tables

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2, 3**	**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, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation. **Appropriate Stems:** • What does the author hope the listener will learn from the presentation? • What is the **most likely** reason the author made the presentation? • What is the presentation **mostly** about? • What is the main idea of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that cannot be interpreted without listening to other content in the presentation] What does the sentence mean? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Which question can a listener answer after hearing the presentation? • [question that requires the student to determine or interpret a key point in the presentation]? • [question that requires the student to identify an explicitly stated detail relating to a purpose, central idea, or key point of the presentation]? **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to 1) identify evidence from the presentation that supports an idea in the presentation or 2) identify the idea that is supported by specific evidence from the presentation. **Appropriate Stems:** • Which detail from the presentation explains/supports/is an example of [idea in the presentation]? • Which idea in the presentation does [detail in presentation] support?

	Description for Evidence Statement 3—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. **Appropriate Stems:** • Which idea/sentence/conclusion is supported by the presentation? • Based on the presentation, which sentence **best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion based on the presentation]? **Description for Evidence Statement 3—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Which detail from the presentation **best** supports the idea/conclusion that [conclusion based on the presentation]? • [conclusion based on the presentation]. Which detail from the presentation **best** supports this idea/conclusion? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK: 1, 2, 3**	**Task Description:** For each of the evidence statements, the **answer choices** will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. The **item stem** will either state the number of correct responses or state "Pick **all** that are correct." **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation. **Appropriate Stems:** • What does the author hope the listener will learn from the presentation? Pick [**number**] choices. • What are the **most likely** reasons the author made the presentation? Pick [**number**] choices. • What are the [**number**] main ideas of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that cannot be interpreted without listening to other content in the presentation] What does the sentence mean? Pick [**number**] choices. • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? Pick [**number**] choices. • Choose the [**number**] questions a listener can answer after hearing the presentation. • [question that requires the student to determine or interpret key point(s) in the presentation]? Pick [**number**] choices. • [question that requires the student to identify explicitly stated details relating to purpose, central idea, or key point(s) of the presentation]? Pick [**number**] choices. **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to 1) identify evidence from the presentation that supports an idea in the presentation or 2)

	identify the ideas that are supported by specific evidence from the presentation. **Appropriate Stems:** • Choose [**number**] details from the presentation that explain/support/are examples of [idea in the presentation]. • Choose [**number**] ideas in the presentation that [detail in presentation] supports. **Description for Evidence Statement 3—Option 1:** The **item stem** will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation. **Appropriate Stems:** • Choose [**number**] ideas/sentences/conclusions that are supported by the presentation. • Based on the presentation, which [**number**] sentences **best** describe [topic in presentation]? • [question about content in the presentation that requires the student to draw conclusions based on the presentation]? **Description for Evidence Statement 3—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Choose the [**number**] details from the presentation that **best** support the idea/conclusion that [conclusion based on the presentation]? • [conclusion based on the presentation]. Choose the [**number**] details from the presentation that **best** support this idea/conclusion? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 **Item Type: Two-part multiple choice, with evidence responses** **DOK: 2, 3**	**Task Description:** The **item has two parts:** part A and part B. The **answer choices of PART A** will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, or judgments about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. 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. The **answer choices of PART B** will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A. **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 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Lead-in for all Items:** • The following question has two parts. First, answer part A. Then, answer part B. **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem of PART A** will pose a question that requires the student to identify or interpret the purpose, central idea, or key points of the presentation. **Appropriate Stems for PART A:** • What does the author hope the listener will learn from the presentation? • What is the **most likely** reason the author made the presentation? • What is the presentation **mostly** about? • What is the main idea of the presentation?

	• Read the sentence and the directions that follow. [sentence from presentation that cannot be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the sentence]? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Which question can a listener answer after hearing the presentation? • [question that requires the student to determine or interpret a key point in the presentation]? **Appropriate Stems for PART B:** • Which sentence/words/detail from the presentation **best** supports your answer in part A? • Which sentence/words/detail from the presentation **best** supports [concept related to that tested in part A]? **Description for Evidence Statement 3:** The **item stem of PART A** will pose a question that requires the student to select a conclusion or inference supported by content in the presentation. **Appropriate Stems for PART A:** • Which idea/sentence/conclusion is supported by the presentation? • Based on the presentation, which sentence **best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion based on the presentation]? **Appropriate Stem for PART B:** • Which sentence/words/detail from the presentation **best** supports your answer in part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 **Item Type: Matching Tables** **DOK: 1, 2, 3**	**Task Description:** The student will mark the cells in a table that meet certain criteria. **Target Evidence Statements**: 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation. **Description for all Evidence Statements:** 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. The **table** will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to purposes, ideas, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence. 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. **Appropriate Stems:** • Complete the chart to show [description of chart purpose]. Click in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. • [description of chart purpose]. Complete the chart by clicking in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. • [question that the completed chart will answer]? Click in the boxes next to the [description of labels in left column] that match/describe the [description of labels in header row]. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
Target 4, USE EVIDENCE: Cite evidence to support opinions and ideas.

<u>Claim 2</u>
Target 7, COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</td></tr>
<tr><td>Clarifications</td><td>• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form an opinion, but not be too general.
• Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions.
• Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular opinion is not privileged; the sources should allow for students to support different opinions.
• Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate opinion full write. Try not to create a writing assignment around a set of sources – the writing purpose should come from the sources and not be a forced fit.
• Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion or an idea.
• Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.</td></tr>
</table>

Standards	**Claim 4 Target 2** **INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7,RI-9, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions and ideas. Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-6 Distinguish their own point of view from that of the author of a text. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-1b Provide reasons that support the opinion. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	Claim 2 Target 7 **COMPOSE FULL TEXTS:** Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d,W-4, W-5, W-8 (DOK 4) 3.W-1 a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section. 3.W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. 3.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
DOK/Difficulty Levels	Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 7 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (two for grade 3) should have some references and footnotes/in-text citations resembling authentic research sources.

	• The set of sources should provide enough evidence that allows students to establish and support an opinion, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular opinion is not privileged; the sources should allow for students to support different opinions. • Students should NOT be given a side to support, but should be able to choose the side they are supporting. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in the Grade 3–5 tasks. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (two at Grade 3), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)

Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** Target 2 1. The student will locate information from multiple sources to support a central idea or key detail related to research. 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. Target 3 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions or ideas based on evidence collected. **Claim 2** Target 7 1. The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.
Allowable Item Types	2 short text items, 1 machine-scored item, and an opinion full write. Machine-scored item types: • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research you have found two sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2**: "You decide to look up more information about this topic. You have found two sources about this topic. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 opinion full write. The three items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the opinion full write, the student will state an opinion and in his or her own words, will integrate relevant information from the sources to support the opinion. Students should reference the sources used when integrating relevant information in their writing. The student will elaborate on ideas and maintain a clear focus throughout. The student will address a specific audience and purpose in each full write. After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).

Task Model 1
Item Type: Short Text
DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

1. The student will locate information from multiple sources to support a central idea or key detail related to research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader's understanding of <topic>. Give **two** [details/examples] from Source #2 to support your explanation.
  - The sources discuss <topic>. Explain what the sources say about <topic>. Use **one** detail from each source to support your explanation. For each detail, include the source title or number.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two vague/loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student cites the source for each detail.
1	Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from different sources (one from each source). Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by two details from one source. Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by one detail from one source. Student cites the source for the detail. OR Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 2 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will locate information from multiple sources to support a central idea or key detail related to research. **Description:** The student will locate sentences that present supporting information for the source quote given in the stem. The **delimited text** should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly provide supporting information for the quote given in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information for the source quote found in the stem and/or 2) a sentence that contains the same wording as the source quote given in the stem but does not present supporting information. **Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.** **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T2. Excerpt from one of the Sources **Stems:** o Source #1 says <quote>. Click on [**one**/**two**] sentence(s) in Source #2 below that **best** [supports/support] this [idea/detail]. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 3 **Item Type: Short Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation. o Both sources discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give **two** [details/examples] from Source #1 to support your explanation.

Rubric
Task Model 3a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 3b:

Score Point	Description
2	Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1.
1	Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1. **OR** Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4 **Item Type: Multiple Choice, Multiple-correct Response** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. **Description:** The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task . The **answer choices** should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest. The **correct answer choices** should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem. **Distractors** are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** Read the sentences from Source #1 and the directions that follow. **Stimulus:** No additional stimulus **Stems:** o Source #1 gives information about <topic>. Choose **two** [facts/ideas/details] from Source #2 that give **different** information about <topic>. o Choose **two** [details/ideas] that explain what **both** Source #1 and Source #2 say about <topic>. o Source #1 says <quote>. Click on **two** details from Source #2 that give **different** information about <topic of quote>.

Task Model 5
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source has **more** helpful information in understanding <idea/process>? Explain why this source has **more** helpful information in understanding <idea/process>. Support your explanation with **two** [details/examples] from the source.
  - Which source has **more** useful information about <topic>? Explain why this source has **more** useful information about <topic>. Support your explanation with **two** [details/examples] from the source.

Rubric
Task Model 5a:

Score Point	Description
2	Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it is more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it is more helpful information in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it is more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

<table>
<tr>
<td></td>
<td>
Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification of which source has the more useful information about <topic> and a limited or partial evidence-based explanation of why it has the more useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source.
OR
Response is an identification of which source has the more useful information about <topic> and an adequate evidence-based explanation of why it has the more useful information about <topic>, supported by one [detail/example] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-Correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
The student will analyze digital and print sources in order to locate relevant information to support research.
Description: The student will locate the source that provides the most useful information.
The answer choices should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one source that is correct and provides the most useful information on the topic mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:
Which source has more useful information about <topic>? Choose one answer that gives the source number and correctly explains why this is the more useful source.

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</table>

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will analyze illustrations in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric
Task Model 7:

Score Point	Description
2	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/ partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 3. The student will analyze illustrations in order to locate relevant information to support research. **Description:** The student will locate sentences that support an illustration presented in one of the sources provided in the performance task. The delimited text should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer choices and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly support the illustration that is mentioned in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the illustration and/or 2) a sentence that contains interesting information but does not support the illustration. **Rationales** should state the justification for the type of plausible distractor. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an illustration. Click on the **two** details in the sentences from Source #1 below that are **best** explained by the illustration in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 9
Item Type: Short Text
DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Explain [why/how] <idea/opinion>. Give **two** [reasons/details/ examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2, to support your explanation. For each [reason/detail/example], include the source title or number.
  - Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number.
  - Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/ examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/ example] from Source #1 and one [reason/detail/ example] from Source #2. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/ examples] from one source. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the reason. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/detail/ example], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/ example] from Source #2. Student cites the source for each [detail/example].
1	Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10
Item Type: Matching Tables
DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Description:
The student will match ideas/opinions to a source number and title. To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.
The **correct answer choices** should fit clearly into one category listed on the table.
Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>
<idea/opinion>		
<idea/opinion>		

  - Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/ opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<idea/opinion>				
<idea/opinion>				
<idea/opinion>				

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

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 7:** 1. The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion. **Opinion Writing:** Create an opinion writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An opinion assignment must provide the following information: • A purpose for writing • A description of the audience • A topic with multiple sides or positions, one of which the student can support with details from the sources **Sample Opinion Assignment #1:** People in your school are not sure if having bottled water is a good idea. The school uses bottled water for field trips, sports events, and even in the lunchroom. Many people want bottled water out of your school. These people want students to bring their own water containers. Your teacher has asked you to write an opinion paper about the problem to share with the principal as she decides what to do. Your assignment is to use the information from sources to write an opinion paper in which you agree or disagree with the use of bottled water at school activities. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use. **Sample Opinion Assignment #2:** As a rule, pets are not allowed at your local park. The parks committee is considering changing this rule. You decide to write an opinion paper that is several paragraphs long about whether or not pets should be allowed at the park. The paper will be read out loud at the next committee meeting. Your assignment is to use the information from the sources to write an opinion paper in which you agree or disagree with allowing pets in public parks. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use. **Sample Opinion Assignment #3:** When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper supporting your opinion about the paper.

	In your paper, you will take a side as to whether you allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use. **Note:** • Use issues related to the classroom, the school, or the community that might affect students. • Remember this is a less sophisticated form of argumentative writing so students need to be provided with a choice of more than one side. • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal), or a letter to the town council (too far removed from elementary students' experience or interest). **Sample Opinion Scoring:** **REMEMBER: A well-written opinion paper** • has a clear opinion • is well-organized and stays on the topic • has an introduction and conclusion • uses transitions • uses details or facts from the sources to support your opinion • puts the information from the sources in your own words, except when using direct quotations from the sources • gives the title or number of the source for the details or facts you included • develops ideas clearly • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Opinion Performance Task Writing Rubric (Grades 3-5)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:** • opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • opinion is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:** • opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution of source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the opinion and supporting idea(s) that includes the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the opinion and supporting idea(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
Target 4, USE EVIDENCE: Cite evidence to support opinions and ideas.

<u>Claim 2</u>
Target 4, COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</td></tr>
<tr><td>Clarifications</td><td>
Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to develop a main idea, but not be too general.
Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in the Grade 3-5 tasks.
Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate informational full write. Try not to create a writing assignment around a set of sources – the writing purpose should come from the sources and not be a forced fit.
Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion or an idea.
Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.
</td></tr>
</table>

Standards	**Claim 4 Target 2** **INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7,RI-9, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions and ideas. Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-6 Distinguish their own point of view from that of the author of a text.

	3.RI-7 Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-1b Provide reasons that support the opinion. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 2 Target 4** **COMPOSE FULL TEXTS:** Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d, W-4, W-5, W-8 (DOK 4) 3.W-2 a. Introduce a topic clearly and group related information, including illustrations, when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. 3.W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. 3.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

DOK/Difficulty Levels	Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 4 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (two for Grade 3) should have some references and footnotes/in-text citations resembling authentic research sources. • The set of sources should provide enough evidence that allows students to establish and support a main idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in Grade 3–5 tasks. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • For Grade 3 Performance Tasks, where there are only 2 sources, visuals may be included *within* the sources as delineated in bullets above.

Stimuli/Text Complexity	PT stimuli should follow the guidelines in the stimulus specifications document: *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See Smarter Balanced Assessment Consortium: Style Guide.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.

Evidence Required	**Claim 4** Target 2 1. The student will locate information from multiple sources to support a central idea or key detail related to research. 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. Target 3 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions or ideas based on evidence collected. **Claim 2** Target 4 1. The student will write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.
Allowable Item Types	2 short text items, 1 machine-scored item, and an informational full write. Machine-scored item types: • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research you have found two sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2:** "You decide to look up more information about this topic. You have found two sources about this topic. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #3:** "Your teacher takes your class to the library to look up more information. You have found two sources about this topic. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short text items and one machine-scored item on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 4 informational full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write.

<table>
<tr><td></td><td>In the informational full write, the student will draw ideas and information from each of the sources, answering the “what” about the topic, elaborating when necessary and maintaining a clear focus throughout. Students should reference the sources used when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.

After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to grade-appropriate language conventions such as grammar usage, spelling, capitalization, and punctuation.</td></tr>
<tr><td>Task Model 1
Item Type: Short Text
DOK Level 3</td><td>Target Evidence Statement
Claim 4, Target 2:
1. The student will locate information from multiple sources to support a central idea or key detail related to research.
Appropriate Stems:
• Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
o Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader’s understanding of <topic>. Give two [details/examples] from Source #2 to support your explanation.

o The sources discuss <topic>. Explain what the sources say about <topic>. Use one detail from each source to support your explanation. For each detail, include the source title or number.

Rubric
Task Model 1a:
<table><tr><th>Score Point</th><th>Description</th></tr><tr><td>2</td><td>Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2.</td></tr><tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 supported by two vague or loosely related [details/examples] from Source #2.
OR
Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 supported by one detail/example from Source #2.</td></tr><tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr></table>Scoring Note: Score point 1 encompasses partially correct responses.</td></tr>
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Task Model 1b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from different sources (one from each source). Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from one source. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by one detail from one source. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will locate information from multiple sources to support a central idea or key detail related to research.
Description:
The student will locate sentences that present supporting information for the source quote given in the stem.
The delimited text should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly provide supporting information for the quote given in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information for the source quote found in the stem and/or 2) a sentence that contains the same wording as the source quote given in the stem but does not present supporting information.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: G3.T2. Excerpt from one of the Sources
Stems:
Source #1 says <quote>. Click on [one/two] sentence(s) in Source #2 below that best [supports/support] this [idea/detail].

Clarifications: The stem should appear above the text not after it.

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Task Model 3
Item Type: Short Text
DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will interpret information from multiple sources to support a given purpose related to research tasks. (task model 3b)
3. The student will interpret information from a visual source to support a given purpose related to research tasks. (task model 3a)

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
  - Both sources discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give **two** [details/examples] from Source #1 to support your explanation.

Rubric
Task Model 3a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 3b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1.</td></tr>
<tr><td>1</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1.
OR
Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 4
Item Type: Multiple Choice, Multiple-correct response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
2. The student will interpret information from multiple sources to support a given purpose related to research tasks.
Description:
The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task.
The answer choices should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest.
The correct answer choices should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 gives information about <topic>. Choose **two** [facts/ideas/details] from Source #2 that give **different** information about <topic>.
  - Choose **two** [details/ideas] that explain what **both** Source #1 and Source #2 say about <topic>.
  - Source #1 says <quote>. Click on **two** details from Source #2 that give **different** information about <topic of quote>.

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Task Model 5
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 3:

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source has **more** helpful information in understanding <idea/process>? Explain why this source has **more** helpful information in understanding <idea/process>. Support your explanation with **two** [details/examples] from the source.
  - Which source has **more** useful information about <topic>? Explain why this source has **more** useful information about <topic>. Support your explanation with **two** [details/examples] from the source.

Rubric
Task Model 5a:

<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification of which source has more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source.
OR
Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 5b:
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<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification of which source has more useful information about <topic> and a limited or partial evidence-based explanation of why it has more useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source.
OR
Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information in about <topic>, supported by one [detail/example] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
1. The student will analyze digital and print sources in order to locate relevant information to support research.
Description:
The test taker will locate the source that provides the most useful information.
The answer choices should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one source that is correct and provides the most useful information on the topic mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:

Which source has more useful information about <topic>? Choose one answer that gives the source number and correctly explains why this is the more useful source.

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Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will analyze illustrations in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric
Task Model 7:

Score Point	Description
2	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze illustrations in order to locate relevant information to support research. **Description:** The student will locate sentences that support an illustration presented in one of the sources provided in the performance task. The **delimited text** should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly support the illustration that is mentioned in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic, but does not support the illustration and/or 2) a sentence that contains interesting information, but does not support the illustration. **Rationales** should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an illustration. Click on the **two** details in the sentences from Source #1 below that are **best** explained by the illustration in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 9 **Item Type: Short Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions or ideas based on evidence collected. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain [why/how] <idea/opinion>. Give **two** [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2 to support your explanation. For each [reason/detail/example], include the source title or number. o Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number. o Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples] from one source. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one detail from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example].
1	Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Description:

The student will match ideas/opinions to a source number and title.

To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.

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

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

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus **Stems:**

  - Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>
<idea/opinion>		
<idea/opinion>		

  - Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<idea/opinion>				
<idea/opinion>				
<idea/opinion>				

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

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 4:** 1. The student will write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion. **Informational Writing:** Create an informational writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An informational assignment must provide the following information: • A purpose for writing • A description of the audience • A clear direction to write a main idea supported by details from the sources **Sample Informational Assignment #1:** Your teacher is creating a bulletin board display in the school library to show what your class has learned about different kinds of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents. Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources. **Sample Informational Assignment #2:** Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents. Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources. **Note:** • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal).

	Sample Informational Scoring: **REMEMBER: A well-written informational <type of assignment>** • has a clear main idea • is well-organized and stays on the topic • has an introduction and conclusion • uses transitions • uses details from the sources to support your main idea • puts the information from the sources in your own words, except when using direct quotations from the sources • gives the title or number of the source for the details or facts you included • develops ideas clearly • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Informational Performance Task Writing Rubric (Grades 3-5)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:** • controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:** • controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Informational Performance Task Writing Rubric (Grades 3-5)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

2-Point Informational Performance Task Writing Rubric (Grades 3–5)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
Target 4, USE EVIDENCE: Cite evidence to support opinions and ideas.

<u>Claim 2</u>
Target 2, COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</td></tr>
<tr><td>Clarifications</td><td>
Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources.
Choosing Sources: The sources in a narrative writing PT are not only meant to help students "brainstorm" but to give them information/research to use in their writing. Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general.
Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.
In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic, such as, 'After landing on a different planet, what happens when you open the door?' Be careful not to give students a list of questions after a broad, open topic, such as, 'You are traveling west. What will happen over the two-week trip?' or, 'What should happen when you are traveling?' When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (i.e., " . . . and then they did this . . . , and then they did that . . . , and then we did this. . . . ").
Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable. Avoid complex genres that students may have not been taught or experienced, for example, fable, fairy tale, legend, or myth.
Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an
</td></tr>
</table>

	existing piece of student writing. **Target 4** will focus on using/selecting evidence to support an opinion or ideas. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.
Standards	**Claim 4 Target 2** **INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7, RI-9; W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions and ideas.

	Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b; W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-6 Distinguish their own point of view from that of the author of a text. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-1b Provide reasons that support the opinion. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 2 Target 2** **COMPOSE FULL TEXTS:** Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d; W-4, W-5, W-8 (DOK 4) 3.W-3 a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 3.W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. 3.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

	3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
DOK/Difficulty Levels	Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 2 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (two for Grade 3) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in the Grade 3–5 tasks. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli **must serve a purpose** other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students.

	• If a PT uses the maximum number of sources allowed for a PT (two for Grade 3); one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide.*)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text out loud, 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** <u>Target 2</u> 1. The student will locate information from multiple sources to support a central idea or key detail related to research. 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. <u>Target 3</u> 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research. <u>Target 4</u> 1. The student will select evidence to support opinions or ideas based on evidence collected.

	Claim 2 Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
Allowable Item Types	2 short text items, 1 machine-scored item, and a narrative full write. Machine-scored item types: • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research you have found two sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find two sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 2 narrative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. The narrative assignment should be written in such a way that it gives students a focal point from which to create a plot for a narrative. Focus the topic, such as, 'After landing on a different planet, what happens when you open the door?' but be careful **not** to give students a list of questions after a broad, open topic, such as, 'You are traveling west. What will happen over the two-week trip?' or, 'What should happen when you are traveling?' When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . . , and then they did that . . . and then we did this. . . ..").

<table>
<tr><td></td><td>After drafting the narrative, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).</td></tr>
<tr><td>Task Model 1
Item Type: Short Text
DOK Level 3</td><td>
Target Evidence Statement
Claim 4, Target 2:
1. The student will locate information from multiple sources to support a central idea or key detail related to research.
Appropriate Stems:
• Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
o Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader's understanding of <topic>. Give two [details/examples] from Source #2 to support your explanation.

o The sources discuss <topic>. Explain what the sources say about <topic>. Use one detail from each source to support your explanation. For each detail, include the source title or number.

Rubric
Task Model 1a:

<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two vague or loosely related [details/examples] from Source #2.
OR
Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by one [detail/example] from Source #2.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td></tr>
</table>

<table>
<tr>
<td></td>
<td>
Task Model 1b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from different sources (one from each source). Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from one source. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by one detail from one source. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will locate information from multiple sources to support a central idea or key detail related to research.
Description:
The student will locate sentences that present supporting information for the source quote given in the stem.
The delimited text should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly provide supporting information for the quote given in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information for the source quote found in the stem and/or 2) a sentence that contains the same wording as the source quote given in the stem but does not present supporting information.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.
</td>
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G3.T2. Excerpt from one of the Sources
  Stem:
  - Source #1 says <quote>. Click on [**one/two**] sentence(s) in Source #2 below that **best** [supports/support] this [idea/detail].

- **Clarifications:** The stem should appear above the excerpt, not after it.

</td></tr>
<tr><td>

Task Model 3
Item Type: Short Text
DOK Level 3

</td><td>

Target Evidence Statement
Claim 4, Target 2:

2. The student will interpret information from multiple sources to support a given purpose related to research tasks. (task model 3b)
3. The student will interpret information from a visual source to support a given purpose related to research tasks. (task model 3a)

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
  - Both sources discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give **two** [details/examples] from Source #1 to support your explanation.

Rubric
Task Model 3a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 3b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1.</td></tr>
<tr><td>1</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1.
OR
Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 4
Item Type: Multiple Choice, Multiple correct response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
2. The student will interpret information from multiple sources to support a given purpose related to research tasks.

Description:
The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task.
The answer choices should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or should contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest.
The correct answer choices should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem.
</td>
</tr>
</table>

	Rationales should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Source #1 gives information about <topic>. Choose **two** [facts/ideas/details] from Source #2 that give **different** information about <topic>. o Choose **two** [details/ideas] that explain what **both** Source #1 and Source #2 say about <topic>. o Source #1 says <quote>. Click on **two** details from Source #2 that give **different** information about <topic of quote>.
Task Model 5 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 3:** 1. The student will analyze digital and print sources in order to locate relevant information to support research. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Which source has **more** helpful information in understanding <idea/process>? Explain why this source has **more** helpful information in understanding <idea/process>. Support your explanation with **two** [details/examples] from the source. o Which source has **more** useful information about <topic>? Explain why this source has **more** useful information about <topic>. Support your explanation with **two** [details/examples] from the source.

Rubric
Task Model 5a:

Score Point	Description
2	Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source has the more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 5b:

Score Point	Description
2	Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has more useful information about <topic> and a limited or partial evidence-based explanation of why it has more useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by one [detail/example] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6 **Item Type: Multiple Choice, Single correct Response** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 1. The student will analyze digital and print sources in order to locate relevant information to support research. **Description:** The student will locate the source that provides the most useful information. The **answer choices** should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The **correct answer choice** should be one source that is correct and provides the most useful information on the topic mentioned in the stem. **Distractors** are the sentences that should reflect common student errors. **Plausible** distractors for this model might include: 1) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Which source has **more** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why this is the **more** useful source.
Task Model 7 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze illustrations in order to locate relevant information to support research. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

<table>
<tr>
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Rubric
Task Model 7:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.</td></tr>
<tr><td>1</td><td>Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2.
OR
Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2.
OR
Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 8
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
2. The student will analyze illustrations in order to locate relevant information to support research.
Description:
The student will locate sentences that support an illustration presented in one of the sources provided in the performance task.
The delimited text should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly support the illustration that is mentioned in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the illustration and/or 2) a sentence that contains interesting information but does not support the illustration.
</td>
</tr>
</table>

	Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an illustration. Click on the **two** details in the sentences from Source #1 below that are **best** explained by the illustration in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 9 **Item Type: Short Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions or ideas based on evidence collected. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain [why/how] <idea/opinion>. Give **two** [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2, to support your explanation. For each [reason/detail/example], include the source title or number. o Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number. o Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples] from one source. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example].
1	Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one [detail/example] from Source #1 and one detail/example] from Source #2. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Description:

The student will match ideas/opinions to a source number and title.
To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.
The **correct answer choices** should fit clearly into one category listed on the table.
Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus

  Stems:

  - Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>
<idea/opinion>		
<idea/opinion>		

  - Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<idea/opinion>				
<idea/opinion>				
<idea/opinion>				

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

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 2:** 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). **Narrative Writing:** Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). A narrative assignment must provide the following information: • A purpose for writing • A conflict or "jumping-off" point • A description of the audience **Sample Narrative Assignment #1:** Now that you have learned about the Pilgrims, it is time to work on your project for the website your class is making about them. The website will be read by parents, teachers, and other students in your school. Your assignment is to write a story about a Pilgrim child's journey on the *Mayflower* to the New World. Write a story that is several paragraphs long about something that happens to the character during the journey. Writers often do research to add interesting details to the setting, characters, and plot in their stories. Be sure to use the information that you learned about in the sources when you write about your Pilgrim character. Make sure your story includes a setting, gives information about the characters, and tells what happens. Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end. **Sample Narrative Assignment #2:** The Story Club in your school is creating a website of stories about animals. Your website will be read by parents, teachers, and the other students in your school. You chose to write a story that is several paragraphs long about what happens when a baby hummingbird flies into your classroom one day. Writers often do research to add realistic details to the setting, characters, and plot in their stories. You may use information from the sources you have read to write your story. Make sure your story includes a setting, gives information about the characters, and describes what happens. Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end.

	Sample Narrative Scoring: **REMEMBER: A well-written story** • has a clear plot and clear order of events • is well-organized and has a point of view • uses details from the sources to support your story • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:** • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:** • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:** • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:** • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 1a: WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). **Target 1b: REVISE BRIEF TEXTS:** Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	
Clarifications	Target 1a • Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Elaboration items focus on the student's ability to compose a brief text (one to three paragraphs) for a specific purpose by providing supporting details and/or development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative. • Organization items focus on the student's ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative. Target 1b • This target asks students to **revise**, not edit, which is Target 9. • Items for this target focus on revision at the **sentence or paragraph level**. Items asking for students to replace or add words/phrases are Target 8. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some ***UNDERLINED*** **or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative,) and context/task. • Elaboration items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task. • Organization items focus on the student's ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose, and task).
Standards	Target 1a W-3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W-3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W-3c. Use temporal words and phrases to signal event order. W-3d. Provide a sense of closure. Target 1b W-3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W-3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the

	response of characters to situations. W-3c. Use temporal words and phrases to signal event order. W-3d. Provide a sense of closure.
Depth of Knowledge	**Target 1a** DOK 3 **Target 1b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief narrative texts (@ 150-200 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.
Stimuli/Text Complexity	• 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). • 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 *clearly* lacks an effective beginning or ending.
Accessibility Concerns	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.
Evidence Required	**Target 1a** **1. (Organization)** The student will use information provided in a stimulus to **organize** narratives that engage and orient the reader by a. providing an opening that establishes a situation b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally

	d. using temporal words or phrases to signal event order e. providing closure that follows logically from the narrative 2. **(Elaboration)** The student will use information provided in a stimulus to **develop** narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences **Target 1b** 1. **(Organization)** The student will use information provided in a stimulus to **revise** organized narratives that engage and orient the reader by a. providing an opening that establishes a situation b. providing an opening that introduces a narrator and character(s) c. organizing the narrative with a sequence of events that unfolds naturally* d. using temporal words or phrases to signal event order e. providing closure that follows logically from the narrative 2. **(Elaboration)** The student will use information provided in a stimulus to **revise** narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.
Allowable Item Types	**Target 1a:** Written Response **Target 1b:** Multiple Choice, single correct response: Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder 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 **Target 1a Write Brief Texts** **Item Type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level, as if written by a good 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 150 and 200 words. **Task Description:** The stem will direct the student to use the information provided in the stimulus to complete a narrative task (narrative tasks can not always be described in traditional paragraph lengths). The stem will explain how the stimulus information is to be used (e.g., include dialogue, add descriptive details to show a scene, replace a section). **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **write** organized narratives that engage and orient the reader by a. providing an opening that establishes a situation b. providing an opening that introduces a narrator and character(s) c. organizing the narrative with a sequence of events that unfolds naturally d. using temporal words or phrases to signal event order e. providing closure that follows logically from the narrative 2. **(Elaboration)** The student will use information provided in a stimulus to **write** well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ORGANIZATION ITEM STEMS** A student is writing a [story] about _____for [the teacher, the class, etc.]. Read the draft of the _____ and complete the task that follows. [Insert text.] • Write a beginning* that shows what is going on at the start of the story and/or explains who the characters are. • 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.] * Be sure that stimulus clearly ***needs*** a beginning/ending. **ELABORATION ITEM STEMS** A student is writing a [story] about _____for [the teacher, the class, etc.]. Read

	the draft of the _____ and complete the task that follows. [Insert text.] [Insert stimulus text between 150-200 words] **Note**: Elaboration items should ask for development ***within*** the existing text. The requested elaboration should come at key points in the story to further develop the conflict, the characters, the turning point, etc. • The student wants to make the story more exciting [or interesting, etc.]. Add dialogue [or description] to replace [OR to come after] [the underlined part of the story] to show [what happens during a particular part of the story OR what happens between two characters or events, etc.]. • Add dialogue (and/or description) after the underlined part of the story, to show what happens [when____/at the part when ____, etc.]. • Add details (and/or dialogue) after the underlined part of the story [showing _____, OR to develop the part about _____ , etc.] **Note*:** Stem must **always** indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2" or "after [the underlined part] at the end of paragraph 3," etc., or by asking students to complete a paragraph/section that has been started (and underlined) for them. **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)** **Rubric Templates** **Organization—Opening** **2 points** The response: • 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 **1 point** The response: • 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 **0 points** The response: • 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 **Organization—Ending** **2 points**

	The response: • provides an adequate ending to the narrative that provides a sense of closure • provides an adequate connection that follows from the events or experiences in the narrative 1 point The response: • provides an awkward or partial ending to the narrative that may provide a limited sense of closure • provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative 0 points The response: • provides an unclear or incomplete ending to the narrative that provides little or no closure • provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details Elaboration 2 points The response: • 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" 1 point The response: • 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" 0 points The response: • 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	
Task Model 2 **Target 1b Revise Brief Texts** **Item Type: Multiple Choice, single response** **DOK 2**	Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words. **Task Description:** The **stem** will pose a question about a revision to the stimulus that improves some specified (underlined) aspect of the text's development or organization. **Answer choices** will present more than four options of similar structure. The **correct answers** will be clearly discernible and best solutions 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.) No more than half the choices should be correct responses. **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **revise** organized narratives that engage and orient the reader by a. providing an opening that establishes a situation b. providing an opening that introduces a narrator and character(s) c. organizing the narrative with a sequence of events that unfolds naturally* d. using temporal words or phrases to signal event order 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 a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong. **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ORGANIZATION ITEM STEMS** A student is writing a [story, etc.] about _____ for [the teacher, the class, etc.]. The student wants to **revise** the draft to organize it better. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] • [Embed short narrative with a missing or inappropriate beginning] Choose the **best** beginning sentence to [start the story, introduce the (setting, characters, problem, etc.) OR to replace the first sentence] . • [Embed short narrative with a missing or inappropriate ending] The story has no ending. Choose the **best** ending sentence for the ____ .

	ELABORATION ITEM STEMS A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to **revise** the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] • Choose the **best** sentence to add [before/after the underlined sentence or underlined part when ____] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • Choose the **best** descriptive sentences [or lines of dialogue] to replace [or to be added after] [underlined text] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Which sentence would **best** replace [underlined text] [or to come before/after underlined text, etc.] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. **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 between the part when ___ and ____]" or "after [the underlined part] at the end of paragraph 3," etc. **Scoring Rules:** Correct response = 1 point; other = 0 points.

Task Models	
Task Model 3 **Target 1b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct responses** **DOK 2**	Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words. **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.) **Target Evidence Statements**: [**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong. **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] • Choose the **two best** sentences to add detail [or lines of dialogue] [before/after the underlined sentence or underlined part when ____] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • Choose two descriptive sentences [or lines of dialogue] to replace [or to be added after] [underlined text].

	• The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Which two sentences would be **best** to replace [underlined text] [or to come before/after underlined text, etc.]? **Note for all task model 3 stems:** For this task model at this grade level, students choose **two** answer choices to support **one** underlined detail or part of the story. **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 between the part when ___ and ____]" or "after [the underlined part] at the end of paragraph 3," etc. **Note for all task model 3 stems:** For this task model at this grade level, students choose **two** answer choices that could be used to revise or that could be added to further develop **one** underlined detail or part of the story. **Scoring Rules:** All correct = 1 point; other = 0 points

Task Models	
Task Model 4 **Target 1b Revise Brief Texts** **Item Type: Hot text, select text** **DOK 2**	Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The **correct answer(s)** will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **There should be four to five possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **revise** organized narratives that engage and orient the reader by a. providing an opening that establishes a situation b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a sequence of events that unfolds naturally* d. using temporal words or phrases to signal event order 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 a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong. **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ORGANIZATION ITEM STEMS** A student is writing a [story] about _____ for [the teacher, the class, etc.]. The student wants to **revise** the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.] • Click on the **one** sentence [**if** appropriate, specify the range of possibilities, such as "from paragraph #2 or #3," or "from the ____ part of the story, etc.] that does **not** belong in the story because it does not follow the order of events in the rest of the story [or is out of order]. **Note**: This stem can *only* focus on time order, not inconsistent/ irrelevant details, which are elaboration.

	• For the underlined pair of words [transition word pairs embedded in text such as and/but; then/also; finally/at last – correct word must be clearly better than wrong answer], click on the [word/words] that best [connects the events or shows how time changes, etc.]. **Note**: For grade 3, embed no more than one pair. Note also that underlined pair can consist of single words (e.g., "finally") or short phrases (e.g., "at last"). The focus of this item is "transition" or relationship words, not descriptive or precise word choices, which are assessed under Target 8. • The first sentence of the story is not the best beginning. Click on one sentence in the [paragraph, story, etc.] that would be the **best** beginning for this [story]. **ELABORATION ITEM STEMS** A student is writing a [story] about _____for [the teacher, the class, etc.]. 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.] • [Embed within stimulus four to five underlined sections containing dialogue, description, or whatever stem specifies] Click on the underlined [piece of dialogue or descriptive sentence(s), etc.] that does **not** fit with the rest of the story [or go along with/match the other details in the story]. **Note:** This item *only* focuses on inconsistent/contradictory details, not chronology, which would be organization. Dialogue or descriptive detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate and necessary. **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 between the parts when ___ and ____)," or "after [the underlined part] at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.	
Target 3a: WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. **Target 3b: REVISE BRIEF TEXTS:** Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	
Clarifications	Target 3a • **Note:** Informational text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience. • Items for this target must have a setup that establishes audience, purpose (informational), and context/task. • No item stems should promote formulaic writing. • Organization items focus on the student's ability to **compose** a brief text (one-to-three paragraphs) by providing introductions, topic sentences, and/or conclusions appropriate for an informational text. • Elaboration/evidence items focus on the student's ability to **compose** a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or utilizing development strategies that are appropriate for an informational text. • **Note**: Evidence includes data and/or research information. 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: *The student has taken the following notes from a trustworthy source:* • Style should be appropriate for audience, purpose, and task. • Formatting (CCSS W-2a) will not be a focus of this item. Target 3b • **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, *not* edit, (Target 9). • No item stems should promote formulaic writing. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. **Note:** Items for this target focus on revision at the **sentence or paragraph level**, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • Items for this target must have a setup that establishes audience, purpose (informational), and context/task. • Organization items focus on the student's ability to **revise** a brief text by providing introductory/topic sentences, transitions, and conclusions appropriate for audience, purpose (informational), and task.

	• Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate supporting details and development for audience, purpose (informational), and task. • **Note:** Evidence includes data and/or research information. 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 this item.
Standards	Target 3a W-2a. Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension. W-2b Develop the topic with facts, definitions, and details. W-2c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. W-2d Provide a concluding statement or section. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Target 3b W-2a. Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension. W-2b Develop the topic with facts, definitions, and details. W-2c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. W-2d Provide a concluding statement or section.
Depth of Knowledge	**Target 3a** DOK 3 **Target 3b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief informational texts (one to three paragraphs, ranging between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length).
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.) A one-to-two paragraph stimulus, for

example, should be written as if it is part of a larger piece of writing.

- For organization items, when asking for introductions [beginnings] or conclusions [endings], be sure that the stimulus clearly lacks an effective introduction or conclusion.
- Stimuli should reflect a variety of informational forms (essay, research and/or news report, article, etc.).
- For 3a elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.

Guidelines for Student Notes:

- The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.
- While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus.
- Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should **NOT** be:
  - written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
  - presented in any particular order.
  - grammatically parallel.
- Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: *The student has taken the following notes from a trustworthy source:*
- Students should **not** be expected to include all notes in their responses.
- Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have already been paraphrased.
- There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.
- Students will need to select the appropriate details/evidence to include.
- 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 (adapted for grade 3/4):

A student is writing a report for science class about healthy living. Read the draft of the report. 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 good choices. Choosing the right foods, and getting enough exercise and sleep can have a positive effect our lives. These choices can control how much energy we have and even how long we live.

What do we need to do to stay healthy?

Besides having healthy eating and exercise habits, people need to make sure they get enough sleep. Children our age need at least 8 hours of sleep every night to stay healthy. For example, if we don't get enough sleep, we won't have the energy to get the exercise we need to stay healthy.

In conclusion, we all have to make choices that will keep us happy, healthy, and useful. Knowing the facts about diet, exercise, sleep and good health can help all of us be the best we can be.

Explanation for STIMULUS
- stimulus is within recommended word length for gr 3-5 (between 150-200 words)
- task is asking for students to develop one part of the report, rather than write entire body
- stimulus models good writing yet is accessible to students

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

Exercise –
- school nurse: "most important factor in weight control"
- doesn't have to be formal club/team
- 30 minutes day – at least!
- Be physical during recess (not games/cards)

Diet

fruits, vegetables, chicken, fish
NO sugary or fried foods – fat less than 30% calories
Diet – try for 80% low fat

Explanation for NOTES
- The notes provide sufficient ideas on both diet and exercise for the writer to develop and elaborate
- The notes fall within the recommended word count for gr 3-5 (50-60 words)
- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel (they are organized for grade 3/4 more so than they would be for grades 5+)
- The notes provide some evidence in the form of facts and statistics that are well within a 3-4 grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).

	Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
Accessibility Concerns	Students will be required to read brief informational texts (one-to-three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	**Target 3a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** informational text by a. introducing a topic b. stating a main idea c. grouping related information together d. using transition words and phrases e. including an appropriate conclusion 2. **(Elaboration)** The student will select from information/evidence provided in order to **develop** or **elaborate** on a designated part of an informational text by a. developing the topic with supporting details **Target 3b Revise Brief Texts** 1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as a. introducing a topic b. stating a main idea c. grouping related information together* d. using transition words and phrases e. including an appropriate conclusion 2. **(Elaboration)** The student will **revise** informational text by **identifying** the best use of elaboration techniques such as: a. developing the topic with supporting details b. deleting details that do not support the main idea* ***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 3a:** Written Response **Target 3b:** Multiple Choice, single correct response; Multiple Choice, multiple correct responses; Hot Text, selected response;

	Hot Text, reorder 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 **Target 3a Write Brief Texts** **Item Type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that establishes audience, purpose (informational), and context/task. **Stimulus:** Text should be grade level and content appropriate, as if written by a good student. Text will be information that the student will use in composing a response. Complexity may be low-to-high within a grade level. Text should be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Forms/audiences should be familiar to students or explained in context (e.g., science fair, a contest where science projects are displayed and judged). Stimulus should range between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length. Student notes should 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 trustworthy source:*** [**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. **Task Description:** The stem will direct the student to develop informational paragraph(s), 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** informational text by a. introducing a topic b. stating a main idea c. grouping related information together d. using transition words and phrases e. including an appropriate conclusion 2. **(Elaboration)** The student will select from information/evidence provided in order to develop **or elaborate on a** section of an informational text by a. developing the topic with supporting details **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason.

ORGANIZATION ITEM STEMS

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

[Insert stimulus text: @150-200 words]

- The introduction* of the student's [report, letter, or article, etc.] does not say what it is about. Write a beginning paragraph that states and explains the main idea of the paper.
- The student's paper does not have an ending. Write a paragraph that concludes* the [report, article, letter, etc.] about _____

* Be sure that stimulus clearly ***needs*** a beginning/ending.

ELABORATION ITEM STEMS

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

[Insert stimulus text @150-200 words + student notes @50-60 words]

***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 will either quote directly from the source (they'll assume the notes have been paraphrased) or integrate information using their own words when referencing the sources. They will not need to cite sources*

- The student wants to develop more support for the [report, letter, article, etc.]. Choose information from the student notes and write a paragraph* to follow the underlined section *[OR between paragraph/section X and Y, OR … that begins with the underlined sentence – as appropriate for situation]* developing the information about [underlined idea, subtopic, supporting idea, etc.
- The student wants to continue paragraph ___ by developing more support for the topic. Choose information from the student notes to develop the underlined idea.

*** Note:** stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc. or by asking students to complete a paragraph that has been started (and underlined) for them.

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

Rubric/ Scoring Rules:

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

Organization—Introduction

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

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

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

Organization—Conclusion

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

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

	ideas **0 points** The response: • 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 **Elaboration** **2 points** The response: • 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 **1 point** The response: • 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 **0 points** The response: • 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	
Task Model 2 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (informational), and context/task. **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 reflect a variety of informational forms (grade-appropriate essay, research and/or news report, article, etc.). Texts should not exceed 150 words. **Task Description:** The **stem** will direct the student to select a revision to the

stimulus that improves some specified underlined 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.)

Target Evidence Statements:

1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as
   a. introducing a topic
   b. stating a main idea
   c. grouping related information together*
   d. using transition words and phrases
   e. including an appropriate conclusion
2. **(Elaboration)** The student will **revise** complex informational text by **identifying** best use of elaboration techniques such as
   a. developing the topic with supporting details
   b. deleting details that do not support the main idea*

***Note:** Items aligned to organization present reasons and evidence that are out of order, **NOT** details which do not belong. Elaboration items address details that do not belong.

Appropriate Stems:

Note: All stimuli/stems should indicate that students are revising a **draft** for a specified reason (e.g., to introduce a topic, to conclude a report, to add supporting details, etc.)

ORGANIZATION ITEM STEMS

A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows.

- [Embed short informational stimulus with a missing or underlined inappropriate introduction] Choose the sentence that **best** states the topic of the student's [report, letter, or article].
- [Embed short informational stimulus with an ineffective/inappropriate underlined introduction] The [report, letter, article] does not have a clear introduction. Choose the sentence that best replaces the first sentence.
- [Embed short informational stimulus with a missing or underlined inappropriate conclusion] Choose the sentence that is the **best** conclusion [or ending] to the student's [report, letter, or article].

ELABORATION ITEM STEMS

A student is writing a [report, letter, or article] for the [teacher, class, etc.] [about _____]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.]

- The [report, letter, article] needs more supporting information [or facts or examples]. Choose the sentence that gives the best information to [be added

	before/after OR to replace] the underlined sentence to support [the topic/idea, etc.] • Choose the sentence that adds the **best** information to support [idea] in/after the [underlined place]. **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. **Scoring Rules:** Correct response =1 point; other = 0 points.

Task Models	
Task Model 3 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct responses** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (informational), and context/task. **Stimulus:** Text should be grade level. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Texts should not exceed 150 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified underlined 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.) **Target Evidence Statements**: [**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will **revise** complex informational text by **identifying** best use of elaboration techniques such as a. developing the topic with supporting details b. deleting details that do not support the main idea* ***Note:** Items aligned to organization present reasons and evidence that are out of order, **NOT** details which do not belong. Elaboration items address details that do not belong. **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.] • Choose **two** sentences that would add the best [explanations/examples/ information, etc.] to support [the underlined topic/idea, etc.]. • Choose the **two** sentences that would help develop [or support] the idea about _____ [information in the underlined sentences]. ***Note:** Stem must indicate specifically where the information is to be inserted. This can be done by underlining a section & indicating, for example, "[the underlined part] between paragraph 1 and 2," or "[the underlined part] at the end of paragraph 3," etc. ****Note for all:** For this task model at this grade level, students choose **two** answer choices to support **one** underlined reason, main idea, point, etc.

	Scoring Rules: All correct = 1 point; other= 0 points.

Task Models	
Task Model 4 **Target 3b Revise Brief Texts** **Item Type: Hot Text, select text** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (informational), and context/task. **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 reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The **correct answer(s)** will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **There should be four to five possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). **Target Evidence Statements**: 1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as a. introducing a topic b. stating a main idea c. grouping related information together* d. using transition words and phrases e. including an appropriate conclusion 2. **(Elaboration)** The student will **revise** complex informational text by **identifying** best use of elaboration techniques such as a. developing the topic with supporting details b. deleting details that do not support the main idea* ***Note:** Items aligned to organization present reasons and evidence that are out of order, **NOT** details which do not belong. Elaboration items address details that do not belong. **Appropriate Stems:** **Note:** all stimuli/stems should indicate that students are revising a draft for a specified reason. **ORGANIZATION ITEM STEMS** A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization of ideas [or connection between ideas]. Read the draft of the _____ and complete the task that follows. [Insert text.] • [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 [____]. Click on one sentence in the [paragraph, etc.] that would be the **best** introduction for this [report, letter, article]. • [Insert **one** underlined pair of transition words within stimulus text]. For the underlined pair of words, click on the **best** word(s) to [make the writer's message clear, connect ideas, etc.] in the student's [report, etc.]. **Note:** Limit to

	one pair of words at this grade. Also note that the underlined 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. **ELABORATION ITEM STEMS** A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by 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. • [Embed paragraph with one sentence that does not support the main idea] Click on the sentence that does not belong in the paper because it does not support [the underlined topic (or main idea)]. **Note**: this is not an organization stem: the correct answer should be information that clearly does not support the controlling idea. **Scoring Rules:** All correct = 1 point; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 6a: WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. **Target 6b: REVISE BRIEF TEXTS:** Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	
Clarifications	**Target 6a** • Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task. • Elaboration/evidence items focus on the student's ability to **compose** a brief text (one to three paragraphs) for a specific purpose by providing supporting reasons to support an opinion that are appropriate for an opinion text. • Supporting evidence includes surveys (formal or informal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence. • Organization items focus on the student's ability to **compose** a brief text (one to three paragraphs) by providing an opinion and supporting reasons and conclusions appropriate for an argument. • Student Notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. They should not be complete sentences). A heading should be provided with the statement: *The student has taken the following notes from a trustworthy source:* **Target 6b** • **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**, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate reasons to support opinions. • Supporting evidence includes surveys (formal and informal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence. • Organization items focus on the student's ability to **revise** a brief text by providing **opinion** and supporting reasons, transitions to connect reasons to **opinions**, and conclusions appropriate for an argument.

Standards	**Target 6a** W-1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W-1b. Provide reasons that support the opinion. W-1c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. W-1d. Provide a concluding statement or section. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Target 6b** W-1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W-1b. Provide reasons that support the opinion. W-1c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. W-1d. Provide a concluding statement or section.
Depth of Knowledge	**Target 6a** DOK 3 **Target 6b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief opinion texts (one to three paragraphs, ranging between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length). • **Note:** While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore stimuli should have two clear, debatable sides or positions. Appeal to emotion is inappropriate in argument.
Stimuli/Text Complexity	• 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 opinion, reflect on the experience, explain the significance of, etc.)
- The stimulus should be written as if it were part of a larger piece of writing.
- For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.
- Stimuli should reflect a variety of opinion forms such as grade-appropriate essay, editorial (not letter to editor), etc.
- For 6a elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.

Guidelines for Student Notes:

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

notes at the various grade levels, as noted in the item specifications.

- 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 <u>informational</u> item with student notes:

A student is writing a report for science class about healthy living. Read the draft of the report. 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 good choices. Decisions about the foods we eat, how much sleep we get, exercise, and even the activities we chose can have a positive effect on a person's well being. These choices can control how much energy a person has and even how long he or she lives.

<u>What do we need to do to stay healthy?</u>

Besides adopting healthy eating and exercise habits, people need to make sure they get enough sleep to fuel their bodies. Children our age, pre-teens, need at least 8 hours of sleep every night to support other healthy living habits. For example, if you don't get enough sleep, you won't have the energy to get the exercise you need to stay healthy.

In conclusion, all of us have to be responsible for making choices that will keep us happy, healthy, and productive. Knowing the facts about the relationships between diet, exercise, sleep and good health can help all of us feel better about ourselves.

Explanation for STIMULUS

- stimulus is within recommended word length for gr 5 (between 150-200 words)

- task is asking for students to develop one part of the report, rather than write entire body

- stimulus models good writing yet is accessible to 5th grade students

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

NOTES	Explanation for NOTES

	Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! NO sugary or fried foods Eat fruits, vegetables, chicken, fish (at least 80% of diet) Be physical during recess (not games/cards) Fat no more than 30% ALL calories *- The notes provide sufficient ideas on both diet and exercise for the writer to develop and elaborate* *- The notes fall within the recommended word count for gr 5 (50-60 words)* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- 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.).* Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
Accessibility Concerns	Students will be required to read brief opinion texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech to text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	**Target 6a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** opinion text by a. providing an opening that states an opinion about a topic b. providing an opening that establishes a context c. organizing supporting reasons d. using transition words and phrases to connect opinions to reasons e. including an appropriate conclusion 2. **(Elaboration)** The student will use information provided in a stimulus to **develop** or **elaborate** on **a designated part of an** opinion text by a. developing the opinion with supporting evidence/reasons (from notes provided) **Target 6b Revise Brief Texts**

	1. **(Organization)** The student will **revise** opinion text by **identifying** improved organizational elements such as a. providing an opening that states an opinion about a topic b. providing an opening that establishes a context c. organizing supporting reasons* d. using transition words and phrases to connect opinions to reasons e. including an appropriate conclusion 2. **(Elaboration)** The student will **revise** complex opinion text by **identifying** the best use of elaboration techniques such as a. developing the opinion with supporting reasons/evidence b. deleting details that do not support the opinion* ***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, selected response and reorder 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 **Target 6a Write Brief Texts** **Item Type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that states audience, purpose (opinion), and context/task. **Stimulus:** Text should be at grade level and content appropriate, as if written by a good student. Text should be a model of good writing. Text will be information that the student will use in composing a response. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms grade-appropriate essay, editorials, etc.). **Note:** While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore stimuli should have two clear, debatable sides or positions. 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 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length. Student notes should • be boxed. • be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. • **not** be complete sentences; • **not** be grammatically parallel. A heading preceding the notes should read: ***The student has taken the following notes from a trustworthy source:*** [**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. **Task Description:** The stem will direct the student to develop one or two opinion paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **organize** opinion text by • providing an opening that states an opinion about a topic • providing an opening that establishes a context • organizing supporting reasons • using transition words and phrases to connect opinions to reasons • developing an appropriate conclusion related to the opinion presented. (Be sure that the stimulus clearly lacks an effective conclusion.) 2. **(Elaboration)** The student will use information provided in a stimulus to **develop** or **elaborate** on a section of an opinion text by

- developing the opinion with supporting reasons/evidence (from notes provided)

APPROPRIATE STEMS:

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

ORGANIZATION ITEM STEMS

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

[Insert stimulus text: @150-200 words]

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

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

ELABORATION ITEM STEMS

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

[Insert stimulus text @150-200 words + student notes @50-60 words]

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 will either quote directly from the source (they'll assume the notes have been paraphrased) or integrate information using their own words when referencing the sources. They will not need to cite sources.*

- The student wants to continue paragraph ___ by developing more support for the opinion in the [letter, article, etc.]. Choose information from the student notes to develop [the underlined reason/opinion, etc.].
- Choose facts and details from the student notes to develop a supporting paragraph that begins with the underlined sentence.
- The student wants to add more support for the underlined [reason, etc.] in the [letter, article, etc.]. Select information from the student notes and write a paragraph * to further develop [a specific underlined idea, etc.] in the [_____].

***Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2;" or "[the underlined* part] at the end of paragraph 3;" or by asking students to complete a paragraph that has been started (and underlined*) for them.

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

Rubric/ Scoring Rules:

2, 1, 0 Points: the rubric needs to be item specific for organization and elaboration brief writes.

Organization—Introduction

2 points
The response
- establishes an adequate opinion that reflects the body of writing as a whole
- provides adequate information to frame the opinion about the topic to put it into context
- does more than list reasons to support opinion—not formulaic
- connects smoothly to the body paragraph

1 point
The response
- provides a partial or limited opinion
- provides an opinion that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to frame the opinion about the topic to put it into context
- may just list supporting reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response
- provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole
- provides irrelevant or no information to frame to opinion about the topic to put it into context
- provides no connection to the body paragraph

Organization—Conclusion

2 points
The response
- provides an adequate conclusion that follows from and supports the opinion presented in the body of writing as a whole or provides an answer as to why this opinion is important or what should happen
- does more than restate or summarize the reasons—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

1 point
- The response

	• provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole • lists, restates, or summarizes the reasons—formulaic • provides an awkward or partial connection and/or limited progression of ideas 0 points The response • provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole • may restate random and/or incorrect reasons or just restate the opinion • provides no connection or progression of ideas Elaboration 2 points The response • develops adequate supporting reasons/details and/or evidence from the student notes • does more than list supporting reasons or details • adequately elaborates opinion/reasons using precise words/language 1 point The response • provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related • lists supporting reasons/details and/or evidence with limited elaboration • partially elaborates opinion/reasons using general words/language 0 points The response • provides minimal or no supporting reasons/details and/or evidence from the student notes • provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text • provides no appropriate elaboration and/or may use poor word choice for audience and purpose

Task Models	
Task Model 2 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (opinion), and context/task. **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 opinion forms (grade-appropriate essay, editorials, etc.). Note: While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words. **Task Description:** 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. **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.) **Target Evidence Statements**: • **(Organization)** The student will **revise** opinion text by **identifying** improved organizational elements such as • providing an opening that states an opinion about a topic • providing an opening that establishes a context • organizing supporting evidence/reasons* • using transition words and phrases to connect opinions to reasons • including an appropriate conclusion 2. **(Elaboration)** The student will **revise** complex opinion text by **identifying** the best use of elaboration techniques such as • developing the opinion with supporting evidence/reasons • deleting details that do not support the opinion* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ORGANIZATION ITEM STEMS** A student is writing a(n) [opinion article or letter] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. • [Embed short stimulus with a missing introduction] The opinion [letter, etc.] is missing an introduction. Choose the sentence that **best** states the opinion of the [article, letter, etc.]. • [Embed short stimulus with an underlined ineffective/inappropriate

	introduction] The [letter, article, etc.] does not state a clear opinion. Choose the sentence that best replaces the first sentence. • [Embed short stimulus with a missing or inappropriate conclusion] Choose the sentence that gives the **best** conclusion to the student's opinion [article, letter, etc.]. **ELABORATION ITEM STEMS** A student is writing a(n) [opinion article or letter] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert stimulus text] • The [letter, article, etc.] needs more support for the opinion [or for the reasons]. Choose the sentence that adds the **best** support for [the underlined* opinion] in the student's [opinion article, letter, etc.]. Note: supporting information, even at grade 4, can be accessible evidence – facts, quotes from known "experts" such as the principal, etc. • Choose the sentence that **best** develops [or supports or explains] [the underlined* reason/sentence/evidence (or underlined* text at the end of paragraph 2, etc.)]. **Note:** Stem must indicate specifically where the information would 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. **Scoring Rules:** Correct = 1 point, other = 0 points.

Task Models	
Task Model 3 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct response** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (opinion), and context/task. **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 opinion forms (essay, editorials, etc.). **Note:** While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore stimuli should have two clear, debatable sides or positions. Text should not to exceed 150 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified underlined 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.) **Target Evidence Statements**: (**Note:** There are no organization items for this task model.) **(Elaboration)** The student will **revise** complex opinion text by **identifying** the best use of elaboration techniques such as a, developing the opinion with supporting reasons/evidence b, deleting details that do not support the opinion* ***Note:** Items aligned to organization present reasons and evidence that are out of order NOT details which do not belong. Elaboration items address details that do not belong. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a(n) [opinion article or letter] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert stimulus text] • Choose **two** sentences that add the two **best** reasons (or pieces of evidence) to support [the underlined* writer's opinion or ideas about _____]. Note: even at grade 3, information can be accessible evidence – facts, quotes from known "experts" such as the principal, etc. • Choose **two** sentences that would **best** [develop or support or explain) [the underlined* reason/sentence/evidence (or underlined* text at the end of

	paragraph 2, etc.)]. **Note for all:** Students choose two answer choices to support one underlined opinion, reason, etc. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined* part] between paragraphs 1 and 2," or "[the underlined* part] at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 4 **Target 6b Revise Brief Texts** **Item Type: Hot text, select text** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (opinion), and context/task. **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 opinion forms (essay, editorials, etc.). **Note:** While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The **correct answer(s)** will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **There should be four to five possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). **Target Evidence Statements**: • **(Organization)** The student will **revise** opinion text by **identifying** improved organizational elements such as • providing an opening that states an opinion about a topic • providing an opening that establishes a context • organizing supporting reasons/evidence* • using transition words and phrases to connect opinions to reasons • including an appropriate conclusion • **(Elaboration)** The student will **revise** complex opinion text by **identifying** the best use of elaboration techniques such as • developing the opinion with supporting reasons/evidence • deleting details that do not support the opinion* ***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. **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ORGANIZATION ITEM STEMS** A student is writing a(n) [opinion article or letter] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. • [Insert paragraph of 4-5 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the [____]. Click on one sentence in the [paragraph,

	etc.] that would be the **best** beginning for this [opinion letter, article, etc.]. • [Insert **one** underlined pair of transition words* within text]. For the underlined pair of words, click on the **best** word(s) to connect the writer's reasons to the opinion, [or supporting information (e.g., examples), etc.] in the student's [letter, etc.]. **Note:** Limit to one pair of words at this grade. Also note that the underlined pairs can be single words* (e.g., "finally") or short phrases* (e.g., "at last") **ELABORATION ITEM STEMS** A student is writing a(n) [opinion article or letter] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. • [Embed paragraph with one sentence that does not support the opinion] Click on one sentence that does not belong in the paper [letter, article, etc.] because it does not support the underlined opinion. **Scoring Rules:** All correct = 1 point, other = 0 points.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
Target 4, USE EVIDENCE: Cite evidence to support opinions and ideas.

<u>Claim 2</u>
Target 4, COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</td></tr>
<tr><td>Clarifications</td><td>
Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to develop a main idea, but not be too general.
Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in the Grade 3-5 tasks.
Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate informational full write. Try not to create a writing assignment around a set of sources – the writing purpose should come from the sources and not be a forced fit.
Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion or an idea.
Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.
</td></tr>
</table>

Standards	**Claim 4 Target 2** **INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7,RI-9, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions and ideas. Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-6 Distinguish their own point of view from that of the author of a text.

	3.RI-7 Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-1b Provide reasons that support the opinion. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 2 Target 4** **COMPOSE FULL TEXTS:** Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d, W-4, W-5, W-8 (DOK 4) 3.W-2 a. Introduce a topic clearly and group related information, including illustrations, when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. 3.W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. 3.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

DOK/Difficulty Levels	Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 4 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (two for Grade 3) should have some references and footnotes/in-text citations resembling authentic research sources. • The set of sources should provide enough evidence that allows students to establish and support a main idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in Grade 3–5 tasks. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • For Grade 3 Performance Tasks, where there are only 2 sources, visuals may be included *within* the sources as delineated in bullets above.

Stimuli/Text Complexity	PT stimuli should follow the guidelines in the stimulus specifications document: *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See Smarter Balanced Assessment Consortium: Style Guide.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.

Evidence Required	**Claim 4** Target 2 1. The student will locate information from multiple sources to support a central idea or key detail related to research. 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. Target 3 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions or ideas based on evidence collected. **Claim 2** Target 4 1. The student will write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.
Allowable Item Types	2 short text items, 1 machine-scored item, and an informational full write. Machine-scored item types: • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research you have found two sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2:** "You decide to look up more information about this topic. You have found two sources about this topic. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #3:** "Your teacher takes your class to the library to look up more information. You have found two sources about this topic. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short text items and one machine-scored item on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 4 informational full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write.

<table>
<tr><td></td><td>In the informational full write, the student will draw ideas and information from each of the sources, answering the “what” about the topic, elaborating when necessary and maintaining a clear focus throughout. Students should reference the sources used when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.

After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to grade-appropriate language conventions such as grammar usage, spelling, capitalization, and punctuation.</td></tr>
<tr><td>Task Model 1
Item Type: Short Text
DOK Level 3</td><td>Target Evidence Statement
Claim 4, Target 2:
1. The student will locate information from multiple sources to support a central idea or key detail related to research.
Appropriate Stems:
• Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
o Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader’s understanding of <topic>. Give two [details/examples] from Source #2 to support your explanation.

o The sources discuss <topic>. Explain what the sources say about <topic>. Use one detail from each source to support your explanation. For each detail, include the source title or number.

Rubric
Task Model 1a:
<table><tr><th>Score Point</th><th>Description</th></tr><tr><td>2</td><td>Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2.</td></tr><tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 supported by two vague or loosely related [details/examples] from Source #2.
OR
Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 supported by one detail/example from Source #2.</td></tr><tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr></table>Scoring Note: Score point 1 encompasses partially correct responses.</td></tr>
</table>

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<tr>
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Task Model 1b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from different sources (one from each source). Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from one source. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by one detail from one source. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will locate information from multiple sources to support a central idea or key detail related to research.
Description:
The student will locate sentences that present supporting information for the source quote given in the stem.
The delimited text should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly provide supporting information for the quote given in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information for the source quote found in the stem and/or 2) a sentence that contains the same wording as the source quote given in the stem but does not present supporting information.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: G3.T2. Excerpt from one of the Sources
Stems:
Source #1 says <quote>. Click on [one/two] sentence(s) in Source #2 below that best [supports/support] this [idea/detail].

Clarifications: The stem should appear above the text not after it.

</td>
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Task Model 3
Item Type: Short Text
DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will interpret information from multiple sources to support a given purpose related to research tasks. (task model 3b)
3. The student will interpret information from a visual source to support a given purpose related to research tasks. (task model 3a)

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
  - Both sources discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give **two** [details/examples] from Source #1 to support your explanation.

Rubric
Task Model 3a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

<table>
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Task Model 3b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1.</td></tr>
<tr><td>1</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1.
OR
Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 4
Item Type: Multiple Choice, Multiple-correct response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
2. The student will interpret information from multiple sources to support a given purpose related to research tasks.
Description:
The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task.
The answer choices should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest.
The correct answer choices should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem.
Rationales should state the justification for why the plausible distractor is incorrect.
</td>
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 gives information about <topic>. Choose **two** [facts/ideas/details] from Source #2 that give **different** information about <topic>.
  - Choose **two** [details/ideas] that explain what **both** Source #1 and Source #2 say about <topic>.
  - Source #1 says <quote>. Click on **two** details from Source #2 that give **different** information about <topic of quote>.

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Task Model 5
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 3:

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source has **more** helpful information in understanding <idea/process>? Explain why this source has **more** helpful information in understanding <idea/process>. Support your explanation with **two** [details/examples] from the source.
  - Which source has **more** useful information about <topic>? Explain why this source has **more** useful information about <topic>. Support your explanation with **two** [details/examples] from the source.

Rubric
Task Model 5a:

<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification of which source has more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source.
OR
Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification of which source has more useful information about <topic> and a limited or partial evidence-based explanation of why it has more useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source.
OR
Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information in about <topic>, supported by one [detail/example] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
1. The student will analyze digital and print sources in order to locate relevant information to support research.
Description:
The test taker will locate the source that provides the most useful information.
The answer choices should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one source that is correct and provides the most useful information on the topic mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:

Which source has more useful information about <topic>? Choose one answer that gives the source number and correctly explains why this is the more useful source.

</td>
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</table>

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will analyze illustrations in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric
Task Model 7:

Score Point	Description
2	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze illustrations in order to locate relevant information to support research. **Description:** The student will locate sentences that support an illustration presented in one of the sources provided in the performance task. The **delimited text** should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly support the illustration that is mentioned in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic, but does not support the illustration and/or 2) a sentence that contains interesting information, but does not support the illustration. **Rationales** should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an illustration. Click on the **two** details in the sentences from Source #1 below that are **best** explained by the illustration in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 9 **Item Type: Short Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions or ideas based on evidence collected. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain [why/how] <idea/opinion>. Give **two** [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2 to support your explanation. For each [reason/detail/example], include the source title or number. o Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number. o Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples] from one source. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one detail from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example].
1	Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Description:

The student will match ideas/opinions to a source number and title.

To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.

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

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

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus **Stems:**

  - Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>
<idea/opinion>		
<idea/opinion>		

  - Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<idea/opinion>				
<idea/opinion>				
<idea/opinion>				

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

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 4:** 1. The student will write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion. **Informational Writing:** Create an informational writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An informational assignment must provide the following information: • A purpose for writing • A description of the audience • A clear direction to write a main idea supported by details from the sources **Sample Informational Assignment #1:** Your teacher is creating a bulletin board display in the school library to show what your class has learned about different kinds of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents. Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources. **Sample Informational Assignment #2:** Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents. Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources. **Note:** • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal).

	Sample Informational Scoring: **REMEMBER: A well-written informational <type of assignment>** • has a clear main idea • is well-organized and stays on the topic • has an introduction and conclusion • uses transitions • uses details from the sources to support your main idea • puts the information from the sources in your own words, except when using direct quotations from the sources • gives the title or number of the source for the details or facts you included • develops ideas clearly • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Informational Performance Task Writing Rubric (Grades 3-5)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:** • controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:** • controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Informational Performance Task Writing Rubric (Grades 3-5)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

2-Point Informational Performance Task Writing Rubric (Grades 3–5)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
Target 4, USE EVIDENCE: Cite evidence to support opinions and ideas.

<u>Claim 2</u>
Target 2, COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</td></tr>
<tr><td>Clarifications</td><td>
Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources.
Choosing Sources: The sources in a narrative writing PT are not only meant to help students "brainstorm" but to give them information/research to use in their writing. Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general.
Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.
In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic, such as, 'After landing on a different planet, what happens when you open the door?' Be careful not to give students a list of questions after a broad, open topic, such as, 'You are traveling west. What will happen over the two-week trip?' or, 'What should happen when you are traveling?' When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (i.e., " . . . and then they did this . . . , and then they did that . . . , and then we did this. . . . ").
Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable. Avoid complex genres that students may have not been taught or experienced, for example, fable, fairy tale, legend, or myth.
Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an
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</table>

	existing piece of student writing. **Target 4** will focus on using/selecting evidence to support an opinion or ideas. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.
Standards	**Claim 4 Target 2** **INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7, RI-9; W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions and ideas.

	Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b; W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-6 Distinguish their own point of view from that of the author of a text. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-1b Provide reasons that support the opinion. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 2 Target 2** **COMPOSE FULL TEXTS:** Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d; W-4, W-5, W-8 (DOK 4) 3.W-3 a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 3.W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. 3.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

	3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
DOK/Difficulty Levels	Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 2 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (two for Grade 3) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in the Grade 3–5 tasks. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli **must serve a purpose** other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students.

	• If a PT uses the maximum number of sources allowed for a PT (two for Grade 3); one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide.*)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text out loud, 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** <u>Target 2</u> 1. The student will locate information from multiple sources to support a central idea or key detail related to research. 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. <u>Target 3</u> 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research. <u>Target 4</u> 1. The student will select evidence to support opinions or ideas based on evidence collected.

	Claim 2 Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
Allowable Item Types	2 short text items, 1 machine-scored item, and a narrative full write. Machine-scored item types: • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research you have found two sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find two sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 2 narrative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. The narrative assignment should be written in such a way that it gives students a focal point from which to create a plot for a narrative. Focus the topic, such as, 'After landing on a different planet, what happens when you open the door?' but be careful **not** to give students a list of questions after a broad, open topic, such as, 'You are traveling west. What will happen over the two-week trip?' or, 'What should happen when you are traveling?' When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . . , and then they did that . . . and then we did this. . . ..").

<table>
<tr><td></td><td>After drafting the narrative, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).</td></tr>
<tr><td>Task Model 1
Item Type: Short Text
DOK Level 3</td><td>
Target Evidence Statement
Claim 4, Target 2:
1. The student will locate information from multiple sources to support a central idea or key detail related to research.
Appropriate Stems:
• Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
o Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader's understanding of <topic>. Give two [details/examples] from Source #2 to support your explanation.

o The sources discuss <topic>. Explain what the sources say about <topic>. Use one detail from each source to support your explanation. For each detail, include the source title or number.

Rubric
Task Model 1a:

<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two vague or loosely related [details/examples] from Source #2.
OR
Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by one [detail/example] from Source #2.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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Task Model 1b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from different sources (one from each source). Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from one source. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by one detail from one source. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will locate information from multiple sources to support a central idea or key detail related to research.
Description:
The student will locate sentences that present supporting information for the source quote given in the stem.
The delimited text should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly provide supporting information for the quote given in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information for the source quote found in the stem and/or 2) a sentence that contains the same wording as the source quote given in the stem but does not present supporting information.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G3.T2. Excerpt from one of the Sources
  Stem:
  - Source #1 says <quote>. Click on [**one/two**] sentence(s) in Source #2 below that **best** [supports/support] this [idea/detail].

- **Clarifications:** The stem should appear above the excerpt, not after it.

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Task Model 3
Item Type: Short Text
DOK Level 3

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Target Evidence Statement
Claim 4, Target 2:

2. The student will interpret information from multiple sources to support a given purpose related to research tasks. (task model 3b)
3. The student will interpret information from a visual source to support a given purpose related to research tasks. (task model 3a)

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
  - Both sources discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give **two** [details/examples] from Source #1 to support your explanation.

Rubric
Task Model 3a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 3b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1.</td></tr>
<tr><td>1</td><td>Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1.
OR
Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 4
Item Type: Multiple Choice, Multiple correct response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
2. The student will interpret information from multiple sources to support a given purpose related to research tasks.

Description:
The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task.
The answer choices should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or should contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest.
The correct answer choices should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem.
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	Rationales should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Source #1 gives information about <topic>. Choose **two** [facts/ideas/details] from Source #2 that give **different** information about <topic>. o Choose **two** [details/ideas] that explain what **both** Source #1 and Source #2 say about <topic>. o Source #1 says <quote>. Click on **two** details from Source #2 that give **different** information about <topic of quote>.
Task Model 5 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 3:** 1. The student will analyze digital and print sources in order to locate relevant information to support research. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Which source has **more** helpful information in understanding <idea/process>? Explain why this source has **more** helpful information in understanding <idea/process>. Support your explanation with **two** [details/examples] from the source. o Which source has **more** useful information about <topic>? Explain why this source has **more** useful information about <topic>. Support your explanation with **two** [details/examples] from the source.

Rubric
Task Model 5a:

Score Point	Description
2	Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source has the more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 5b:

Score Point	Description
2	Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has more useful information about <topic> and a limited or partial evidence-based explanation of why it has more useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by one [detail/example] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6 **Item Type: Multiple Choice, Single correct Response** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 1. The student will analyze digital and print sources in order to locate relevant information to support research. **Description:** The student will locate the source that provides the most useful information. The **answer choices** should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The **correct answer choice** should be one source that is correct and provides the most useful information on the topic mentioned in the stem. **Distractors** are the sentences that should reflect common student errors. **Plausible** distractors for this model might include: 1) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Which source has **more** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why this is the **more** useful source.
Task Model 7 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze illustrations in order to locate relevant information to support research. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

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Task Model 7:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.</td></tr>
<tr><td>1</td><td>Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2.
OR
Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2.
OR
Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 8
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
2. The student will analyze illustrations in order to locate relevant information to support research.
Description:
The student will locate sentences that support an illustration presented in one of the sources provided in the performance task.
The delimited text should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly support the illustration that is mentioned in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the illustration and/or 2) a sentence that contains interesting information but does not support the illustration.
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</table>

	Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an illustration. Click on the **two** details in the sentences from Source #1 below that are **best** explained by the illustration in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 9 **Item Type: Short Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions or ideas based on evidence collected. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain [why/how] <idea/opinion>. Give **two** [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2, to support your explanation. For each [reason/detail/example], include the source title or number. o Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number. o Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples] from one source. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example].
1	Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one [detail/example] from Source #1 and one detail/example] from Source #2. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Description:

The student will match ideas/opinions to a source number and title.
To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.
The **correct answer choices** should fit clearly into one category listed on the table.
Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus

  Stems:

  - Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>
<idea/opinion>		
<idea/opinion>		

  - Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<idea/opinion>				
<idea/opinion>				
<idea/opinion>				

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

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 2:** 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). **Narrative Writing:** Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). A narrative assignment must provide the following information: • A purpose for writing • A conflict or "jumping-off" point • A description of the audience **Sample Narrative Assignment #1:** Now that you have learned about the Pilgrims, it is time to work on your project for the website your class is making about them. The website will be read by parents, teachers, and other students in your school. Your assignment is to write a story about a Pilgrim child's journey on the *Mayflower* to the New World. Write a story that is several paragraphs long about something that happens to the character during the journey. Writers often do research to add interesting details to the setting, characters, and plot in their stories. Be sure to use the information that you learned about in the sources when you write about your Pilgrim character. Make sure your story includes a setting, gives information about the characters, and tells what happens. Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end. **Sample Narrative Assignment #2:** The Story Club in your school is creating a website of stories about animals. Your website will be read by parents, teachers, and the other students in your school. You chose to write a story that is several paragraphs long about what happens when a baby hummingbird flies into your classroom one day. Writers often do research to add realistic details to the setting, characters, and plot in their stories. You may use information from the sources you have read to write your story. Make sure your story includes a setting, gives information about the characters, and describes what happens. Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end.

	Sample Narrative Scoring: **REMEMBER: A well-written story** • has a clear plot and clear order of events • is well-organized and has a point of view • uses details from the sources to support your story • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:** • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:** • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:** • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:** • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
Target 4, USE EVIDENCE: Cite evidence to support opinions and ideas.

<u>Claim 2</u>
Target 7, COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</td></tr>
<tr><td>Clarifications</td><td>• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form an opinion, but not be too general.
• Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions.
• Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular opinion is not privileged; the sources should allow for students to support different opinions.
• Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate opinion full write. Try not to create a writing assignment around a set of sources – the writing purpose should come from the sources and not be a forced fit.
• Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion or an idea.
• Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.</td></tr>
</table>

Standards	**Claim 4 Target 2** **INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7,RI-9, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions and ideas. Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8 (PT: DOK 3) 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI-6 Distinguish their own point of view from that of the author of a text. 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.W-1b Provide reasons that support the opinion. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	Claim 2 Target 7 **COMPOSE FULL TEXTS:** Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d,W-4, W-5, W-8 (DOK 4) 3.W-1 a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section. 3.W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. 3.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
DOK/Difficulty Levels	Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 7 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (two for grade 3) should have some references and footnotes/in-text citations resembling authentic research sources.

	• The set of sources should provide enough evidence that allows students to establish and support an opinion, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular opinion is not privileged; the sources should allow for students to support different opinions. • Students should NOT be given a side to support, but should be able to choose the side they are supporting. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • Stories or other works of fiction are not appropriate for the Grade 3–5 research tasks. Do not use literary fiction in the Grade 3–5 tasks. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (two at Grade 3), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)

Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** Target 2 1. The student will locate information from multiple sources to support a central idea or key detail related to research. 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. Target 3 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions or ideas based on evidence collected. **Claim 2** Target 7 1. The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.
Allowable Item Types	2 short text items, 1 machine-scored item, and an opinion full write. Machine-scored item types: • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research you have found two sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2**: "You decide to look up more information about this topic. You have found two sources about this topic. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 opinion full write. The three items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the opinion full write, the student will state an opinion and in his or her own words, will integrate relevant information from the sources to support the opinion. Students should reference the sources used when integrating relevant information in their writing. The student will elaborate on ideas and maintain a clear focus throughout. The student will address a specific audience and purpose in each full write. After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).

Task Model 1
Item Type: Short Text
DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

1. The student will locate information from multiple sources to support a central idea or key detail related to research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader's understanding of <topic>. Give **two** [details/examples] from Source #2 to support your explanation.
  - The sources discuss <topic>. Explain what the sources say about <topic>. Use **one** detail from each source to support your explanation. For each detail, include the source title or number.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two vague/loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student cites the source for each detail.
1	Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details from different sources (one from each source). Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by two details from one source. Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by one detail from one source. Student cites the source for the detail. OR Response is an adequate evidence-based explanation of <topic> supported by two details from different sources (one from each source). Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 2 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will locate information from multiple sources to support a central idea or key detail related to research. **Description:** The student will locate sentences that present supporting information for the source quote given in the stem. The **delimited text** should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly provide supporting information for the quote given in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information for the source quote found in the stem and/or 2) a sentence that contains the same wording as the source quote given in the stem but does not present supporting information. **Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.** **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T2. Excerpt from one of the Sources **Stems:** o Source #1 says <quote>. Click on [**one**/**two**] sentence(s) in Source #2 below that **best** [supports/support] this [idea/detail]. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 3 **Item Type: Short Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation. o Both sources discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give **two** [details/examples] from Source #1 to support your explanation.

Rubric
Task Model 3a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how an illustration in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 3b:

Score Point	Description
2	Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1.
1	Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1. **OR** Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4 **Item Type: Multiple Choice, Multiple-correct Response** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. **Description:** The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task . The **answer choices** should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest. The **correct answer choices** should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem. **Distractors** are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** Read the sentences from Source #1 and the directions that follow. **Stimulus:** No additional stimulus **Stems:** o Source #1 gives information about <topic>. Choose **two** [facts/ideas/details] from Source #2 that give **different** information about <topic>. o Choose **two** [details/ideas] that explain what **both** Source #1 and Source #2 say about <topic>. o Source #1 says <quote>. Click on **two** details from Source #2 that give **different** information about <topic of quote>.

Task Model 5
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source has **more** helpful information in understanding <idea/process>? Explain why this source has **more** helpful information in understanding <idea/process>. Support your explanation with **two** [details/examples] from the source.
  - Which source has **more** useful information about <topic>? Explain why this source has **more** useful information about <topic>. Support your explanation with **two** [details/examples] from the source.

Rubric
Task Model 5a:

Score Point	Description
2	Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it is more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it is more helpful information in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it is more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

<table>
<tr>
<td></td>
<td>
Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification of which source has the more useful information about <topic> and a limited or partial evidence-based explanation of why it has the more useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source.
OR
Response is an identification of which source has the more useful information about <topic> and an adequate evidence-based explanation of why it has the more useful information about <topic>, supported by one [detail/example] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-Correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
The student will analyze digital and print sources in order to locate relevant information to support research.
Description: The student will locate the source that provides the most useful information.
The answer choices should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one source that is correct and provides the most useful information on the topic mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:
Which source has more useful information about <topic>? Choose one answer that gives the source number and correctly explains why this is the more useful source.

</td>
</tr>
</table>

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will analyze illustrations in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric
Task Model 7:

Score Point	Description
2	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/ partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 3. The student will analyze illustrations in order to locate relevant information to support research. **Description:** The student will locate sentences that support an illustration presented in one of the sources provided in the performance task. The delimited text should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer choices and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly support the illustration that is mentioned in the stem. 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. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the illustration and/or 2) a sentence that contains interesting information but does not support the illustration. **Rationales** should state the justification for the type of plausible distractor. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G3.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an illustration. Click on the **two** details in the sentences from Source #1 below that are **best** explained by the illustration in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 9
Item Type: Short Text
DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Explain [why/how] <idea/opinion>. Give **two** [reasons/details/ examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2, to support your explanation. For each [reason/detail/example], include the source title or number.
  - Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number.
  - Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/ examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/ example] from Source #1 and one [reason/detail/ example] from Source #2. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/ examples] from one source. Student cites the source for each [reason/detail/example]. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the reason. **OR** Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/detail/ example], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/ example] from Source #2. Student cites the source for each [detail/example].
1	Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example]. **OR** Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example. **OR** Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10
Item Type: Matching Tables
DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions or ideas based on evidence collected.

Description:
The student will match ideas/opinions to a source number and title. To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.
The **correct answer choices** should fit clearly into one category listed on the table.
Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>
<idea/opinion>		
<idea/opinion>		

  - Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/ opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<idea/opinion>				
<idea/opinion>				
<idea/opinion>				

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

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 7:** 1. The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion. **Opinion Writing:** Create an opinion writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An opinion assignment must provide the following information: • A purpose for writing • A description of the audience • A topic with multiple sides or positions, one of which the student can support with details from the sources **Sample Opinion Assignment #1:** People in your school are not sure if having bottled water is a good idea. The school uses bottled water for field trips, sports events, and even in the lunchroom. Many people want bottled water out of your school. These people want students to bring their own water containers. Your teacher has asked you to write an opinion paper about the problem to share with the principal as she decides what to do. Your assignment is to use the information from sources to write an opinion paper in which you agree or disagree with the use of bottled water at school activities. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use. **Sample Opinion Assignment #2:** As a rule, pets are not allowed at your local park. The parks committee is considering changing this rule. You decide to write an opinion paper that is several paragraphs long about whether or not pets should be allowed at the park. The paper will be read out loud at the next committee meeting. Your assignment is to use the information from the sources to write an opinion paper in which you agree or disagree with allowing pets in public parks. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use. **Sample Opinion Assignment #3:** When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper supporting your opinion about the paper.

	In your paper, you will take a side as to whether you allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use. **Note:** • Use issues related to the classroom, the school, or the community that might affect students. • Remember this is a less sophisticated form of argumentative writing so students need to be provided with a choice of more than one side. • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal), or a letter to the town council (too far removed from elementary students' experience or interest). **Sample Opinion Scoring:** **REMEMBER: A well-written opinion paper** • has a clear opinion • is well-organized and stays on the topic • has an introduction and conclusion • uses transitions • uses details or facts from the sources to support your opinion • puts the information from the sources in your own words, except when using direct quotations from the sources • gives the title or number of the source for the details or facts you included • develops ideas clearly • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Opinion Performance Task Writing Rubric (Grades 3-5)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:** • opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • opinion is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:** • opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution of source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the opinion and supporting idea(s) that includes the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the opinion and supporting idea(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	• 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 o a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **If the skill is appropriately complex for the grade.** *Examples:* ▪ *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.**)* ▪ *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.)* ▪ *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.* • 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 3, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors • A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus. • Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic

	grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: In this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts:** Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." o Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") .
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (for 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.)
Stimuli/Passages	• Stimuli for this target may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, informational, or opinion. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

Evidence Required	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans. Stimulus and item stem **MUST** be appropriately complex for the grade level.	Skills from previous two grades
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of titles. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of N/A
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

Note: Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.	
Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect.") . **Task Description:** The stem will pose a question about how to edit to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as

	possible, but all items must include at least one new-to-grade skill. • Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). • Which of the following sentences has **no** errors in punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences.] • A student is writing a [story] for class. Read the sentences from the story and the question that follows. [Insert sentences from [story] with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/superlative adverbs or adjectives. All new-to-grade skills.] • A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one** or **two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.] • Choose the sentence that contains a [or **two]** spelling error(s). [e.g., grade-appropriate spelling words. **Note**: Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles and capitals for names or holidays.] **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** Correct = 1 point; other = 0 points.

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." • **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 two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** 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 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.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Choose **two** sentences that are punctuated correctly. [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives.] • Choose **two** sentences with correct use of capitalization. [Errors could include capitals with titles and capitals for names or holidays.] • Edit the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting **two** sentences that use verbs correctly. • Choose **two** sentences that correct the grammar usage error. [Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions] • Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 Item Type: Hot Text, select text DOK:1, 2	Stimulus: • 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 *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence including no more than two grammar usage, capitalization, punctuation, or spelling errors, depending on the stem used. At least one error must be grade level; additional errors can be from previous two grades (1 and 2) 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 (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible "errors" in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

	Appropriate Stems See **Evidence Required**, beginning on page 3, for grade 3 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types. • [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [an error or errors] with capital letters. • [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" not "spelling errors"]. • [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of simple subject/ verb or simple pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions]. • *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that has a punctuation error (or has no punctuation errors/uses punctuation correctly).* [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first]. • [Insert several sentences, underlining one sentence containing a verb tense error] Edit the underlined sentence for grammar usage by clicking on the sentence that uses verbs correctly. • [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error

	types to no more than two. Scoring Rules: All correct = 1; other = 0 points.